

2010-11  
SINGLE PLAN FOR STUDENT ACHIEVEMENT



**McFarland Middle School**  
**McFarland Unified District**



The District Governing Board  
approved this revision of the School  
Plan on: **2/16/2010**

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McFarland Middle 2010-11  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>Technology</b>			
Increase Use of Technology to improve student achievement			
Upgrade firmware for Promethean Boards	8/31/2010	6/30/2011	\$2,000
Purchase Educational Software	8/11/2010	6/30/2011	\$3,000
Purchase new Short Throw Projectors for Promethean Boards	8/11/2010	6/25/2012	\$20,000
<b>Parental Involvement</b>			
Provide Parent Education Classes			
Disaggregate data from surveys	10/25/2010	12/1/2010	\$0
Meet with parent education providers and schedule classes	1/10/2011	3/25/2011	\$7,500
<b>Mathematics</b>			
By April 30, 2011, 20% of students will move from basic to proficient as measured by the 2010 CST			
Implement Instructional Program with Intensity and Fidelity	8/11/2010	6/1/2011	\$0
Implementation of RTI schedule and after school program	8/25/2010	5/31/2011	\$0
Implement with Fidelity and Intensity District adopted instructional strategies	8/11/2010	6/1/2011	\$0
Staff Development in Math	8/11/2010	6/1/2011	\$10,000
<b>English Language Development</b>			
Improve reclassification rate for English Language Learners			
Implement strategies identified in Language Arts Goal	9/1/2010	5/23/2011	\$0
Adopt new Language Development Program	9/1/2009	5/31/2010	\$0
Staff Development	8/11/2010	6/3/2011	\$8,000
Monitor Fidelity to EL Strategies adopted by School Site	8/11/2010	6/3/2011	\$0
<b>Reading/Language Arts</b>			
By April 30, 2011, all students will move at least one band on the CST			
Implement Instructional Program with intensity and fidelity	8/25/2010	6/3/2011	\$0
Implementation of RTI schedule and After School Program	8/25/2010	1/15/2011	\$1,500
Staff Development in Language Arts	8/11/2010	5/9/2011	\$15,000
Implement with Fidelity and Intensity District Adopted Strategies	8/25/2010	6/3/2011	\$0
<b>School Climate</b>			
By April 30, 2011, all students will have completed Character Ed classes and study skills classes			
Purchase School Agendas which include character education component	5/7/2011	7/25/2011	\$8,000
By April 2011, Teachers will be meeting in Professional Learning Communities			
Schedule teachers on the same grade level and content area with common prep periods	8/3/2010	6/4/2011	\$0

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Teachers have Early Release Wednesdays to collaborate in grade level teams	8/25/2010	4/30/2011	\$0
Provide training for Lead teachers in facilitating PLC meetings and Data Team Meetings	9/29/2010	5/31/2011	\$7,000
Provide Training in RTI	8/25/2010	5/31/2011	\$4,000

Total Annual Expenditures for Current Site Plan: \$86,000.00

## Goals

### Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

#### Goal Area : Technology

Goal Title : Increase Use of Technology to improve student achievement

By May 2010, all teachers will have new desk top computers capable of running Promethian Boards and adopted ETT and supplemental software more effectively and all students will have access to a mobil lap top lab and ipod touch lab on a rotating schedule.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students in 6th, 7th and 8th grade.

What is the expected growth?

6th, 7th and 8th graders will increase reading, math and ELD scores by 20% as measured on the CST's in April 2010

What data will be collected to measure student achievement?

- \*three-week assessments
- \*benchmark assessments
- \*2010 CST

What process will you use to monitor and evaluate the data?

- \*Research and purchase of new teacher desk top units
- \*Research and purchase of mobil lap top labs
- \*Research and purchase of mobil ipod labs

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Upgrade firmware for Promethean Boards

Means of Achievement: Increased educational opportunity

Tasks :

Purchase necessary firmware and hardware updates for existing Promethean Boards

Measures :

Purchase orders completed

People Assigned :

Site Tech, District Tech, Principal

Start Date : 8/31/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Firmware and Hardware updates for Promethean Boards	\$2,000

Action Title: Purchase Educational Software

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

\*Purchase software that can be used on the computers, ipods and Promethean Boards to engage, motivate and teach students in Language Arts, Mathematics, Social Studies and Science and Character Education.

\*Purchase itunes card for \$250.00 for each ipod cart.

