



**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.

## Rosedale Middle School

### Designated 2019 ELA and Math

3 Year Avg. Math 10.2 Above Standard

ELA 22.6 Above Standard

Rosedale Union School District

Kern County

Principal: Tom Board

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*"A place where everyone belongs."*

### School Profile

Rosedale Middle School serves 754 7<sup>th</sup> and 8<sup>th</sup> grade students in the northwest suburban area of Bakersfield Ca. The school is well established within the Rosedale Community. In addition to the core teaching staff, the school supports students through an Academic Counselor, 2 Learning Centers, Librarian, Campus Security, Instrumental and Vocal Music, Special Education Department, and Wheel Electives that are focused around Art, Life Skills/Farm to Table, Media/Yearbook, Strong Body, Tech Lab and Project Lead the Way.

### School Demographics

The 754 enrolled students represent 2 main populations: 53.3% White and 33.4% Hispanic/Latino. The populations support the following subgroups: 2.1% English Learners, 10.2% Students with Disabilities, and 24.9% Socioeconomically Disadvantaged Students.

## Contributing/ Replicable Factors

- Schoolwide Focus: Higher Order Thinking Skills (HOTS) through close attention to [DOK levels 3-4](#)
  - Every Staff meeting teachers present student evidence of HOTS and share strategies.
  - Named on website
  - Watched for in Walk Throughs
- Positive School Culture: Value student and teacher by [leading from the middle](#). [Safe School Ambassadors](#) and Student Clubs engage students in activities and school pride. 6<sup>th</sup> grade articulation occurs with feeder schools. The 6<sup>th</sup> grade students attend “Get Connected Night” that welcomes and initiates the students to RMS.
- [Assessment Calendar \(see resources\)](#) with District Teacher Created Benchmarks 3 times a year. Built through Illuminate.
  - Staff and students are trained in the “[Testing Protocols](#)”( [see resources](#))
- Focus on metacognition for students. [Students owning goals \( see resources\)](#) by reviewing their test and assessment results, and making predictions while setting goals for the quarter and year.
- Professional Learning Community is based around Cycle of Inquiry.
  - teachers (department/grade) select a common assessment or common assignment reflective of our school focus (e.g. Higher Order Thinking Skills/ DOK 3-4).
  - teachers utilize a common rubric (.e.g. 1-4)
  - teachers select student examples high, medium, low or 1-4
  - teachers use the [Student Evidence Analysis Protocol](#) to discuss, needs, strengths, and instructional response.

\*\*\*\*Principal’s message to teachers....I am not interested in who scores higher. I am looking for what sustainable practices we commit to and am looking for evidence of those practices when I’m in classrooms.
- Curriculum: District Level map is followed that leads to the Benchmark Assessments. Teach to the standards by looking at the claims and naming the task that represents the Claims.
- Classroom Walk Throughs 1x a quarter: [Protocol and Focus \(see Resources\)](#) is known by teachers and observers.
  - The first walk is a 12-15-minute General walk through without a specific emphasis. From the qualitative notes, the team concludes trends. Rounds are debriefed in a schoolwide staff meeting. Teachers will share at the staff meeting.
  - Follow up walks – observers watching what students are doing and their response to instruction. , specifically “How do students engage in Higher Order Thinking questions”.
  - Teachers who are experts in student responding with Higher Order Thinking answers, will share their strategies in the debrief/staff meeting.