



KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS
Academics | Engagement | College & Career Readiness

Kern County Innovative & Impactful Schools (I²S) is a county wide program implemented by Kern County Superintendent of Schools to acknowledge schools who are high-performing and improving student outcomes based on these three pillars of success.

Freedom Middle School

Award based on 2019 CAASPP ELA and Math

Based upon 3-year average

ELA: 26.4 points above Distance from Standard

Math: -10.3 points below Distance from Standard

Rosedale Union Elementary School District

Kern County

Principal: Matt King

11445 Noriega Rd., Bakersfield, 93312

661.588.6044

Website: <https://www.ruesd.net/freedommiddle>

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Email: making@ruesd.net



School Profile

Freedom Middle School is a suburban school in the Rosedale community west of Bakersfield. It hosts a collaborative atmosphere with other schools within the family of Rosedale Union Elementary School District. The students are offered many opportunities through its “wheel” of electives that include art, music, both instrumental and vocal, technology, life skills, and agriculture.

School Demographics

Freedom Middle School serves 691 students in grades 7th and 8th. The ethnicity of the student population is as follows: 52.8% White and 37.8% Hispanic or Latino. The additional student groups from this population include: 1% English Learners, 9.8% Students with Disabilities, and 38.6% Socioeconomically Disadvantaged.

Self-Identified Contributing Factors

- A school wide focus of higher order thinking is represented by listening and speaking at Depth of Knowledge ([DOK](#)) levels 3-4 in all subjects, including physical education (P.E.).
- Academic standards are shared across subjects (i.e. mathematics uses in P.E. and ELA used in social studies and art).
- The Cycle of Inquiry (COI) is used to answer – “How can we do it better?”:
 - Department teams meet each day during common prep time. A full day is given to each department once a quarter for data analysis of work samples, benchmarks, and common formative assessments (CFAs).
 - Professional Learning Community (PLC) time is used for collaborating and lesson planning across the department. The leadership team, which includes teachers from each department, meet with administration to set the focus of PLC agendas. Agendas are sent to the principal. Teachers look at pockets of students who are struggling, as well as whole groups, to determine needs and what needs to be retaught.
- The intervention model includes co-teaching with a special education teacher and a general education teacher:
 - Academic groups are taught within the same classroom. Students have the benefit of learning from different strategies of teachers. District assessments have shown an increase of 10-25% among special education students on academic assessments.
 - ‘Check and Connect’ is used for academic and behavior intervention. Counselors meet with students to review behavior and academic goals. Restorative practice and anger management groups help students maintain relationships.
 - Alternative to suspensions are reviewed as students learn to adapt to different social groups.
- Students are seen as stakeholders in their own learning:
 - The teacher reviews the results of quarter assessments and CAASPP with students. Teachers show students the data and set goals to move to the next band or level of achievement. The teacher relates the data to the students’ career choices and future education goals.
 - [Student goal setting](#) is used universally with a goal setting form which includes reflection on state testing.

- Leadership Philosophy-[Leading from the Middle](#):
 - The administrative team is designed to support staff by identifying needs and meeting with the leadership team through collaborative studies.
 - The idea is to move slowly through every change process to help staff, students, and community through the why, what, and how of the change. The buy-in is an investment in the culture.

- Positive Behavioral Interventions and Supports (PBIS)- Installation stages:
 - The process started slowly with all staff, including non- educational staff , to share the focus for the philosophy and expectation/discipline matrix used within the PBIS model.
 - Negative referrals were reviewed. Over 800 were found last year. The collective answer was to initiate [positive referrals](#). Unfortunately, parents had become used to receiving negative phone calls from the school. The positive referral was seen as a breath of fresh air for students, staff and parents. This past year, 140 positive referrals and contacts were made.
 - [Safe School Ambassadors](#) is done with fidelity and includes monthly family meetings and weekly leadership meetings.
 - School leadership leads engaging activities for team building throughout the year.