Measures :

1) Staff will investigate and research software to engage and instruct students using Promethean Boards, Lap tops and ipods. 2) Staff will bring to principal software recommended for purchase. 3) Purchase orders will be turned into district for software.

People Assigned :

1) staff 2) Site Tech 3) Principal 4) District office

Start Date : 8/11/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title II, Part D, Enhancing Education Through Technology, Formula Grants	Educational Software	\$3,000

Action Title: Purchase new Short Throw Projectors for Promethean Boards

Means of Achievement: Alignment of instruction with content standards

Tasks :

\*Purchase 30 new Epson short throw projectors for Promethean Boards

Measures :

\*Obtain quote for 30 new short throw projectors for Promethean Boards

People Assigned :

\*Principal

\*Tech Lead

\*Tech Department DO

Start Date : 8/11/2010

Completion Date : 6/25/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title II, Part D, Enhancing Education Through Technology, Formula Grants	30 Short-Throw projectors for Promethean Boards	\$20,000

Goal Area : Parental Involvement

Goal Title : Provide Parent Education Classes

Provide parent education classes in areas identified by parent survey from ELAC committee and surveys sent home.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

Parents are the identified group for participation

What is the expected growth?

NA

What data will be collected to measure student achievement?

Attendance logs and evaluation sheets for parent classes conducted.

What process will you use to monitor and evaluate the data?

The principal and counselor will meet to research parent classes that meet the needs expressed in the parent surveys and ELAC committee surveys. The principal and counselor will then call and schedule appointments with program providers and schedule parent classes that meet needs. Flyers will then go home and parents will be called and invited to the parent classes.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Disaggregate data from surveys

Means of Achievement: Monitoring program implementation and results

Tasks :

Collect needs surveys from ELAC committee. Collect data from Healty Kids survey. Collect data from parent surveys.

Measures :

People Assigned :

Counselor, Assistant Principal, Office Manager

Start Date : 10/25/2010

Completion Date : 12/1/2010

Action Title: Meet with parent education providers and schedule classes

Means of Achievement: Monitoring program implementation and results

Tasks :

Meet with UC Merced Scholars facilitator to plan Parent Education Program that will provide parents with necessary information on college entrance requirements, scholarships available, etc.

Meet with PIQE provider to schedule parent classes in the evenings for parents. The classes will be conducted once a week for 6 weeks. The classes will center on development of middle school age children, how to encourage reading, homework completion, positive discipline, etc.

Measures :

People Assigned :

Principal, counselor and Administrative Assistant.

Start Date : 1/10/2011

Completion Date : 3/25/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	PIQE classes, babysitting for PIQE and UC Scholars and snacks for both UC Scholars and PIQE classes	\$7,500



Goal Area : Mathematics

Goal Title : By April 30, 2011, 20% of students will move from basic to proficient as measured by the 2010 CST

By April 30, 2011, 20% of students at McFarland Middle School will move from the basic to the proficient band on the CST's. In addition, 20% of the students in the far below basic band of the CST's will move into the Below Basic Band.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All student in grades 6th, 7th and 8th

What is the expected growth?

20% of students will move from basic to proficient on the CST. 20% of students will move from far below basic to below basic on the CST

What data will be collected to measure student achievement?

- \*Results from three-week assessments
- \*Results from quarterly benchmark exams
- \*Results from 2011 CST

What process will you use to monitor and evaluate the data?

- \*Three-week assessments
- \*Text book chapter exams
- \*quarterly district benchmark exams
- \*CST

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Implement Instructional Program with Intensity and Fidelity

Means of Achievement: Monitoring program implementation and results

Tasks :

\*Pacing guides developed from alignment of text to standards \*standards and objectives posted daily in classroom  
\*posted standards and objectives aligned to pacing guide \*three-week assessments developed that monitor progress toward mastery of standards \*quarterly benchmark assessments that monitor progress toward mastery of standards  
\*classroom observations to monitor fidelity to instructional program \*Staff will implement core curriculum for the required number of minutes as required by the state for underperforming schools.

Measures :

\*100% of teachers post standards and objectives daily \*100% of teachers follow pacing guide \*100% of teachers develop and administer three week assessments \*100% of teachers administer benchmark assessments \*weekly classroom observations by Principal, Assistant Principal, Reading Coach \*Monthly classroom observations by district personnel \*100% of teachers will implement core program for the required number of minutes as required by the state for underperforming schools.

