

LIBERTY MIDDLE SCHOOL



2017-2018 SCHOOL STATISTICS

Designated in 2018

Community Size - Rural

School Enrollment - 619

Grade Levels - 7, 8

School Calendar - Traditional

Free and Reduced Lunch 70.2%

English Learners 34.2%

Students With Disabilities 10.3%

Liberty Middle School

Lemoore Union Elementary School District

1000 Liberty Dr. Lemoore, CA 93245

Tel (559) 924-6860

Principal - Benjamin Luis

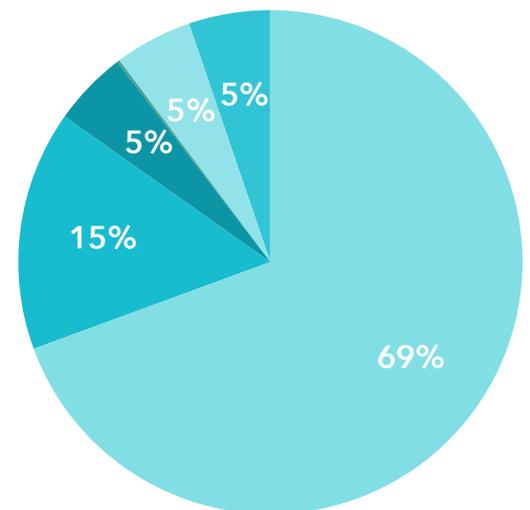
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School Characteristics and Replicable Practices

Academic Excellence

- At Liberty we work to challenge the minds of our students to learn at high levels through high levels of instruction and holding them to high expectations.
- At the end of each year the staff works to pick standards for the next school year that students will be guaranteed to learn by the end of the next school year. The team works together with administration to ensure that the standards meet three criteria: leverage, longevity, and readiness for the next grade level.

2017-2018 School Demographics



- Exemplars are also developed so that each team member is clear of what the expectation is to ensure that the level of rigor is the same for each student.
- During the school year, proficiencies, expectations, and exemplars are provided to students.
- If students do not meet the performance standard after initial instruction, teachers analyze assessment data, provide feedback and reteach students, and give students opportunities to be reassessed until they meet or exceed the performance standard.
- During PLC meetings and department PLC days, teachers work on breaking down the guaranteed standards into learning objectives that are given to the students during the lessons.
- In the students' homeroom classes on Mondays students learn about different lessons including, learning about why school and learning is important and creating a growth mindset.
- During each lesson teachers also include a relevance portion to communicate with the students about the importance of the skill they are learning.
- The curriculum emphasizes deep understanding of important concepts and the development of essential skills, for the past two years English-language arts, math, science, and history teachers have work together to use cross-curricular skills in order to create a more rigorous environment for the students.
- The history and science teachers are using texts to instruct students and are requiring students to write multi-paragraph essays as part of the proficiencies towards meeting standards.
- The English-language arts teachers help support the history and science teachers do this by teaching the students how to effectively extract information from texts, how to structure writing, and how to use effective speaking and listening skills. Teachers are also using current real world problems to help students think critically and to make the knowledge they are learning relevant. For example, when learning about ancient Rome in history, in order to reach proficiency students are expected to be able to explain the similarities and differences between the fall of Rome and the United States, when they are given an article to help them with information they have not been taught.
- The main instructional framework at Liberty middle school is Explicit Direct instruction. Direct instruction is used for each new skill or concept; this model was selected because it is research proven to ensure student learning. The direct instruction model includes the learning objective, activating prior knowledge, concept development, skill development (modeling), guided practice, relevance, closure, and independent practice.
- The resource teacher is working with teachers using in situation coaching to help develop effective instructional and engagement strategies to ensure student learning.

