



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.

Rosedale Middle School

Award based on 2019 CAASPP ELA and Math
Based upon 3-year average

ELA: 22.6 points above Distance from Standard
Math: 10.2 points above Distance from Standard

Rosedale Union School District

Kern County

Principal: Tom Board

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Date: July 16, 2020

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"A place where everyone belongs."

School Profile

Rosedale Middle School (RMS) serves 743 students in grades seven and eight in the northwest suburban area of Bakersfield, California. The school is well established within the Rosedale community. In addition to the core teaching staff, the school supports students through an academic counselor, two learning centers, a librarian, campus security, instrumental and vocal music, and a Special Education department. A 'wheel' of electives focused on art, life skills, Farm to Table, media/yearbook, strong body, technology lab, and Project Lead the Way are offered. The electives are referred to as "wheel" due to the rotating nature of the electives. This helps for a well-rounded education.

School Demographics

The ethnicity of the student population of Rosedale Middle School is as follows: 53.3% White and 33.4% Hispanic/Latino. The additional student groups from this population include: 2.1%

English Learners, 10.2% Students with Disabilities, and 24.9% Socioeconomically Disadvantaged students.

Self-Identified Contributing Factors

- School Wide Focus: Higher order thinking skills (HOTS) through with attention to Depth of Knowledge ([DOK](#)) levels 3-4:
 - At every staff meeting teachers present student evidence of HOTS and share strategies.
 - The strategies are listed on the school's website.
 - Administration seeks evidence of these strategies during quarterly walkthroughs.
 - Focusing on metacognitive development, teachers prioritize [goal setting](#) with students. After reviewing students' assessment results, students set goals for the quarter and the year ahead. The mentor teacher challenges students to set goals to stretch their growth.

- Positive School Culture:
 - Positive school culture is created by valuing students and teachers through [Leading from the Middle](#), [Safe School Ambassadors](#) and student clubs engage students in activities to build school pride. One such activity is preparing 6th grade students to be introduced to the culture. This occurs through the 6th grade feeder schools. The 6th grade students attend "Get Connected Night" which welcomes and initiates the students to RMS.

- Assessment Calendar:
 - This includes district/teacher created benchmarks which occur three times a year.
 - The school site uses *Illuminate* as a data analysis generator.
 - Staff and students are trained in testing protocols.
 - Teachers (department/grade) select a common assessment or common assignment reflective of the school's focus (i.e. HOTS/ DOK 3-4).
 - Teachers utilize a common four scale rubric.
 - Teachers select student examples rated as high, medium, low using the grading rubric..
 - Teachers use the [Student Evidence Analysis Protocol](#) and the [Student Assessment Analysis](#) form to discuss, identify needs, identify strengths, and potential instructional practice responses.

- Curriculum:
 - A districtwide curriculum map is followed which leads to Benchmark Assessments.

- The teachers are required to teach to the standards by looking at the claims and naming the tasks which are represented in the claims.
- Classroom walkthroughs occur quarterly:
 - The *Protocol and Focus* of the walkthrough is known by all teachers and observers.
 - The first classroom walkthrough is 12-15-minutes without a specific emphasis/focus. From the qualitative notes, the team determines patterns and trends. The walk through notes are debriefed in a school wide staff meeting.
 - Follow up walkthroughs are structured with observers identifying student activities and their responses to instruction, specifically, how are students engaged in higher order thinking questions.
 - Teachers who show expertise in higher order thinking questions share strategies during debriefing or in staff meetings.
 - Teachers are used as a resource for each other.