



SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL – VISITOR'S GUIDE



McKinleyville Middle School



Designated 2006, Redesignated 2009

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<http://www.nohum.k12.ca.us/msd/mcbanner.htm>

2009 School Statistics

(Sources: 2009 API Growth Report; 2009 AYP Report)

Community: Small town
Enrollment: 371
Grade Levels: 6-8
School Schedule: Seven-period day with three-period integrated core (language arts and social studies)

Student Demographics

- 77% White
- 11% American Indian/Alaska Native
- 8% Hispanic/Latino
- 2% African American
- 1% Asian
- 1% Filipino
- 1% Pacific Islander

- 43% Free/Reduced Lunch
- 1% English Learners

2008 API Base: 794

2009 API Growth: 818 (up 139 points since 1999-00)

2009 AYP: Met 17 of 17 criteria

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- A schoolwide standards-based teaching and grading system is in place.
- Instruction is differentiated with tiered assignments created to better address learning needs of all students.
- Real-world application of concepts and skills are stressed throughout the academic program.
- Multiple forms of assessment raise awareness of standards and achievement.
- A carefully prepared master schedule allows daily common content area collaboration time for teachers.
- Resource students are fully included in all classes via teaming with the resource teacher.
- A schoolwide science fair is fully integrated across all disciplines.
- A variety of year-long electives support and enhance high quality academic programs.

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Developmental Responsiveness

- Strong connections exist across core disciplines.
- A variety of hands-on projects fosters creativity and a curiosity for learning.
- The Peace Leaders is an active leadership service group that gives students a voice in school governance issues and provides peer remediation.
- Student-led parent-teacher conferences provide a showcase for work through a student portfolio and reflections.
- A schoolwide “house” system helps create community across grade levels.
- The school employs a school nurse, psychologist, and counselor to help address students’ health, social, and emotional needs.
- The school has been designated a CalSTAT (California Services for Technical Assistance and Training) Leadership Site for its collaborative model of delivering special education services.

Social Equity

- A wide variety of communication tools help school staff and teachers keep parents and students informed of academic progress and school events.
- A school-wide Character Counts approach values diversity, civility, service, and democratic citizenship.
- The school delivers a strong anti-bullying message; students are trained as peer mediators to help one another resolve conflicts.

Organizational Support

- Strong collaboration exists between teachers and administrators in shared decision making.
- Teacher teams collaborate frequently to review student progress and achievement.
- Technology is actively used to connect teachers and parents resulting in a real electronic community.
- Close articulation is in place with destination high school and feeder elementary schools.
- A multifaceted communication system, including an assignment Web site and extensive use of e-mail, is effective and highly valued by parents.
- The district supports the school’s professional learning community (PLC) leadership team as well as the school’s unique professional development cycle of reading, discussion, and action planning.