People Assigned :

\*Principal  
\*Assistant Principal  
\*District Math Coach  
\*District Office Personnel

Start Date : 8/11/2010

Completion Date : 6/1/2011

Action Title: Implementation of RTI schedule and after school program

Means of Achievement: Extended learning time

Tasks :

\*Develop a master schedule that includes one hour per week of Response to Intervention for struggling students.  
\*Provide an after-school intervention program for struggling students. \*Use intervention math program for far below basic level students. \*Hire staff for after school program and train staff in intervention program. \*Identify teachers for the after school program. \*Train teachers for the after school program.

Measures :

\*Master schedule \*After school intervention program attendance . \*Purchase and training in Reading program for basic and one for FBB students. \*Training schedule for two new programs in reading. \*Teachers hired for programs. \*Teachers trained in programs.

People Assigned :

\*Principal  
\*Counselor  
\*RTI teachers  
\*After school teachers  
\*District math coach

Start Date : 8/25/2010

Completion Date : 5/31/2011

Action Title: Implement with Fidelity and Intensity District adopted instructional strategies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

\*Use on a daily basis with fidelity, the following strategies and materials when instructing students: 1) Thinking Maps 2) Fab Vocab 3) SIOP strategies 4) Step Up to Writing 5) Check for Understanding \*Research and Purchase supplemental materials to strengthen and supplement the Language Arts program 1) Standards Plus 2) UpGrade to Learning 3) Successful Reader 4) Others as researched and adopted

Measures :

\*Classroom observation logs \*Leadership meetings \*lesson plans \*Purchase orders

People Assigned :

\*Principal  
\*Assistant Principal  
\*District math coach  
\*District Office Personnel

Start Date : 8/11/2010

Completion Date : 6/1/2011

Action Title: Staff Development in Math

Means of Achievement: Staff development and professional collaboration

Tasks :

\*90% of teachers will have completed SB472 training in Math \*100% of teachers will have completed Thinking Map training \*Staff will attend CLMS, CUE and other education related conferences to gain new ideas and strategies \*Staff will visit similar schools with higher CST results in Language Arts to collaborate and gain knowledge of best practices. \*Teachers will meet in data teams each Wednesday to disaggregate data, discuss student needs and collaborate on best strategies to use to gain the greatest academic growth.

Measures :

\*registration for trainings and sign in logs \*registration for conferences  
\*Early release Wednesday data team meetings

People Assigned :

\*Principal  
\*Assistant Principal  
\*Team Leaders  
\*Administrative Assistant

Start Date : 8/11/2010

Completion Date : 6/1/2011

Funding Resources	Related Expenditures	Estimated Cost
Quality Education Investment Act	CLMS, CUE and other professional conferences	\$10,000

Goal Area : English Language Development

Goal Title : Improve reclassification rate for English Language Learners

By April 2011, 20% of the English Learners subgroup will move into the Proficient band on the CST's in English Language Arts in order to meet reclassification criteria

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

6th, 7th and 8th grade EL students

What is the expected growth?

20% growth

What data will be collected to measure student achievement?

Common three assessments, for EL students as well as benchmark exams, visions assessments

What process will you use to monitor and evaluate the data?

Common three-week assessments, quarterly benchmark exams, visions assessments

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Implement strategies identified in Language Arts Goal

Means of Achievement: Alignment of instruction with content standards

Tasks :

See language arts goal actions

Measures :

People Assigned :

Start Date : 9/1/2010

Completion Date : 5/23/2011

Action Title: Adopt new Language Development Program

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

- \* Research and adopt new Language Development Program
- \* Require fidelity to district and school adopted EL strategies (SIOP, ELPD)

Measures :

- \*District curriculum committee consisting of teachers throughout the district and reading coaches will research all new available Language Arts adoption containing English Language Development components.
- \*The adoption that best meets the needs of English Language students will be adopted and implemented beginning in 2010/2011 school year.
- \*Train staff in SIOP and ELPD strategies
- \*Monitor implementation of SIOP and ELPD strategies

People Assigned :

- \*District Curriculum committee
- \*Reading Coach
- \*Principal
- \*District Personnel
- \*SIOP and ELPD trainers

Start Date : 9/1/2009

Completion Date : 5/31/2010

Action Title: Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks :

- \*Provide staff development in strategies that are effective for English Language Learners for all staff:
  - 1) SIOP training
  - 2) SB 472 training (ELPD)

Measures :

- \*90% of staff will be trained in and implement SIOP strategies
- \*90% of staff will be trained in and impleent ELPD strategies

People Assigned :

