

2011-12
SCHOOL ACCOUNTABILITY REPORT CARD



McFarland Middle School
McFarland Unified District

Published During
2012-13

Principal:
Louie Gomez

Address:
405 Mast Ave
McFarland, California 93250-1125

Phone:
661-792-3340

Email:
logomez@mcfarland.k12.ca.us

Website:
<http://www.mcfarlandusd.com/MMS/>



I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Vision:

The faculty, staff, students and community of McFarland Middle School are devoted to the goal of providing students with academic excellence, a quest for life-long learning, and the development of individual strengths and talents in a safe, supportive environment. We believe that school and community behavior should be guided by respect for individual differences and the rights of others. McFarland Middle School is committed to excellence in education. We will facilitate a partnership with educators, parents and the community to provide a meaning-centered curriculum that includes high expectations in order to nurture each student's intellectual, physical, and moral capacities so that they are able to function responsibly, positively, and productively in our democratic society.

Mission:

The mission of McFarland Middle School is to ensure that each student reaches his/her full potential academically and socially. We at McFarland believe that all students can learn at high levels of rigor, and that it is our duty to set high standards for each student and provide intervention for those having difficulty meeting those standards. All students at MMS will be provided the most recently adopted SBE curriculum and will receive differentiated instruction based on research of proven methods to support learning and to provide universal access to the California Standards through data driven, direct instruction. Students, teachers, parents and the community share in the responsibility to provide an environment that is conducive to academic success as measured by the California Content Standards.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Contact Person:	Contact Phone No.
Louie Gomez, Principal	667-792-3340

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McFarland Middle School recognizes the importance of parental involvement in the education of middle school students. Parents are welcome to involve themselves in a variety of ways that add to the well-being of McFarland Middle School students. For this reason, many opportunities for parental input into the operation of the school and for support of the educational program exist at MMS. Parents can have input into the educational programs at the school by becoming a member of our School Site Council, ELAC, or DELAC committees. Parents are also encouraged to visit and volunteer at the school on a regular or as needed basis. Parent conferences are held twice a year and all parents are invited to attend. Back to School Night and Open House are planned and coordinated with the help of teachers, students and parent volunteers.

Parent Education nights are also held on a regular basis at McFarland Unified School District. Parents are invited to attend computer classes, English classes and Family Resource activities throughout the year. The UC Scholars program also offers classes to parents during the school year. These classes are designed to inform and prepare parents and students for a college education. To learn more about specific opportunities for getting involved, please contact Principal Louie Gomez, ELAC representative Joel Lopez, or SSC member Georgina Alatorre at 661-792-3340.

Student Enrollment by Grade Level (School Year 2011-12)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	229
Grade 7	238
Grade 8	210
Total Enrollment	677

Student Enrollment by Group (School Year 2011-12)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.4	White	1.2
American Indian or Alaska Native	0	Two or More Races	0.1
Asian	0	Socioeconomically Disadvantaged	77
Filipino	0.3	English Learners	63.1
Hispanic or Latino	97.9	Students with Disabilities	7.2
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	8	19		23.6	10	30		22.3	23	26	
Mathematics	23	8	20		25.6	2	32		29.3		30	
Science	23	9	14		22.2	7	11		29.7		13	
Social Science	22	12	9		23.4	6	11		29.4		14	

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan.

The Learning Director and the McFarland Middle School Safety Team continually review and update the School Safety Plan as needed throughout the school year. Team members periodically attend workshops conducted by the Kern County Superintendent of Schools to keep abreast of current trends and requirements for the School Safety Plan. The McFarland Middle School staff is updated regularly regarding the latest changes in the plan and is provided with a condensed flipchart of emergency procedures at the beginning of each year. The flipchart is placed in the classroom for easy access to the teacher.

Students at MMS are provided a planner to help keep assignments organized. There are also study tips and organizational hints that benefit students. There is an additional 8 minutes built into the master schedule to review the planner and make sure binders are organized. Students are also expected to keep a three-ring binder with all necessary supplies for school.

Students set AR goals, social goals and personal goals that are revisited quarterly. The school counselor also has group meetings at lunch time with students needing additional help with anger management, conflict resolution or bullying issues. Students are also offered opportunities to participate in a variety of sports at the middle school. Soccer, baseball and softball, basketball, and volleyball are offered. Students can also choose to participate in after-school programs offered at the site.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	110.2	52.1	47.5	32.6	19.74	9.2
Expulsions	1.1	0.73	0.01	0.4	0.39	0

IV. School Facilities










School Facility Conditions and Planned Improvement (School Year 2012-13)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

McFarland Middle School was built in 1998. It consists of nineteen permanent classrooms and nineteen portable classrooms. There is a multi-purpose room, a library, a band room, a chorus room, a physical education building with an attached fitness center, one computer lab, a woodshop room, a home economics room, and three science lab classrooms. The school is in excellent repair and passed the Williams Act review with an exemplary rating. Three custodial staff keep the grounds and buildings neat, clean, and in good repair.

