El Rodeo School
Model Programs and Practices

School Information

CDS (County District School) Code: 19643116011753

County: Los Angeles

District (Local Educational Agency): Beverly Hills Unified School District

School: El Rodeo School

Demographics

Enrollment: 601 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

El Rodeo's vision is to produce scholars that are engaged in lifelong learning and who serve as catalysts for positive change in the world. El Rodeo de las Aguas, named for the streams that flowed out of the surrounding hills, is proud of our community's rich cultural background and our school's strong history of academic rigor. Our mascot, the Eagle, constantly reminds our students to take calculated risks in their quest to grow and soar to new heights.

Founded in 1927 as one of four K–8 campuses, the physical structure of our school is a landmark in Beverly Hills. In the fall of 2015, in preparation for major seismic and modernization upgrades, most students and staff relocated into temporary "cottages." The project is expected to begin in earnest by January of 2019.

El Rodeo is committed to pursuing excellence, ensuring a safe learning environment, celebrating diversity and building character. Our instructional program maintains a strong emphasis on differentiation enhanced by a full complement of student support

services and enrichment opportunities. Collaboration amongst stakeholders provides children with the opportunity to achieve to their maximum potential.

We strive to attain high academic achievement by implementing a standards-based curriculum in which learning outcomes are directly aligned with assessments and research-based strategies. El Rodeo is fortunate to have an exceptional teaching staff who implement a differentiated instructional program in support of students' individual needs to ensure academic success. Some of the programs and strategies used include leveled readers, small group instruction, project and experiential learning, and exploration centers, along with the integration of technology and education software to promote individualized learning. Collaboration consistently occurs as teachers work to enliven the curriculum and improve methodology. Engaging lessons are embedded with differentiated assessments which inform subsequent instruction.

As part of our supportive community, the Beverly Hills Education Foundation and PTA fund many support and enrichment programs that contribute to student success. These groups enhance our school with exemplary arts programs, integrated technology, multicultural events, field trips and campus beautification. Our students learn responsibility by participating in Student Council at both the elementary and middle levels. They also plan and implement service learning projects including book, costume and sock drives, and a daily "Share Table" at which students collect unwanted food to be delivered to a local food bank. Since January 2018, our students have donated more than twenty boxes of food for those in need.

At El Rodeo, we take to heart the African proverb, "It takes a village to raise a child." We are proud of the nurturing and engaging environment that we are creating for the children in our village.

Model Program and Practices

Name of Model Program/Practice: Differentiated Instruction with Technology Integration

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Professional Development, Use of Technology

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: Small Learning Communities, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

El Rodeo's focus on Differentiated Instruction with Technology Integration occurs throughout our learning community and in all disciplines. To provide structure for implementation and professional development, we have honed our Practice in three key areas of emphasis: targeted flexible groupings, choice, and integrated technology.

Over the last three years, our staff has made a concerted effort to employ small flexible groupings as part of our daily instructional regimen. The structures can be seen in the lower grades through our Daily 5 program, and through data driven, flexible groupings across entire grade levels. Utilizing a variety of materials and strategies, our teachers target instruction in support of learners at or just above the level where they are currently functioning. These materials include, but are not limited to, leveled readers, graphic organizers and differentiated prompts for instruction and assessments. In the intermediate and upper grades, the program varies in structure. Instructional staff in these grades utilize pre-assessments to target specific student learning needs and inform small group configurations, data-driven and grade level flexible groupings, as well as push-in, pull-out support services.

As we continued on our journey of getting to know students as learners, we began to see the need to explore choice as a tool for differentiation. Across our campus, instructional staff are providing students with multiple options to demonstrate mastery. Students are encouraged to explore different ways of solving problems and comparing outcomes with their peers. In many classrooms, students utilize a variety of mediums to demonstrate what they have learned. These include video production, written expression, oral critiques, project-based learning, as well as more traditional forms of assessment.

Perhaps the most profound change that has impacted differentiation on our campus has been the integration of technology into our learning environment. Through the use of technology, our teachers are able to manage small group instruction while ensuring that all students are progressing toward individual learning goals. While technology integration provides opportunities for differentiation on its own, it also facilitates choice-based and targeted group learning. Individualized lessons are created with QR codes, IXL Math and Nearpod. SmartMusic allows instrumental music students to decide when they are ready for assessment. Lexia Core 5 provides additional intervention support in the learning environment and at home. The instructional technology that we have integrated into our classrooms has had a extensive impact on the success of our Program over the last four years.