- \*Principal
- \*Reading Coach
- \*District Personnel

Start Date : 8/11/2010

Completion Date : 6/3/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	SIOP training	\$8,000

Action Title: Monitor Fidelity to EL Strategies adopted by School Site

Means of Achievement: Monitoring program implementation and results

Tasks :

\*Classroom observations to monitor use of SIOP and ELPD strategies

Measures :

100% of trained teachers will use EL strategies from SIOP and ELPD training during classroom instruction

People Assigned :

\*Principal

\*Assistant Principal

\*Reading Coach

\*District Office Personnel

Start Date : 8/11/2010

Completion Date : 6/3/2011

Goal Area : Reading/Language Arts

Goal Title : By April 30, 2011, all students will move at least one band on the CST

20% of MMS students not Proficient or Advanced on the CST's in 2009, will move into the Proficient band by the end of April as measured by the California Standards Test administered in April. In addition, 20% of students in the Far Below Basic Band on the CST's will move into the Below Basic Band.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All subgroups in grade levels 6th, 7th and 8th.

What is the expected growth?

All students in each subgroup in grades 6th, 7th and 8th will move one performance band on the CST's. In addition, 20% of students who scored basic in 2009 will move into the proficient band in 2010.

What data will be collected to measure student achievement?

Weekly assessments, three-week assessments and district quarterly benchmark assessments will be collected and disaggregated during weekly data team meetings.

What process will you use to monitor and evaluate the data?

District quarterly benchmark assessments and three-week RTI assessments based on district quarterly assessments. Also weekly assessments embedded in the core and intervention curriculum. Data collected will be disaggregated at the weekly data team meetings

Actions to improve achievement to exit program improvement (if applicable).



Action Title: Implement Instructional Program with intensity and fidelity

Means of Achievement: Monitoring program implementation and results

Tasks :

- \*Pacing guides developed from alignment of text to standards
- \*standards and objectives posted daily in classroom
- \*posted standards and objectives aligned to pacing guide
- \*three-week assessments developed that monitor progress toward mastery of standards
- \*quarterly benchmark assessments that monitor progress toward mastery of standards
- \*classroom observations to monitor fidelity to instructional program

Measures :

- \*100% of teachers post standards and objectives daily
- \*100% of teachers follow pacing guide
- \*100% of teachers develop and administer three week assessments
- \*100% of teachers administer benchmark assessments
- \*weekly classroom observations by Principal, Assistant Principal, Reading Coach
- \*Monthly classroom observations by district personnel

People Assigned :

- \*Teachers
- \*Principal and Assistant Principal
- \*Reading Coach
- \*District personnel

Start Date : 8/25/2010

Completion Date : 6/3/2011

Action Title: Implementation of RTI schedule and After School Program

Means of Achievement: Extended learning time

Tasks :

- \*Develop a master schedule that includes one hour of Response to Intervention for struggling students.
- \*Provide an after-school intervention program for struggling students.
- \*Research and purchase a reading program for basic level students to increase reading levels.
- \*Research and purchase a reading program for FBB students.
- \*Hire staff for after school program and train staff in program purchased.
- \*Identify teachers for the RTI periods.
- \*Identify teachers for the reading program for FBB students and train teachers in the program.

Measures :

- \*Master schedule
- \*After school intervention program attendance sheets.
- \*Purchase and training in Reading program for basic and one for FBB students.
- \*Training schedule for two new programs in reading.
- \*Teachers hired for programs.

People Assigned :

- \*School Site Council.
- \*Leadership Team
- \*Reading Coach
- \*Principal
- \*District Office Personnel

Start Date : 8/25/2010

Completion Date : 1/15/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	Training in Lexia program for after school	\$1,500

Action Title: Staff Development in Language Arts

Means of Achievement: Staff development and professional collaboration

Tasks :

- \*90% of teachers will have completed SB472 training in Language Arts
- \*90% of teachers will have completed Step Up to Writing training
- \*100% of teachers will have completed Fab Vocab training
- \*100% of teachers will have completed Thinking Map training
- \*Staff will attend CLMS, CUE and other education related conferences to gain new ideas and strategies
- \*Staff will visit similar schools with higher CST results in Language Arts to collaborate and gain knowledge of best practices.

