

Liberty Peak Elementary

Spring Creek, NV

Portrait of a Learner



Chrissie Blanchard-Assistant Principal



Jessica Thomas - Kindergarten Teacher



Amber Tregidga- First Grade Teacher



Carrie Pollard -Third Grade Teacher



Shannon Porter-Fourth Grade Teacher



Desiree Tilger-Fifth Grade Teacher

How it Started 2022-2023

Our project: We selected the competency: **Impact**

* **Who am I and how will I contribute to make an impact?**

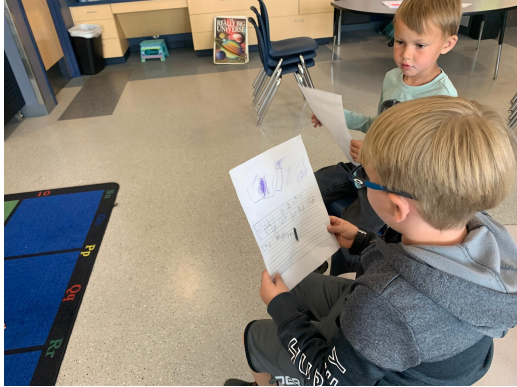
Our team: Kindergarten teacher, 2nd grade teacher, 4th grade teacher, Assistant principal

Asking ourselves: Are we doing this right?

We had **Genius Hour** where students **explored the 16 career clusters and aspects of those careers.** Kindergartens **explored through play.** 2nd grade students were **learning through projects and guest speakers.** 4th grade was **learning through research and hands on projects.**

*Student discourse **improved.** Student self-efficacy **increased.** Behaviors decreased. Pedagogy **changed**-giving students more agency.

Kindergarten



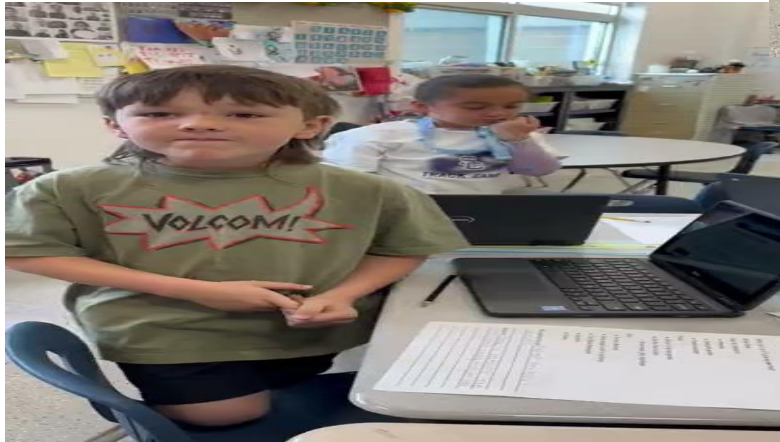
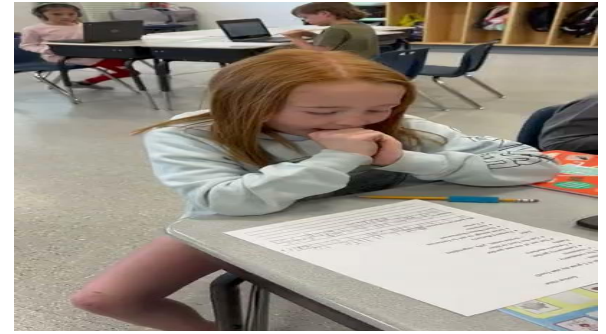
Kindergarten students were exposed to various careers before demonstrating competency through play. The success criteria measurement was student discourse.

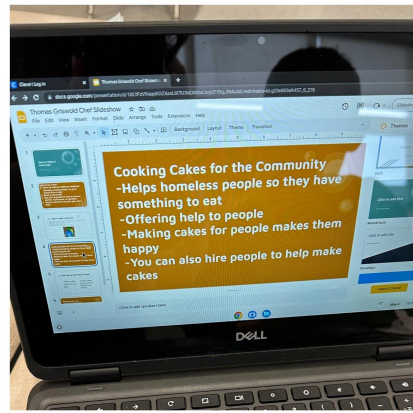
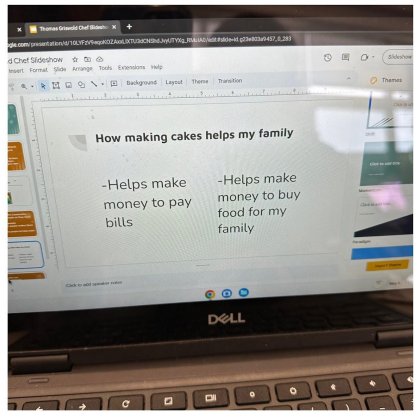
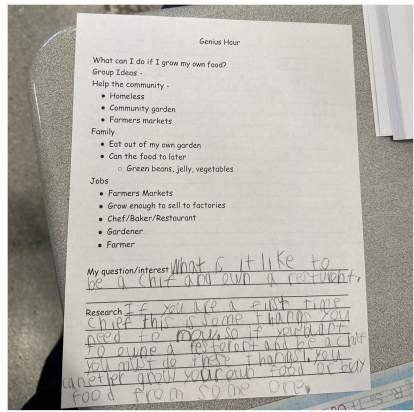