- Teachers work together as department teams after determining their guaranteed standards and proficiency to build common rigorous assessments that will show if the students have reached proficiency for the standards.
- After the summative assessment is made teachers build formative assessments in between summative assessments to check in and see how students are learning. Teachers adjust instruction based off of assessment results.
- District benchmark assessments are also used to determine intervention classes and progression towards standards three times a year. The STAR reading assessment is also given once a month to determine how students are growing in their reading proficiency.
- Students keep track of their progress towards their own learning on data tracking sheets and look at random assessment answers with the teachers in order to help correct common mistakes and be aware of good examples.
- Each student receives 80 minutes of English-language arts and 80 minutes of math. Each student has 40 minutes each of history, science, PE, and either an elective class or a tier III reading intervention. Tier three reading intervention is 40 minutes each day and is designated for students that are 3 or more grade levels behind in reading and is utilized to help them grow significantly in their reading. Each student also has the opportunity to have an intervention class in reading and math two days a week for 25 minutes each day. Students may be moved out of this class into an enrichment “flex” class at the time in which the teacher has determined the student has learned the content.
- Teachers also use the deployment model within their own departments to give the students more opportunities to learn a specific skill or concept. At this time the teachers move around all of their students based on their ability level and either re-teach the skills or enrich the skill based on assessment data.
- Teachers keep track of all of the students in each grade level by keeping a department wide tracking sheet that is broken down into skills and sub-skills so that any teacher can determine at any time where a student is in their progression of learning.
- New teachers are given the opportunity to either push into a veteran teacher’s classroom for two periods per day to learn from the teacher or they have a veteran teacher push into their own classroom to help support their own development and co-teach with them.
- Every Monday the department teams meet for 1 ½ hours to collaborate about student learning. Each team also has a common prep period so that they have the opportunity to meet throughout the week. During these meetings teams discuss items like rigorous curriculum, assessment development, and evaluations of student work.
- Once a month each department day is given a sub day to work together on developing specific instructional and engagement strategies and peer observation. All departments have a team leader and each new teacher has a mentor that they work with to help support their learning.

Developmental Responsiveness

- Each student is broken up into an advisory (homeroom class) that they meet with every day. Students with higher needs are strategically placed with teachers they will work well with and have smaller class sizes. Students have the same advisory teacher for both years at Liberty to help foster the relationship between their advisory teacher and the student.
- Staff members have received training and coaching during their PLC sub days that focused on how to build positive relationships with students both inside and outside in the classroom.
- The school has a full time counselor that students and families have available as a resource to help support them with their socio-emotional needs. The support staff at Liberty includes: one principal, two vice principals, one counselor, one full-time nurse, one resource teacher, and four special education teachers to help support students and their families with various needs.
- Liberty provides school wide expectations and has developed successful examples for routines and procedures within the classroom. Teachers also have common routines and procedures throughout the school to help provide consistency for each student. During the elective period, students have the opportunity to express their creative needs. With elective opportunities such as: chess, art, drama, dance, STEM (science, technology, engineering and mathematics) and sign language.
- In advisory class students have the opportunity to work with a teacher acting as their advocate to help work through issues they may be dealing with. Students also have a full-time counselor available to them that works with the students to help make good choices, deal with conflict resolutions, and work through issues that the student may be dealing with in their own lives.
- English teachers have picked novels that were written or take place in the time period that they are learning about in history and make connections across the curriculum. English teachers also integrate the standards the students are learning in science into the non-fiction texts. History, math, and science teachers integrate reading and writing into their lessons. Teachers also choose the guaranteed standards that are necessary for the students' readiness for the next grade level.
- Both advisory teachers and the counselor work with students in setting goals and working towards the future. Advisory teachers work with their classes to help focus on the future and set goals to ensure that they are making realistic goals. The counselor meets with each student throughout the year to discuss the future and how their choices in middle school are guiding them in a specific direction.
- Each year students elect class officers and a selection of students are part of the ASB class. These students are represented at the school advisory committee meetings and work with administration to ideas and plans that give the students a voice on campus. All staff members, including administration, have an opportunity, and are willing to speak with students about their needs with the exception of interrupting student learning time.

- School staff members use phone calls home and parent-teacher meetings to develop alliances with families to support the students in their educational and overall well-being.
- Positive and supportive phone calls are made by each staff member to build positive relationships with family members. Phone calls and meetings are always focused on student learning and strategies to best support the student's needs.
- The ASB class at Liberty Middle School is in charge of integrating projects that involve the school with outside opportunities. Examples of opportunities to be involved with the community in the past are: Pennies for Patients, Salvation Army Toy Drive, Canned food Drive, Lemoore Christmas, and countywide and statewide band competitions. In the past, community members have come to the school to meet with students at career cafe, which is an event where community members present their careers to help widen the view of opportunities and choices students have for their future
- There are many opportunities at Liberty for students to participate in extracurricular activities. Within the school day some activities that are available include: ASB leadership, drama, art, concert and symphonic band, percussion, choir, media and technology class, sign language, dance, chess, anatomy, crochet, and yearbook. Sports teams are part of the after school activities and include volleyball, football, basketball, soccer, wrestling, baseball, and softball. One before school activity is jazz band and marching band. Advisory class has lessons which focus on the students learning about character development, social skills, and the future.