Measures :

- \*registration for trainings and sign in logs
- \*registration for conferences

People Assigned :

- \*teachers
- \*Reading Coach
- \*District Office Personnel
- \*County Personnel
- \*Administrative Assistant

Start Date : 8/11/2010

Completion Date : 5/9/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Conferences and school visits	\$15,000

Action Title: Implement with Fidelity and Intensity District Adopted Strategies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

\*Use on a daily basis with fidelity, the following strategies and materials when instructing students:

- 1) Thinking Maps
- 2) Fab Vocab
- 3) SIOP strategies
- 4) Step Up to Writing
- 5) Check for Understanding

\*Research and Purchase supplemental materials to strengthen and supplement the Language Arts program

- 1) Standards Plus
- 2) UpGrade to Learning
- 3) Successful Reader
- 4) Others as researched and adopted

Measures :

- \*Classroom observation logs
- \*Leadership meetings
- \*lesson plans
- \*Purchase orders

People Assigned :

- \*Principal, Assistant Principal, Reading Coach
- \*District Office Personnel
- \*Leadership Team
- \*District Office Personnel

Start Date : 8/25/2010

Completion Date : 6/3/2011

Goal Area : School Climate

Goal Title : By April 30, 2011, all students will have completed Character Ed classes and study skills classes

By April 30, 2011, all students will have participated in character education classes and study skills classes.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students, 6th 7th and 8th grade.

What is the expected growth?

All students will increase their awareness of healthy character traits and study skills.

What data will be collected to measure student achievement?

Student and Teacher Surveys on school climate which includes study skills and character traits.

What process will you use to monitor and evaluate the data?

Teachers will meet at the end of the year and evaluate the success of the study skills class and character education class. Suggestions will be taken for improvements for next year.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Purchase School Agendas which include character education component

Means of Achievement: Auxiliary services for students and parents

Tasks :

- \*Purchase school planners which contain character education component
- \*Include in Planner, student handbook
- \*Train teachers in use of character education component
- \*Train teachers in use of planner to increase study skills
- \*Counselor will conduct small group sessions with students who need more instruction in specific character education

Measures :

- \*Purchase planners
- \*Scheduled trainings from company that supplies planners
- \*Classroom observations to ensure that planners and character education component are used with fidelity
- \*logs of small school counseling sessions

People Assigned :

- \*Principal
- \*Coach
- \*Assistant Principal
- \*Counselor

Start Date : 5/7/2011

Completion Date : 7/25/2011

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Planners with character education component	\$8,000

Goal Area : School Climate

Goal Title : By April 2011, Teachers will be meeting in Professional Learning Communities

By April, 2011, teachers will be meeting weekly in grade level teams to disaggregate three week assessments developed by grade level teachers. The teachers will look at data results and determine students in need of reteaching of standards not mastered. Teachers will then develop materials to use to reteach standards not mastered by students in need. The students will then be retaught the standards in an RTI period which will be conducted one half hour before lunch and one half hour after lunch.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students in all grade levels 6th, 7th and 8th

What is the expected growth?

Students will move at least one performance band as measured by the CST in April 2011.

What data will be collected to measure student achievement?

Three week assessment results, quarterly benchmark assessment results, chapter review tests

What process will you use to monitor and evaluate the data?

Teachers will develop and disaggregate the data from three-week assessments, quarterly benchmark assessments, as well as chapter review tests

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Schedule teachers on the same grade level and content area with common prep periods

Means of Achievement: Staff development and professional collaboration

Tasks :

\*Implement a flexible master schedule which allows for common prep periods for teachers of the same grade level teaching the same content area.

Measures :

\*Schedule

People Assigned :

\*Principal

\*Counselor

\*Lead Teachers

Start Date : 8/3/2010

Completion Date : 6/4/2011

Action Title: Teachers have Early Release Wednesdays to collaborate in grade level teams

Means of Achievement: Staff development and professional collaboration

Tasks :

\*Provide Early Release time every Wednesday so that teachers can meet in grade level teams to disaggregate data from assessments, discuss student achievement and any other pertinent issues for grade level.