School Facility Good Repair Status. (School Year 2012-13)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 8/16/2012	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating		—	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
Teachers with Full Credential	35	35	32	157
Teachers without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	85.88	14.12
All Schools in District	93.78	6.22
High-Poverty Schools in District	93.75	6.25
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	677
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

N/A all requirements met.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Reading/Language Arts	6th Grade California Treasures Macmillan/McGraw Hill 2010 7th Grade Literature and Language First Course Holt, Rinehart, Winston 2010 8th Grade Literature and Language Second Course Holt, Rinehart, Winston 2010 Intervention LA Inside Hampton Brown/National Geographic 2007	6th Grade California Treasures Macmillan/McGraw Hill 2010 7th Grade Literature and Language First Course	0 %

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Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Mathematics	<p>6th Grade California Math Houghton Mifflin 2009</p> <p>7th Grade California Pre-Algebra Prentice Hall Mathematics 2009</p> <p>8th Grade California Algebra Prentice Hall Mathematics 2009</p> <p>Intervention: California Math Triumphs Macmillian/McGraw Hill, Glencoe 2005</p> <p>UCLA Math Algebra Readiness UCLA 2007</p>	<p>6th Grade California Math Houghton Mifflin 2009</p>	0 %
Science	<p>6th Grade California Earth Science Holt, Rinehart and Winston 2007</p> <p>7th Grade California Life Science Holt, Rinehart and Winston 2007</p> <p>8th Grade California Physical Science Holt, Rinehart and Winston 2007</p>	<p>6th Grade California Earth Science Holt, Rinehart and Winstorn 2007</p>	0 %
History-Social Science	<p>6th Grade California Ancient Civilizations Pearson Prentice Hall 2006</p> <p>7th Grade California Medieval and Early Modern Times Pearson Prentice Hall 2006</p> <p>8th Grade California America History of Our Nation Pearson Prentice Hall 2006</p>	<p>6th Grade California Ancient Civilizations Pearson Prentice Hall 2006</p>	0 %
Foreign Language	NA	NA	0 %
Health	NA	NA	0 %
Science Laboratory Equipment (grades 9-12)	NA	NA	0 %
Visual and Performing Arts	NA	NA	0 %

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,139.50	\$2,106.27	\$4,033.23	\$59,315.40
District	N/A	N/A	\$10,139.41	\$60,000.00
Percent Difference - School Site and District	N/A	N/A	-60.22	-1.14
State	N/A	N/A	\$5,455.00	\$62,892.00
Percent Difference - School Site and State	N/A	N/A	-26.06	-5.69

Types of Services Funded (Fiscal Year 2011-12)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Student services and programs funded at McFarland Middle School:

- *After School Intervention Classes
- *ASES
- *Reading Coach
- *Counselor
- *Learning Director
- *District Math Coach
- *English Learner Resource Teacher
- *District Intervention Coach

Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,725
Mid-Range Teacher Salary	\$60,058	\$59,717
Highest Teacher Salary	\$76,461	\$77,957
Average Principal Salary (Elementary)	\$99,448	\$95,363
Average Principal Salary (Middle)	\$101,934	\$98,545
Average Principal Salary (High)	\$107,095	\$107,031
Superintendent Salary	\$136,592	\$149,398
Percent of Budget for Teacher Salaries	34	37
Percent of Budget for Administrative Salaries	4	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	30	31	38	29	34	37	52	54	56
Mathematics	38	38	43	37	41	44	48	50	51
Science	27	29	42	21	27	34	54	57	60
History-Social Science	37	33	48	32	32	39	44	48	49

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	37	44	34	39
All Students at the School	38	43	42	48
Male	32	40	40	51
Female	44	45	44	45
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian				
Filipino	0	0	0	0
Hispanic or Latino	38	43	42	48
Native Hawaiian or Pacific Islander				
White	36	18	0	0
Two or More Races				
Socioeconomically Disadvantaged	38	43	41	47
English Learners	9	18	7	8
Students with Disabilities	21	18	0	0
Students Receiving Migrant Education Services	24	26	13	0

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	18.7	20.9	23
9	0	0	0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	2	2	1
Similar Schools	6	4	2

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	22	3	48
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	4	49
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	22	6	45
English Learners	-27	21	54
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	# of Students	School	# of Students	LEA	# of Students	State
All Students at the School	637	724	2,297	717	4,664,264	788
Black or African American	2		6		313,201	710
American Indian or Alaska Native	1		1		31,606	742
Asian			3		404,670	905
Filipino	2		6		124,824	869
Hispanic or Latino	625	724	2,253	717	2,425,230	740
Native Hawaiian or Pacific Islander					26,563	775
White	7		26	621	1,221,860	853
Two or More Races					88,428	849
Socioeconomically Disadvantaged	637	724	2,294	717	2,779,680	737
English Learners	403	671	1,558	681	1,530,297	716
Students with Disabilities	55	486	235	524	530,935	607

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff development is an on-going process at McFarland Middle School. Staff are continually provided training and assistance at the district and site level through the use of the site reading coach along with district math and intervention coach. The McFarland Middle School Schedule provides for an early release day each Wednesday that allows 90 minutes for teacher collaboration and training. In addition, the district provides 3 days of staff development throughout of the school year.

Staff have been trained in Capturing Kids Hearts, Kagan Cooperative Learning strategies, Marzano's vocabulary development as well as the Marzano Classroom Instruction That Works strategies. Thinking Maps, SIOP strategies, and Step Up to Writing training have also been provided to staff.

The staff have also been trained on Professional Learning Communities and Data Teams. Both of these trainings have been used by staff to meet in teams and disaggregate data to determine the needs of the students. The curriculum has been aligned to the state standards and the essential standards that are critical for students to know have been identified. The use of the Data Team training and Professional Learning Communities has helped the academic growth of the students here at McFarland.