



**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.

## American Elementary School

**Award based on 2019 CAASPP ELA and Math**

**Based upon 3-year average**

**ELA: 33.5 points above Distance from Standard**

**Math: 22.7 points above Distance from Standard**

Rosedale Elementary School District

Kern County

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### School Profile

American Elementary is a suburban school in northwest Bakersfield. American Elementary serves 749 students in grades K-6<sup>th</sup>. The school attributes the positive learning environment to the collaboration between staff and parents. This involves giving each student what they need in order to be successful academically, emotionally, and socially. A growth mindset is at the forefront of American Elementary. The support staff includes a music teacher, physical education teacher, nurse, dean, and special education team.

### School Demographics

The ethnicity of the student population of American Elementary is as follows: 45% White and 38.2% Hispanic or Latino. The additional student groups from this population include: 0.06% English Learners, 14% Students with Disabilities, and 26% Socioeconomically Disadvantaged.

## Self-Identified Contributing Factors

- The focus is staying the course:
  - Students will use higher order thinking skills to access the core curriculum with set outcomes.
  - A growth mindset frame of reference is used with students.
  - Teachers use question stems to increase Depth of Knowledge (DOK) level.
  - School focus was developed alongside Innovate Ed for the last four years, which increased the sustainability of the programs.
  - “If -Then” statements were created by the leadership team and followed by the staff.
  
- Assessments include universal and interim:
  - Universal screening is completed for all students enrolling into school with benchmark assessments.
  - Cycle of inquiry is required every six weeks. Each grade level reviews student evidence using an analysis protocol, and performs an assessment analysis.
  - School leadership teams include: the school counselor, dean, principal, and lead teacher. Collaboratively the leadership team looks at CAASPP scores each summer. Strengths and weaknesses from the data are noted and given to previous grade levels. Areas of growth identified by the 3rd grade teachers are shared to the 4th grade team so adjustments can be made in student learning outcomes for incoming 4th grade students.
  
- Grade level Professional Learning Communities (PLCs) meet every Wednesday during scheduled early release time:
  - The above stated assessments/evidence are 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 meetings occur once a month with grade levels meeting and evidence of student learning is shared.
  
- Conduct quarterly Learning Rounds:
  - School site teacher teams are formed. The students are observed according to a student focus set by the school site. Observation notes are shared during a school wide meeting where teachers review the learnings from the rounds.
  
- Student intervention is focused around Response To Intervention (RTI):
  - “*Taking Action: a Handbook for RTI at Work*”, was used to create a Multi-Tiered System of Support (MTSS) model of differentiation of instruction inside of the classroom.
  - Use of a thirty minute shared/common time block where students with identified areas of growth 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 are trained in “Don’t Suspend Me – Alternatives to Suspension”.
  - The on-site school psychologist works with students and staff on restorative justice strategies.