Measures :

\*Schedule that reflects an early out day every Wednesday

\*Data team/Grade level feed back sheets

People Assigned :

\*Principal

\*Lead Teachers

\*Grade Level teachers

Start Date : 8/25/2010

Completion Date : 4/30/2011



Action Title: Provide training for Lead teachers in facilitating PLC meetings and Data Team Meetings

Means of Achievement: Staff development and professional collaboration

Tasks :

- \*Contract with QES to conduct a day training session for Administration and Lead teachers in facilitating Data Team and Professional Learning Community meetings
- \*Send Lead teachers and administration to PLC and Data Team Training

Measures :

- \*QES training schedule
- \*Sign in Sheets for training
- \*Registrations for Data Team and Professional Learning Communities training and Conferences

People Assigned :

- \*Principal
- \*Coach
- \*Lead Teachers and other staff

Start Date : 9/29/2010

Completion Date : 5/31/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	Data Team and PLC training and Conferences	\$5,000
Economic Impact Aid (EIA)	QES Facilitator Training	\$2,000

Action Title: Provide Training in RTI

Means of Achievement: Staff development and professional collaboration

Tasks :

- \*Lead Teachers and administration will be sent to RTI training and conferences
- \*Lead Teachers and administration will visit schools that are successfully implementing RTI

Measures :

- \*Registration for RTI trainings
- \*Schedule for visitations
- \*Selection of Lead staff to visit

People Assigned :

- \*Principal
- \*Coach
- \*Lead Teachers

Start Date : 8/25/2010

Completion Date : 5/31/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	RTI training and Conferences	\$4,000

# McFarland Middle 2010-11

## Single Plan For Student Achievement Report

### Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$700,095

Total Annual Expenditures for Current School Plan: \$86,000

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
1100	Lottery: Unrestricted	\$13,168	\$8,000	\$5,168
	Purchase School Agendas which include character education component		\$8,000	
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$149,393	\$17,000	\$132,393
	Staff Development in Language Arts		\$15,000	
	Upgrade firmware for Promethean Boards		\$2,000	
4045	NCLB: Title II, Part D, Enhancing Education Through Technology, Formula Grants	\$14,000	\$23,000	(\$9,000)
	Purchase Educational Software		\$3,000	
	Purchase new Short Throw Projectors for Promethean Boards		\$20,000	
7090	Economic Impact Aid (EIA)	\$113,065	\$20,500	\$92,565
	Implementation of RTI schedule and After School Program		\$1,500	
	Provide training for Lead teachers in facilitating PLC meetings and Data Team Meetings		\$7,000	
	Provide Training in RTI		\$4,000	
	Staff Development		\$8,000	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$100,375	\$7,500	\$92,875
	Meet with parent education providers and schedule classes		\$7,500	
7400	Quality Education Investment Act	\$310,094	\$10,000	\$300,094
	Staff Development in Math		\$10,000	
Total amount of categorical funds allocated to this school:		\$700,095	\$86,000	\$614,095

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Roberta Burgh	Principal	rburgh@mcfarland.k12	1/28/2010
Wardena Pullam	Classroom Teacher	wpullam@mcfarland.k1	1/28/2010
Kent McKee	Classroom Teacher	kmckee@mcfarland.k12	1/28/2010
Lynn Runyan	Classroom Teacher	lrnyan@mcfarland.k1	1/28/2010
Lynn Hendricks	Other School Staff	lhendricks@mcfarland	1/28/2010
Rosemary Rodriguez	Parent or Community Member		
Jim Beltran	Parent or Community Member		
Maria Rizo	Parent or Community Member		
Diego Gonzalez	Secondary Student		
Arturo Navarette	Secondary Student		
Daisy Ramos	Secondary Student		

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	3	3

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

Approval Date

- |     |   |            |
|-----|---|------------|
| 1.  | School Site Council Members   |            |
| 2.  | Plan Review Due Date:   | 1/11/2010  |
| 3.  | The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.   |            |
| 4.  | The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.   |            |
| 5.  | The school site council sought and considered all recommendations from the following groups or committees before adopting this plan   |            |
|     | English Learner Advisory Committee  | 10/22/2009 |
|     | State Compensatory Education Advisory Committee   |            |
|     | Special Education Advisory Committee  |            |
|     | Gifted and Talented Education Advisory Committee  |            |
| 6.  | The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan. |            |
| 7.  | This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.   |            |
| 8.  | Public Notice Due Date:   | 1/10/2011  |
| 9.  | District Governing Board Annual Review Due Date:  | 2/16/2010  |
| 10. | This School Plan was adopted by the School Site Council at a public meeting on:   | 10/25/2010 |
| 11. | Attested by School Principal:   | 10/25/2010 |
| 12. | Attested by School Site Council Chairperson:  | 10/25/2010 |

Roberta Burgh

\_\_\_\_\_  
 Typed name of school principal

\_\_\_\_\_  
 Signature of school principal

\_\_\_\_\_  
 Date

Roberta Burgh

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 Typed name of SSC chairperson

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 Signature of SSC chairperson

\_\_\_\_\_  
 Date

## Analysis of Current Educational Practice

### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

The staff meets at the beginning of the year to disaggregate the data from the CST's and CELDT. We use a set of worksheets that start with the big picture of how we did overall and then how we did overall with each subgroup. We look at last year's data as well to see trends and patterns over time in subgroups. We then drill down to the content areas of the CST's and look at which content areas were most problematic. We then look at how each subgroup performed in each content area. Again, previous years are compared in content clusters to identify areas of consistent problems. Once we have identified the areas of concern, the staff identify the areas we will stress for the year. We identify the subgroups that require the most intervention and in what content clusters. From this work, the staff meet again to decide what programs, curriculum and strategies are needed to help the students succeed.