Students were exposed to various career clusters through ELA. The success criteria was measured through student survey.

These particular students are demonstrating competency after learning about growing their own food.

2nd Grade





4th Grade

Students were exposed to various career clusters through ELA. The success criteria was measured through student survey. These particular students are demonstrating competency after learning about animal crossing around the country. Is this a problem in our area? If so how can you solve it?





How's it Going 2023-2024

Our project: Integrating **all draft competencies** throughout our lessons: Impacting, Empowering, Thriving, and Connecting

Our team: Kindergarten teacher, 1st grade teacher, 3rd grade teacher, 4th grade teacher, 5th grade teacher, Assistant principal

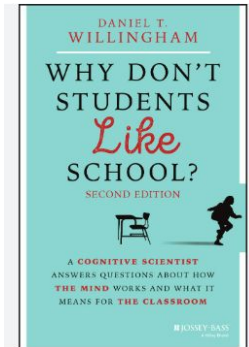
Asking ourselves: How do we get **more** teachers bought-in?

*We **noticed** the reasons students wanted to attend school (**food, relationships, safety**) were not for the reasons they needed to be there (**to receive an education**).

***How might we engage students so they want to be at school and motivate them to learn while they are there.**

*We have incorporated a Liberty Learning block for 4th-5th grade students (**time for students to explore competency-based learning based around the 16 CTE career clusters**), we have invited guest speakers in, we have partnered with Nevada Pathways to get more resources into classrooms, we have focused our efforts on tier 1 and strengthened rigor.

*We had a whole-staff book club using the book: ***Why Don't Students Like School?*** In hopes of collaborating with each other to help motivate students.



Dream Idea

What if we had authentic, project-based learning, intentionally integrated across curriculum, in every classroom, where students mentored each other while learning to support their community, showcasing their knowledge and personal growth throughout the process? (October 14,2023)



Collaboration- 3rd-grade and Kindergarten students work together after learning about farms and simple machines within their classrooms. Kindergarteners explored through stories, lessons, and play (**Curiosity**). 3rd-grade were posed open-ended questions that they researched (**Critical Thinking**).

Some of the questions posed:

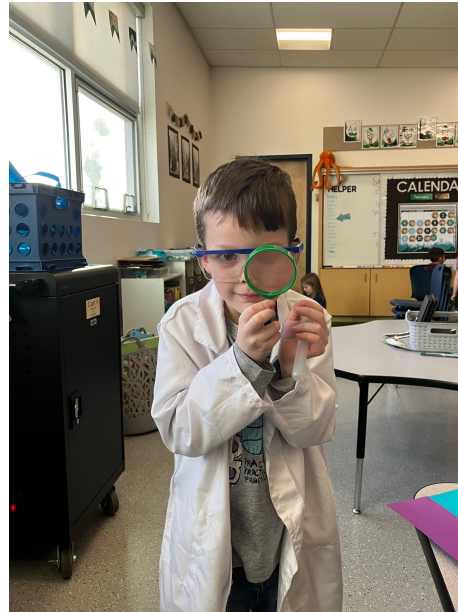
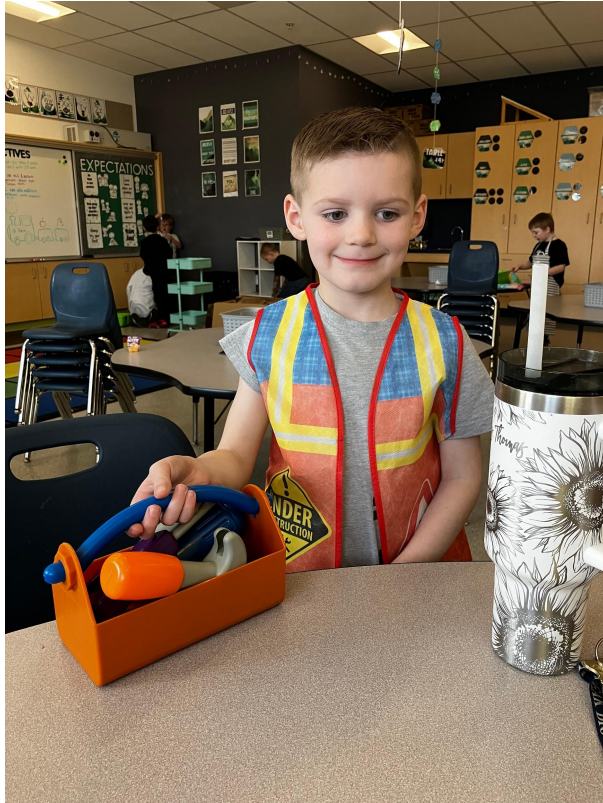
- Kindergarten - What is a farm? What does a farmer do? Why is it important?
- Third-grade- What kinds of farms are there? Do farmers need college degrees? What's the salary for different types of farms? How do farms contribute to local economies?

