



Rolling Hills Middle School LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

October 25, 2018

Instructional Services
Governing Board Presentation

Mission and Vision

The Rolling Hills Middle School mission and vision are that of CUSD...

Our Mission

... to provide an education beyond the expected, educating individual students to their highest potential and ensuring that our students are prepared to succeed.

Our Vision

... to model innovative programs and instruction that engages, empowers, and inspires all children to feel safe and thrive.

School-Wide Initiatives

1. Create a positive school culture with group accountability for all
 - Schoolwide Testing Schedule
 - Fall Conference Schedule
 - Expand Positive Behavioral Interventions Support (PBIS) introduction
 - Honoring Differences
 - Awards
 - Instruction for all Universal Design Learning (UDL), Response To Instruction (RTI)
2. Improve the instructional process to increase student learning
 - Offering widespread site professional development
 - Increase opportunities for student agency and ownership of learning
 - Professional Learning Community (PLC) - tightened agendas, linked to celebrations, Learning Targets, and communication with administration

School Celebrations

- Integrated new staff and created a new Instructional Leadership Team
- Welcomed a diverse population of new students
 - Intentional placement of English Language Development (ELD) students with experienced teachers
 - Proactively provided elective requests
- 17 teachers representing multiple curricular areas participating in ongoing, targeted, site-based Professional Development (PD)
- Created a common (PLC) agenda and provide feedback to teams weekly
- Administration is purposeful in frequent walkthroughs highlighting bright spots around our school wide initiatives, to leverage and share out.

#1: Ensure High Quality Instruction

- Writing with Design - guiding toward high level writing
- School Retooled - creating authentic experiences for students using Project Based Learning and Design Thinking
- UDL - developing lessons to engage all students
- RTI - developing strong systems of intervention
- Math with ELD Focus - teaching ELD and Math in tandem
- Admin responds to standardized PLC agendas on a weekly basis, creating dialogue.

#2: Ensure All Students Learn at High Levels and Close the Achievement Gap

- Three levels of flexible, dedicated ELD classes for grades 7 and 8 and two levels of flexible, dedicated ELD classes for 6th grade.
- Writing with Design leveraged in all ELD classrooms, and in three SpEd classrooms.
- Students in Special Ed. integrated with General Ed. student coaches in PE and in general ed elective courses.
- Reading Intervention
- Equity TOSA Support
 - Works with targeted students under the Multi-Tiered Systems of Support (MTSS) Tier II pyramid
 - Supports SST Process
- Kid Talk during PLC time
- Building in flexible time periods within units of instruction

#3: Provide Tiered Supports that Promote Social/Emotional Development

- Expand Positive Behavioral Interventions and Supports (PBIS) beyond behavioral expectations into academic expectations
- Elective teachers share common PLC focus on Profile of a Graduate competencies
- RTI Team trained and moving toward as system of interventions
- Suspensions 2016-17 compared to 2017-18 declined 30%

#4: Engage Parents/Guardians in Child's Education

- Coffee with Administration with follow up Bi-Monthly Principal's Newsletter sharing progress on the site's initiatives
- Arena Conferencing
- Thriving English Learner Advisory Committee (ELAC)
- Active Parent Teacher Association (PTA)
- Math Olympiad
- Project Cornerstone

What do our clients want?

Thought Exchange Feedback:

- “Doing projects. I like hands on learning” (Student)
- “I like how some teachers let you work with a partner.” (Student)
- “Increased small group instruction, rather than whole class, aimed at individual skills and interests.” (Parent)
- “Raise the academic bar.” (Parent)

RHMS Responsive Action:

The professional development supported by the site and district is specifically aimed at these student and parent desires.

Ongoing Progress Monitoring

- Calendared department PLCs. Admin and TOSA are active participants in targeted teams
- Calendared schoolwide PLCs to showcase best practices
- Interactive PLC feedback loop
- Conduct regular classroom visits and provide feedback aligned to school initiatives
- Monitor success of professional development with hard data and portfolio evidence

Next Steps for Areas of Need

- Evaluate data aligned to the Writing with Design cycle to determine efficacy
- Create qualitative data points from students and teachers and indicators of success for School Retooled and UDL, to determine whether we will roll it to a larger degree in the future.
- Deep evaluation into math instruction to determine bright spots, areas of growth needed, and next steps to support all students.
- Incorporate Profile of a Graduate (PoG) in specific, targeted PBIS recognition by all school staff. Include PoG competencies in annual PBIS reboot (January 2019)
- 6th Grade Elective Wheel class teaching PoG competencies combined with AVID strategies.