The staff are then given the scores of their students for the year and each teacher looks at the data and develops a list of target students from each subgroup that will require additional help. These target students are monitored closely to see signs of failure early on. The staff in their grade level data teams, develop three week assessments that monitor progress toward meeting the standards that will be assessed on the quarterly district benchmark. Students who fail the three-week assessment are placed into an intervention class that reteaches the standard. This continues throughout the year with the intervention classes being used to reteach standards.

### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

The staff at McFarland Middle School has been trained in Data Team Collaboration. School City software is used on a regular basis to input content curriculum assessments as well as three week RTI assessments and 6 week benchmark assessments. Teachers meet once a week in content/grade level teams to disaggregate the data from the assessments and develop remedial lessons and activities to help students master standards missed.

### 3. Status of meeting requirements for highly qualified staff (ESEA):

95% of the McFarland Middle School staff are highly qualified. The three teachers who are not highly qualified are finishing programs that will allow them to meet the highly qualified requirements of NCLB.

### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The principal has completed AB75 and the Assistant Principal is currently in the program.

### 5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

McFarland Middle School has 95% of its staff credentialed and highly qualified. 90% of the teachers have completed AB 472 in both math and Language Arts. Teachers have also received training in the ELPD portion of AB 472.

### 6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

The staff meets at the beginning of the year to disaggregate the data from the CST's. Areas of concern are identified for each subgroup. The previous years benchmarks are also reviewed as well as data collected from prior teachers of students. All the data is reviewed and the areas of concern identified are discussed and curriculum, strategies and programs are researched and discussed that will meet the needs identified. The curriculum, strategies or programs that will meet the needs of the students is then purchased. The necessary staff development to implement the intervention material is then scheduled and provided.

Along with this staff development, the district coordinates SB472 training for staff as well as training for district adopted intervention materials and strategies.

### 7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

McFarland Middle School has a reading coach on staff. The coach meets with teachers weekly to discuss results of assessments and to identify areas of concern. The coach then schedules times to meet with teams to provide inservice or goes into classrooms to provide modeling of content instruction, behavior intervention or classroom management. The coach also monitors all reading programs such as AR, Inside coach, Eassessment, Lexia, and Read Naturally. She/he ensures that programs are running smoothly and that teachers know how to access the curriculum and use it effectively. The District provides a math coach and an ELD coach who meets with teachers on a weekly basis to help with lesson planning, etc.

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teachers at McFarland Middle School are placed in grade level teams. The grade level content teams meet once a week to develop common lesson plans and align pacing for the curriculum. The grade level content team also meets once a week to disaggregate data from weekly curriculum assessments, three-week assessments and six-week benchmark assessments. Decisions on where to go with instruction and remediation is based on those assessments. Teachers also meet on Wednesdays for one and a half hours during an early release time. During this time, teachers meet as grade levels to discuss concerns with students, grade level activities, upcoming events, etc. This occurs one Wednesday a month. The other three Wednesdays are used for Data teams and professional development.

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

The curriculum at McFarland Middle School is selected from the State of California list of adopted materials. A district curriculum committee composed of district personnel, coaches and teachers review state adopted materials and select curriculum for each content area. Instructional materials are adopted regularly and are current and up to date. After curriculum is selected and purchased, the district curriculum committee, along with a district consultant, review the new material. During the review, the state standards and blueprint for standards weights are matched to the text and essential standards are identified in the curriculum. From this alignment, a pacing calendar is made which ensures that the essential standards are covered during the school year.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