Two third-grade students presented their research to the kindergarteners.



- Kindergartners learned about pushes, pulls, gravity, friction, and simple machines.
- Third graders had previously learned about force, motion, friction, and gravity. They all researched what a simple machine is and does.
- Teachers presented a problem to students - How could you transport an elephant from one zoo to another zoo?
- Students worked together to solve this problem. They had many materials to build/design a way to move the elephant.
- Conversations were rich and the level of academic language was amazing.

Kindergarten Students Exploring Careers through Play

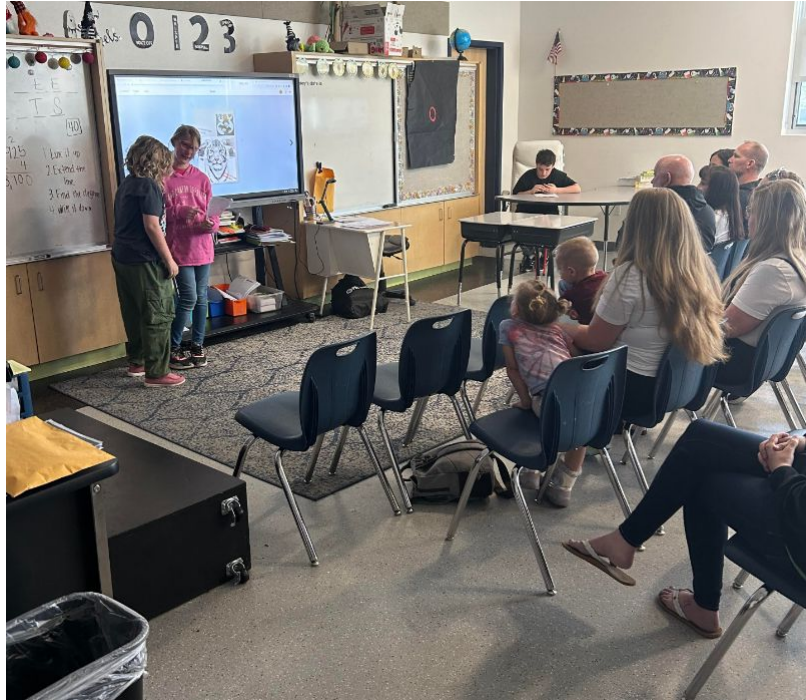
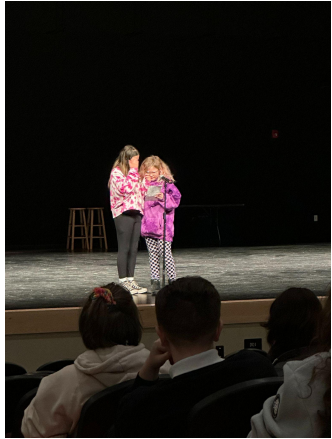


Impacting: Application of knowledge



4th graders working with **preschoolers** (Impacting-application of knowledge, Empowering-curiosity, Connecting-collaboration, & Thriving-resilience) to demonstrate chemical changes with conversation hearts and white vinegar. Later the students continued by learning about chemical and physical changes in their classroom during their ELA block and finished the lesson baking cookies with a challenge-what will happen if you change the leavening agent? Notice and document the chemical/physical changes you notice throughout the process.

