

# Rosemont Middle School Model Program

## School Information

CDS (County District School) Code:19-64568-6061303

County: Los Angeles

District (Local Educational Agency): Glendale Unified School: Rosemont Middle School

## Demographics

Enrollment: 1224 students

Location Description: Suburban Title I Funded: No

School Calendar: Traditional Charter: No

## Overview

At Rosemont Middle School respect, ownership, cooperation, kindness and safety are the principles that guide teaching and learning. The school's motto is Honor, Excellence, and Pride and the mascot is the Spartan. Located in La Crescenta, Rosemont Middle School (RMS) is one of four middle schools in the Glendale Unified School District. With 1224 seventh and eighth grade students, Rosemont is the largest middle school in the district. The school serves a diverse, suburban, middle class community of nearly 20,000. Rosemont's strong history of academic excellence has been recognized by six California Distinguished Awards, two National Blue Ribbon School Awards, and the Gold Ribbon School Award.

Our model program, Rosemont ROCKS (Respect, Ownership, Cooperation, Kindness & Safety), provides a framework for supporting students academically, socially and emotionally. Parents and community members have joined to support Rosemont ROCKS and in turn, students give back through many community service projects.

The student population reflects the diversity of the Crescenta Valley community. Students mirror the differences in income, language, culture, ethnicity, and history. Thirty eight percent of Rosemont students come from a home where English is not the home language (49% are Asian, 15% are Hispanic, and 52% are White (Armenian & White). Twenty-eight languages are spoken at the school and 109 students receive special education services.

Our school houses a dual immersion Korean FLAG program as well the TIDES program which supports students who are identified as emotionally disturbed. This diversity enriches our students' academic and social experiences both in and out of the classroom.

The school community embraces a rigorous curriculum and has high expectations for student achievement that aligns with Common Core State Standards and prepares students for college and careers. The school takes seriously the importance of supporting our students academically, emotionally, and socially as they move from elementary school to high school. In addition to the core subjects, students are offered a wide range of elective programs and extracurricular activities. To ensure academic success, teachers, counselors, and administrators work together to support all students, including those who are not yet

proficient academically or socially. In addition, after school intervention and summer classes are offered.

Rosemont has a long standing record of outstanding academic achievement with strong test scores. Rosemont supports that by meeting the social emotional needs of our students to allow them to be connected, supported and successful in school. Spartan pride and Rosemont ROCKS are woven through a caring school community, cultivating critical thinking through collaboration, communication, and creativity.

## **Description of Model Program**

Name of Model Program/Practice: Rosemont ROCKS

Length of Model Program/Practice: 2–4 years

Target Area(s): Education Support, Parent, Family, and Community Involvement

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

Strategies Used: School Climate, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development

## **How is your model program/practice referenced in your districts LCAP?**

The model program Rosemont ROCKS is in alignment with the Glendale Unified School District's overarching LCAP goals to maximize student achievement, create a culture of learning, and increase engagement. Rosemont ROCKS distinguishes itself by focusing not only on the factors that allow for academic achievement but also provides a structure and explicit expectations that allow for the social emotional development of all students. These structures prepare students to be able to communicate and collaborate effectively in a diverse and ever changing community.

Specific GUSD LCAP goals are to support the social, emotional and physical needs of all students and to provide services and conditions that support learning. The explicitly taught and clearly communicated expectations for student behaviors of the Rosemont ROCKS program align closely with these district wide goals. Under Component 1 of the Rosemont School Safety Plan, Rosemont's School Goal 1 is "to create an educational program and community which encourages academic success for all students by increasing student connectedness to school, teaching what students need to succeed, and creating a link between home and school. Rosemont ROCKS accomplishes this and more. The common set of behavior expectations, rewards, supports and consequences that are implemented school wide in the classroom and across all areas of the campus create an environment where students feel safe and secure enough to take academic as well as social risks. Students that do not respond positively to the supports and consequences are closely monitored by teachers, counselors and administrators. Regular school to home communication, one on one academic and behavioral monitoring, and progressive discipline strategies are employed to help redirect these students and help them build social and academic skills needed to experience success.