El Rodeo's Practice, Differentiated Instruction with Technology Integration, has been the keystone that brings our vision of creating successful students to life.

Implementation and Monitoring

In the fall of 2014, El Rodeo began its journey of utilizing data to drive curricular decisions and strategies to promote student achievement in the classroom. In the

absence of district funding, we began to seek creative ways to offer our students Tier 1 and 2 interventions in the areas of reading and math. Each year, target areas for intervention are revised based on student data from both CAASPP and Star Renaissance assessments.

While we were rolling out more intensive interventions, we began a program of professional development (PD) around effective differentiation strategies. Our staff began to embrace learning targets to articulate concrete learning outcomes aligned with various levels of Depth of Knowledge, close reading, and student engagement/collaboration strategies. As our teachers' knowledge has grown, they have increasingly asked probing questions and set the agenda for continued PD. Our teachers have taken the initiative to build capacity for professional growth by planning and implementing staff development that models strategies for the classroom and clearly communicates expectations. As with student lessons, PD ends with an action item (creation of a Flipgrid, exit ticket, Kahoot!) that teachers review and share.

With the support of our PTA, we identified a pathway toward becoming a 1:1 device school. We sent teams of teachers to visit Apple Distinguished schools and formed a site technology committee to facilitate the roll-out. Our staff created and delivered a series of professional development opportunities around Google Apps for Education, as well as strategies for technology integration in the classroom using the SAMR model. Our staff began to identify strategic technologies to support targeted instruction and our PTA provided the funding to bring this vision to life.

We continue to monitor our practices to ensure continuous improvement. We assess students five times per year utilizing Renaissance STAR in reading and math. Teachers disaggregate and analyze this data to inform further remediation or acceleration in their instructional programs. This data is also used as we continually reconfigure flexible groupings. As staff become more comfortable with various differentiation strategies and the integration of technology, the level of teacher initiated collaboration increases. Across all grade levels, educators have taken advantage of the funds available for joint lesson/unit planning and articulation. Finally, teachers continue to share exemplary ideas with one another utilizing innovative technology.

El Rodeo's Model Practice of Differentiated Instruction with Technology Integration has had a deeply positive impact on the culture of our learning community. As our teachers' knowledge has grown, they have increasingly set the agenda and raised the bar for continued professional development ensuring sustainable growth for years to come.

Results and Outcomes

Since its inception, El Rodeo's signature Practice of Differentiated Instruction with Technology Integration has had an extremely positive impact on the success of our students. Our data reflects several notable and impressive outcomes. Since 2014, our CAASPP scores have seen a dramatic increase, up 53% in ELA and 104% in math. We have also experienced an average annual decrease of 36% in the number of special education referrals. This year, our students have seen an average percentage ranking

increase of more than 3% in reading and an impressive 8% in math as measured on the STAR Renaissance assessments. Our annual Change Management Survey indicates the number of teachers who express confidence in integrating technology into their instructional programs has increased 30% over the last year alone!. The infusion of technology into our instructional program has made it possible to refine differentiation in the learning environment.

El Rodeo teachers continue to refine their collaboration skills, sharing best practices and modeling for their students what it means to be a lifelong learner. Teachers jointly plan lessons and observe their peers delivering those lessons with the goal of providing meaningful feedback and reflection for sustained growth. In addition, our teachers utilize various technologies to assist them in the collaborative process. They have become adept at sharing strategies with one another via digital tools like Google Docs and Classroom, and Flipgrid, to name a few. Our teachers utilize virtual resources to share their ideas with one another for use across grade levels and classrooms.

Perhaps the most significant and unforeseen result of our transformation has been in the relationship between students and instructional staff. At the core of differentiation lies the idea that each student is an individual. Educators are learning more about their students than ever before and as a result, fewer learners at El Rodeo are struggling. In addition, we are able to take our high-flyers to greater levels of excellence.

In the spirit of constant improvement, we diligently seek new ways to move our school forward. We have begun conversations around Learning Walks and other more enhanced collaboration strategies. Teachers continue to be encouraged to take calculated risks in support of student success. At the district level, administrators have begun training on Universal Design and the integration of the newly released Technology Integration Model (TIM).

As we continue to implement and evaluate our signature practice of Differentiated Instruction with Technology Integration, we remain mindful of our singular goal: to support student success at all levels. As John D. Rockefeller reminds us, "Don't be afraid to give up the good to go for the great." The El Rodeo staff consistently pursues greatness in support of the Eagles who soar through our school each day.