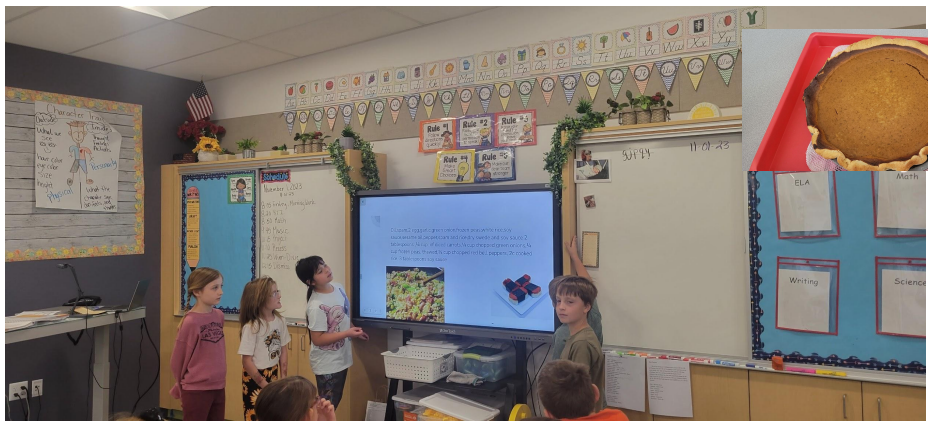
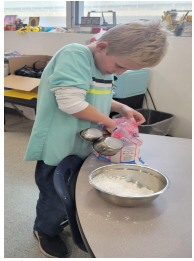




4th graders engaging with the **high school** theatre department after learning about poetry. They had the opportunity to learn what it would take to put on a poetry show, and perform their poems on stage before performing for their families.



Impacting: critical thinking. **Empowering:** curiosity
Connecting: collaboration



3rd grade students read about various cultures/traditions and then discussed their cultures/traditions and foods special to them before selecting one in each group to share with the whole class.



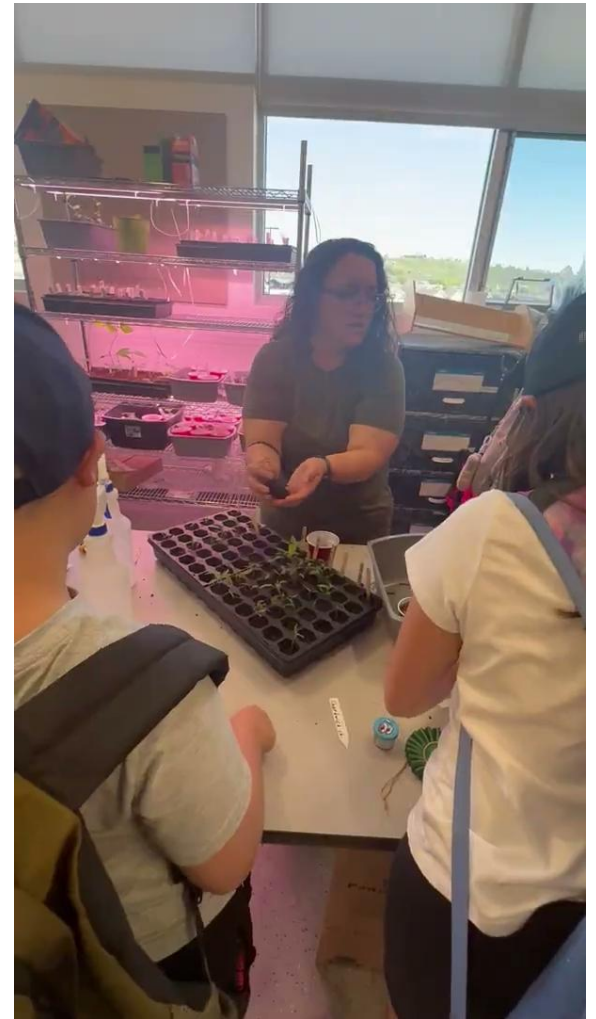
Impacting: solution-oriented. **Empowering:** self-advocacy. **Connecting:** communication, collaboration