Approximately 32% of our staff are in academic areas experiencing low student performance. In Language Arts, our FBB students are placed in the Inside curriculum which is their stand-alone intervention program which replaces their core. This program provides 130 minutes of instruction to our FBB students. Our math students who are FBB are placed in one block of core with an additional block of intervention using Glencoe math intervention materials. This intervention program provides 90 minutes of instruction for students who are FBB in math. Our BB students in Language Arts and math are placed in core materials for one block with an additional block of support classes using universal access materials which accompany the core curriculum. The core program provides 90 minutes of instruction in Language Arts and 60 minutes of instruction in math core. Those students who are not succeeding in core are monitored and are placed in an RTI period where they are retaught standards not mastered in core for an additional hour per week.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

The master schedule at McFarland Middle School provides for two blocks of Language Arts and two blocks of Math, one block for Social Studies and Science. The intervention classes in Language Arts are provided three blocks for instruction. Struggling students are given an additional one hour per week in RTI for remediation of standards not mastered. The pacing schedule meets the content, standards-aligned guidelines of the adopted curriculum which has been reviewed and modified to ensure all essential standards are covered during the year.

12. Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Standards-aligned, state adopted textbooks and instructional materials are purchased for each student in all subgroups. Each student has a textbook checked out to them that they take home and leave there for the year. A class set of textbooks is purchased for students to use at school so they do not need to carry their textbooks to school. The district purchases new adoptions as they become available so that all textbooks and instructional material are current and up to date.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

McFarland Unified School District provides students with the most recently approved SBE-adopted and standards-aligned instructional materials, including intervention materials. The district and Middle School have passed Williams Act inspections each year for meeting the sufficiency and current guidelines for instructional material.

14. Services provided by the regular program that enable underperforming students to meet standards (ESEA):

McFarland Middle school is working toward becoming a fully functioning Professional Learning Community. As such, this year we implemented a Response to Intervention program at our site. The staff visited the school of Mr. Mike Mattos, author of "Pyramid Response to Intervention." As a result of that visit, the staff have attempted to duplicate the program used at Mr. Mattos' middle school.

Students at McFarland Middle School are identified at the beginning of the year if they are at risk for failure. Those students are monitored closely by the counselor and every two weeks grades are checked. If the student begins to fail, they are called in and the counselor talks to the student and parents. If the child continues to fail, they are put into a homework help class during lunch. If they continue to fail, they are then dropped into an after-school program that assists them with their homework as well.

At the same time, staff are meeting weekly in data teams to develop three-week assessments that are a monitoring of how students are progressing toward mastery of the standards for the quarter. If students fail the three-week assessment, they are dropped into an RTI class for three weeks where they are retaught the standards they failed. This cycle continues throughout the year.

The counselor, Assistant Principal and the Principal each take a grade level to monitor and watch grades throughout the year. Students who are failing are monitored continually and provided extra help during and after school. Parents are notified and asked to come along side the school to help monitor homework, etc.

#### 15. Research-based educational practices to raise student achievement at this school (ESEA):

All curriculum and educational practices at McFarland Middle School are chosen from Research-based educational practices that are proven to raise student achievement.

#### 16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):

Students who are experiencing difficulty are discovered quickly as teachers disaggregated data at the beginning of the year and identify those students to watch closely. Within two weeks, students are identified if they are experiencing difficulty and parents are called in to talk about strategies to help students succeed. Parents are counseled on how to check planners, monitor homework and connect with teachers on a regular basis. The students continue to be monitored and if they are still struggling, they are placed in a lunch-time homework club which helps them to complete homework. The next step if failure continues is mandatory placement in an after-school program which helps with homework and offers further intervention and reteaching of curriculum.

#### 17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

McFarland Middle School has an active ELAC which meets monthly. Parents are given an opportunity to express concerns and offer suggestions as to the school site plan. Parents, classroom teachers and other school personnel are also involved in the School Site Council which meets on a regular basis to discuss planning, implementation and evaluation of programs, purchases, staff development, etc.

#### 18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

Categorical funds are used to pay for our school counselor as well as our reading coach. Additional funds are used to purchase the supplemental materials identified in our data disaggregation as those that will help our subgroups improve in their academic growth. Examples of some resources are: Language! materials for our FBB language arts students, Visions and Inside for our EL students, Accelerated Reader and Successful Reader for our Basic students, Lexia for our FBB students struggling in reading.

Categorical funds are also used to pay for staff development for the trainings identified as needed to support our subgroups. Examples of trainings funded with categorical monies include: SIOP training, Successful Reader training, Step Up to Writing training, Lang! training, CUE conferences, CLMS conferences.

#### 19. Fiscal support (EPC):

McFarland Middle School receives a budget from the District Office to support the programs and professional development planned by the school and the district.

### Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and \* English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.