The Rosemont ROCKS program also closely aligns to the district LCAP goal of creating a positive environment and opportunities for students to connect with their school and community. A GUSD priority is for all schools to implement Restorative Justice (community building circles and conflict resolution) into their school culture. RMS is the first middle school in the district to begin using these practices. The ROCKS team has begun using Restorative Circles to create community and connectedness amongst students and staff. During a PTA meeting, RMS teachers presented the purpose of Restorative Circles to parents and held a circle with 3 RMS teachers, 1 elementary school teacher, 2 RMS students, 1 elementary school student, the RMS principal and PTA members. This experience impressed parents and helped them to understand the potential impact of restorative practices to both the school and the broader community. Furthermore, the expectations of the ROCKS program has extended into the community with recognition of students by the local merchants.

## **Description of the Model**

Rosemont's model program is Rosemont ROCKS! ROCKS has built on existing practices to provide an in-depth social emotional support structure for students. In a diverse school setting, ROCKS has standardized how we interact with students, while building positive outcomes academically and socially while promoting equity and fairness. Behavior expectations are represented by ROCKS (Respect, Ownership, Cooperation, Kindness and Safety). Specific behavior expectations for all settings (before and after school, hallways, bathrooms, lunch area, and locker rooms and classrooms) have been clearly communicated. All students participate in lessons that teach the desired behaviors, rewards and consequence systems and ROCKS provides opportunities for teachers and community members to interact with students in a positive way through a system of ROCKS tickets.

ROCKS extends beyond the initial Positive Behavior Intervention and Support model. Intentional structures are in place to support students who are struggling. Each fall, students are asked who they feel comfortable talking to on campus. Students that don't identify an adult on their form are referred to the counseling office and counselors follow up with them. Classrooms are open at lunch for tutoring, clubs and just hanging out. Teachers are in the halls, greeting students and monitoring ROCKS. The principal, teachers and students participated in Challenge Day, designed to build community, stop teasing and address feelings of alienation. Students that expressed deeper issues were referred to the counseling office. Five teachers were trained in conducting restorative community building circles and teachers and administrators are currently piloting the program. Rosemont currently has over 37 clubs, reaching a variety of interests and providing support, community service and inclusion to a myriad of students (such as CJSF, Builders Club, Got Faith, MineCraft, and Rainbow GEMS-LGBTQ). ACT (an anti-tobacco program) offers workshops, seminars, and tours for incoming 7th graders. After school tutoring is available and students participate in activities such as Civil War Night, the Rosemont Bowl Concert, and a well-developed intramural sports program.

ROCKS extends into the community through regular communications (school website, Spartan Spin-Facebook, daily e-bulletin, weekly e-Blast, student Reminder Binder, English Language Advisory Committee, PTA, School Site Council, parent presentations and a

monthly Coffee with the Principal). The PTA (including the Korean and Armenian parent groups) have donated over \$4000 to support ROCKS with banners and incentives, a ROCKS video, and our ROCKS Spartan mascot. Merchants in the Ralphs Marketplace give out golden tickets to students demonstrating ROCKS behavior and the students receive special recognition. A local church provides the "Firehouse," a place for students to go on late start days.

## **Implementation & Monitoring of the Model**

The ROCKS collaborative team meets monthly, either on site or at county Professional Development sessions and includes teachers, a parent, and administrators. With recent changes in Rosemont's administration, ROCKS has given us a continuity of expectations at our school for teachers, staff and students. Progressive discipline processes have been put in place and clarified to support students emotionally and behaviorally. Presentations are regularly made to the staff and stakeholders, working towards consensus on matrices and processes. The ROCKS team regularly looks at data (suspension rates, behavior data, survey results) to assess the effectiveness of its programs and processes. Data is shared at faculty meetings and with stakeholders from the staff and community. Staff concerns and solutions are brought to the ROCKS team to be addressed at the meetings.