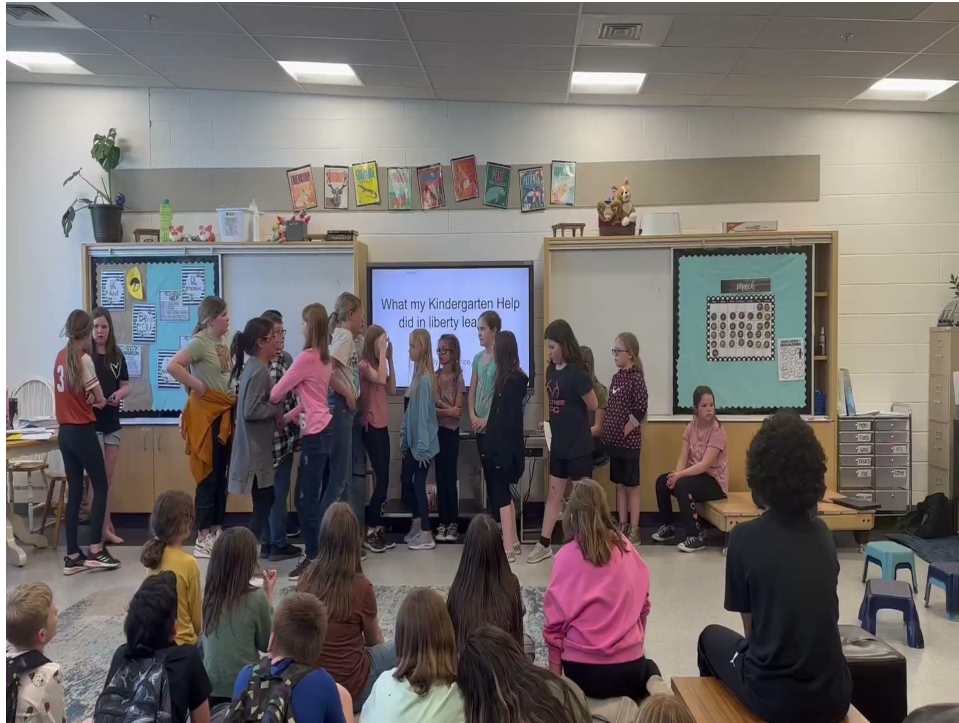
Ag in the classroom-
4th & 5th grade students had the opportunity to plan and build their own hydroponic units as well as plant flowers and veggies.



Impacting: critical thinking, solution-oriented, application of knowledge. **Empowering:** curiosity, self-advocacy. **Thriving:** resilience. **Connecting:** communication, collaboration.



5th Grade Student Senate “Student Teachers”



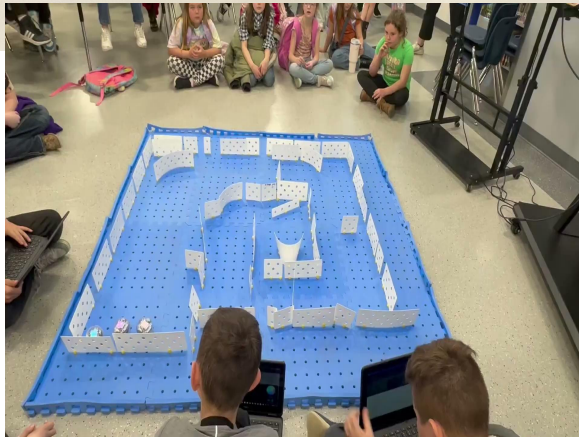
Sharing their lesson with younger students.
Impacting: application of knowledge.
Empowering: balance, curiosity, self-advocacy.
Thriving: resilience. **Connecting:** communication, collaboration.



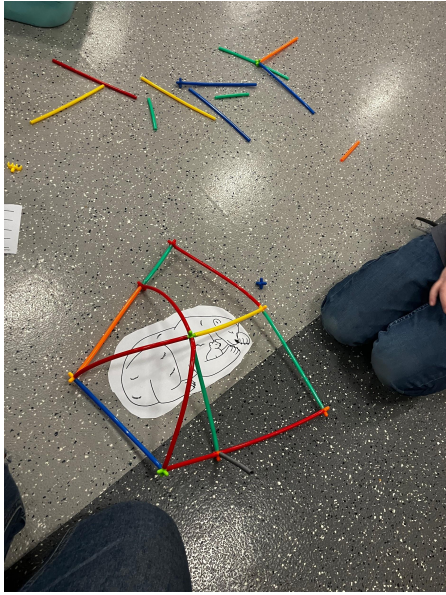
Kindergarten students planned, created and sold their products: (bracelets, paintings, videos, stories, and more).



Students Problem Solving



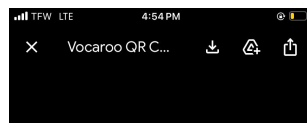
Impacting: critical thinking, solution-oriented, application of knowledge. **Empowering:** curiosity, self-advocacy. **Connecting:** collaboration



Students given a problem- build a den for momma polar bear. Make sure she has an entrance and make sure she has a way to get air.