Social Equity

- At Liberty, it does not matter which teacher students are assigned to because the staff believe that each and every student is one of their own and teachers work extremely close together to ensure that each student is given the same high level educational experience.
- At Liberty the belief is that all students are capable of high levels of learning. Therefore, with the exception of students with moderate to severe disabilities, all students are provided with the same core instruction every day. To meet the different needs of each student, there are times built within the schedule and pacing calendars to provide students extra support in their learning or to provide enrichment and extension opportunities.
- All students have a high quality of heterogeneous classes with high academic and behavioral expectations. The staff at the school focuses on the idea that students need varying amounts of time to learn a skill or concept therefore teachers tailor their instruction to the needs of the students
- Teachers use various effective strategies and learning opportunities to help meet each student's learning needs and give the students an equitable learning environment. Teachers work together to help develop a variety of learning experiences so that students are provided with the skills to learn and master a challenging curriculum.

- The faculty continually adapts curriculum, instruction, assessment, and scheduling to meet student needs and continuously increase the rigor in classrooms. The faculty at the school frequently seeks out other teachers and administration to discuss ways to improve their own programs and teaching.
- Effective professional development is an area where a lot of funds are allocated to at Liberty, because if teachers and faculty members learning and educational experiences are high then students' learning will also be high.
- Teachers at Liberty consistently spend their prep periods observing other teachers focusing on specific skills they want to focus on improving.
- Teachers do not use a canned curriculum for instruction and assessment but use district adopted curriculum as a resource for materials and suggestions. Teachers mostly create their own curriculum from scratch to best fit the needs of the students. The master schedule is revised each year to best fit the needs of the students, and if necessary has been changed in the middle of the year to best fit the needs of the students.
- Each student has a chromebook that they are able to take home and are expected to bring to school for use every day. Each student is required to have an independent reading book every day, read novels and non-fiction relevant texts in all classes. Students are taught how to solve complex problems in each classroom through modeling and guided practice.
- The media center at Liberty has a wide range of materials that represent different cultures. Liberty welcomes students of different cultures into their school and are often asked to share their experience when it is related to relevant material within class.
- Each student is respected and appreciated at Liberty, not only by the teachers they are assigned to but by all teachers and staff members at Liberty. The expectation is to believe that every staff member believes that every student is treated as one of their own. Staff members hold each other accountable in order to not speak negatively about students or label any students. Staff members are taught to seek out strategies to best build positive relationships and a positive learning environment for students.
- The school's reward system has been a focus along with building positive relationships amongst the staff and students. All staff members use Patriot Pats to reward students that are showing a quality of PRIDE, which is an acronym for prepared, respect, integrity, dependability, and effort.
- When looking for new staff members, the school looks for individuals who will treat all students with the same amount of respect and value their diverse backgrounds and values. Staff members believe in and care about the community in which the students live and frequently attend school and community events.
- Students and parents are informed that students are expected to show PRIDE (school wide expectations) school. PRIDE stands for being prepared, being respectful, having integrity, being dependable, and giving effort. Student are taught and practice these expectations in different environments of the school, including classrooms, the cafeteria,

outside, and in the media center. The school's disciplinary data is used as a tool to help best fit the needs of the students as a group, to help individual students learn proper skills, and to help guide the school's focus.

Organizational Support

- It is Liberty's belief that they are accountable for the success of all students at the school.
- Every decision that is made at the school is made through data that has been collected and analyzed. Decisions are made based off of the needs of the students and what will be best for them and their learning. The school utilizes classroom walk-throughs, instructional rounds, assessment data, attendance data and discipline data to identify areas of improvement and where next steps should focus.
- When data calls the vision and mission into question, the leadership team will come together to discuss how the vision and practices could be impeding on the area of concern and what needs to be done to help improve the area of concern.
- The district and school believes that the challenges the school may face are things that can be overcome through learning and with a focus on what is best for students. There are situations at school that cannot be in control, those issues cannot be used as excuses. The school staff must work together to overcome these challenges to help develop the students into successful, high-achieving students and adults.
- The school staff and district work with many different institutions to ensure all new teachers complete their programs and clear their credentials. School administration and the resource teacher work to ensure the requirements are being completed.
- Each new teacher, either pushes into a veteran teacher's classroom for two periods per day to help foster their learning or they have veteran teachers push into their room to support their learning and development as new teachers.
- New Teacher meetings are also held once a month to support their learning.
- Family and community members are informed about the school's goals for student success at 7th grade orientation, back to school night, and parent teacher conferences. Parents, students, teachers, and administration meet together three times a year at the school advisory committee meeting to discuss school improvement and reflect upon the school's practices and structures.