



# **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.