Impacting: critical thinking. **Empowering:** curiosity. **Connecting:** collaboration.



Kindergarten students showing competency after weather unit-choice to paint or do a podcast.

*one student might need to start a comedy podcast ;0)

Impacting: application of knowledge.
Connecting: collaboration.

Liberty Learning - Lifetime Skills



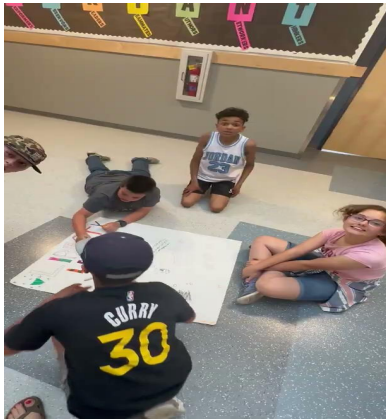
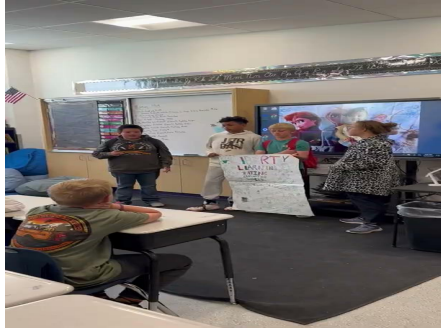
Lifetime skills was focused on a variety of collaboration and strategy throughout the year. The last quarter they focused on outdoor ED survival skills- fire building, fishing, cooking hot dogs, and building shelter/windbreaks.

Impacting: critical thinking, solution-oriented.

Empowering: self-advocacy. **Connecting:** communication, collaboration.



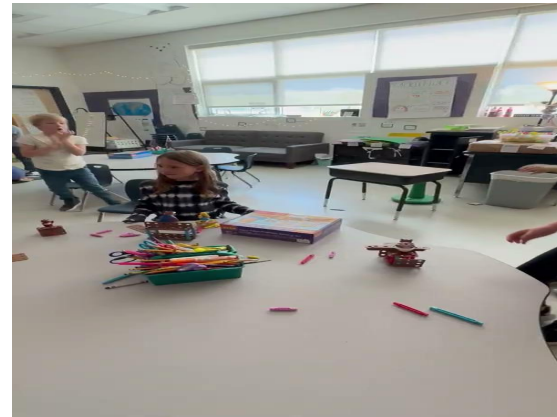
Liberty Learning- Eating around the World



Impacting: solution-oriented.
Empowering: balance, curiosity, self-advocacy. **Connecting:** communication, collaboration



Showing Competency through Play



1st grade students showing competency after reading fairy tales. **Impacting:** critical thinking.
Empowering: curiosity.
Connecting: collaboration.

Change Makers - Our students made a difference for 10,000 students

To the Student Senate at Liberty Peak Elementary,

I have received your letter that you sent over from your survey. Thank you for the feedback and taking the initiative to conduct your own food survey, it is appreciated.

In response to your letter, I will work on the menu. I can put spaghetti on for lunch. Lasagna is a bit difficult to put on the menu, but I will see what I can do. As for tacos, I can add soft shell tacos. Please remember that you share a menu will all the Elementary Schools in the district. I will be adding these items to all of them.

Again, thank you for taking the time to conduct your survey and letting me know.

Kind Regards,

Katie Nelson

SFE Assistant General Manager

What Happened?

- School-wide attendance has improved by 2% since the 2022-2023 school year.
- Parents have been instructed by their students to bring them to school specifically for Liberty Learning time and not to pull them early because they do not want to miss Liberty Learning.
- Classrooms who are participating in the Portrait Pilot have seen less behavior disruption and improved MAP test scores.
- Students are reporting having more “fun” learning experiences and like learning hands on versus with paper/pencil alone.
- Students are reporting enjoying the connecting piece-communicating & collaboration with peers they typically do not have a chance to see on a daily basis.

Where to Next 2024-2025

Our project: Integrate **all draft competencies cross-curricularly**. Include 3rd grade in Liberty Learning. Streamlining/aligning our project. Community involvement-share competency with community members, share products (bake for shelters/nursing home).

Our Team: Grade level representation from each team, assistant principal.

Asking ourselves: How do we keep this going? How do we involve more people? How do we go bigger and deeper? How do we reach **every kid**?