Initially, the ROCKS team developed a school wide matrix for all students that addressed all areas of the school and brought focus and consistency to student development and staff implementation. Each day, the bulletin highlights one of the ROCKS principles, to reinforce ROCKS expectations. Teachers, working collaboratively within their departments, developed a ROCKS matrix for each classroom and ROCKS banners hang in the halls bringing branding and consistency to the ROCKS message. All students receive teacher developed ROCKS lessons during the first week of school, with a refresher at the beginning of 2nd semester. Students receive ROCKS tickets and recognition for exhibiting positive behavior and participating in community service. Students may either use their tickets to enter a daily drawing or save them for bigger rewards. Assistant principals meet with students to do Reminder Binder checks and to establish a positive rapport. Student athletes carry progress report slips and check in regularly one-on-one with administrators.

Class Presentations by counselors and administrators are given at the start of the year to reinforce ROCKS lessons and to introduce counseling services. Counselors utilize interns to assist students and Student Study Teams are held to provide additional support when needed. Counselors visit feeder schools to share Rosemont expectations. Incoming 7th graders come to Howdy Day in the fall so they can familiarize themselves with the school. High school counselors give classroom presentations to introduce themselves and assist with program planning and articulation.

Minor Office Referrals provide an interim disciplinary measure to catch behavior before it becomes severe. We are piloting a "Check In Check Out" and a Lunchtime ZAP homework room to address the needs of Tier II students and hold them accountable for meeting academic and behavioral goals. As Rosemont continues to provide additional support for students, the ROCKS team and the Rosemont staff continue to implement additional interventions for our Tier III students who continue to struggle to meet expectations.

## Results of the Model/Pupil Outcomes

Rosemont ROCKS has resulted in outcomes that demonstrate a positive school climate, increased student connectedness, and academic success. On a survey designed to measure the effects of the ROCKS program, 75% of students indicated that there is a positive school climate at Rosemont. Additionally, 79% of students said they are treated with respect by their teachers and peers and 82% feel accepted and liked at school. These outcomes are strengthened by the data collected from teachers that 85% of the respondents believe that ROCKS has had a positive impact on student behavior and 76% believe that the 2017-2018 overall school climate was more positive than in 2016-2017. A high average daily attendance rate of 97.59% and a 1% decrease in chronic absenteeism is also strong evidence of a positive school climate.

Evidence of student connectedness can also be seen in the CA Healthy Kids Survey results (Fall 2018) where 72% of 7th graders reported feeling highly connected. This data reflects the effectiveness of outreach to feeder elementary schools, the school wide ROCKS program and the efforts of staff and student organizations to help students become connected to their school. Student participation in co-curricular activities is at an all time high with clubs reporting increases in membership from 20% - 50%. Rainbow Gems (an LGBTQ and allies group) was started by 6 students in 2014. Today, 30-50 students regularly attend weekly lunchtime meetings. CJSF (375 students), a service club that encourages school and community service while maintaining high academic and citizenship grades, and Builders Club (173 students), a service organization connected to the local Kiwanis Club, both clock 1000s of service hours. Both organizations report the highest number of student participation in the history of their existence at Rosemont. Student connectedness is also reflected in a 60% reduction in the number of incidents reported to the police by local merchants involving Rosemont students.

Positive school climate and increased student connectedness are critical elements in sustaining Rosemont's high academic achievement. Rosemont is the highest performing middle school in the district with CAASPP scores that exceed the state average. 2018 results show that 73% of students were proficient in ELA and 78% were proficient in math. There was a 10% increase in proficiency in ELA among students with disabilities. Additionally, proficiency levels of students with disabilities and English Language Learners increased in math by 10% and 3% respectively.

ROCKS has brought consistency, equity, and unity to the Rosemont campus. Students feel that expectations are clearly communicated (90%), and that rules are fairly enforced (78%). Teachers also say that the school has clearly communicated expectations for student behavior (97%) and 85% of teachers agree that rules are fairly enforced.