



**Kern County Innovative & Impactful Schools I<sup>2</sup>S** is a county wide program implemented by Kern County Superintendent of Schools and the Kern Pledge partners to acknowledge schools who are high-performing and have shown student academic success, by continuing to maintain a three year pattern of top 10% proficiency in math and ELA.

Innovative and sustained collaboration to achieve significant and lasting change.

## American Elementary School

### Designated 2019

**3 Year Avg.: Math 22.7 above standard  
ELA 33.5 above standard**

Rosedale Elementary School District  
Kern County

Principal: Becky Devahl

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Date of Visit: 1/7/2020 @ 9:00 am

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**“The child is the parents’ most prized commodity.”**

### School Profile

American Elementary is a suburban school with a population of 749 TK-6<sup>th</sup> grade students. Community involvement, rigorous standards-based core curriculum, and a safe, engaging, respectful learning environment, with a focus that surrounds students using higher-order thinking (HOT) skills to access the core curriculum. This involves giving each student what they need to be successful academically, emotionally, and socially. A growth mindset is at the forefront of American Elementary. The support staff includes music teacher, physical education teacher, nurse, dean, and Special Education team: Intermediate. Sp. Ed. teacher, SDC teacher, Primary Sp. Ed. teacher, and speech.

### School Demographics

American Elementary 749 student population is comprised of 2 main populations: white – 45%, Hispanic / Latino – 38.2%. Subgroups within the population include English Learners-.06%, Students with Disabilities – 14%, and Socioeconomically Disadvantaged – 26%.

## Contributing / Replicable Factors

District System to School System and Focus on staying the course, is the main contributing factor. The District Focus is Student Outcomes, School Focus : Students will use higher order thinking skills to access the core curriculum with set outcomes: If our school focus is encouraging higher order thinking skills to access the core curriculum, then given a growth mindset frame of reference students will increase their Depth of Knowledge (DOK) level as indicated by evidence of learning.

- School focus was developed alongside Innovate Ed for the last four years, which increased the sustainability of the program.
- “If -Then” statements were created by leadership team and followed by the staff.

Assessments include Universal and Interim. Universal Screening for all students enrolling into school with benchmark assessments. **Cycle of Inquiry** required every 6 weeks. Each grade level meets and review student evidence analysis protocol, student evidence, and assessment analysis.

PLC every Wednesday during early release. Above assessments/evidence reviewed as well as **Glows and Grows**. If PLC time is not enough , then teachers by grade level can request a day out of the classroom to collaborate.

- Staff meeting once a month that corresponds to evidence of student learning.

**Quarterly Learning Rounds**: School site teacher teams are formed. The students are observed under topics set within student focus se by school site. Observation notes are made public to the group during a meeting where teachers meet school wide to review the learnings from the Learning Rounds.

- Data Dive: School Leadership team, including school counselor, dean, principal, and lead teacher. Strengths and weaknesses are observed and given to previous grade level ( i.e. weakness seen in 3<sup>rd</sup> grade, then data will be shown to 2<sup>nd</sup> grade) so that adjustments can be made in student learning outcomes.
- Intervention: School Wide Book Read “Taking Action A Handbook for RTI at Work” Looking at MTSS model of having differentiation of instruction inside of the classroom. Use of a 30-minute shared/common time where students who are struggling with the same power standards, as shown on the formative assessment, are given focused learning time with a teacher.
- Social Emotional Learning – All administrative staff trained in “Don’t Suspend Me – Alternatives to Suspension”. School psychologist on site who works with students and staff on Restorative Justice strategies.