

Fairview Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Fairview Middle School
Street	401 Fourth St.
City, State, Zip	Gonzales, CA 93926
Phone Number	(831) 675-3704
Principal	Dr. Larry Mendez, Principal
Email Address	lvmendez@gonzales.k12.ca.us
Website	http://www.gonzalesusd.net/
County-District-School (CDS) Code	27754736026090

Entity	Contact Information
District Name	Gonzales Unified School District
Phone Number	(831) 675-0100 Ext. 8110
Superintendent	Yvette Irving
Email Address	yirving@gonzales.k12.ca.us
Website	http://www.gonzalesusd.net/

School Description and Mission Statement (School Year 2019-20)

Principal's Message:

Welcome to Fairview Middle School's Annual School Accountability Report Card (SARC). In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. The SARC includes information about our academic achievement, staff, curricula, instructional materials, safety procedures, classroom environment, professional development and condition of facilities.

Fairview Middle School provides students with a safe and rigorous learning environment. Fairview students are engaged in learning common core state standards and also participate in elective courses which may include drama, band, choir, digital media, among other electives. We promote positive behavior interventions and support (PBIS) as well as the anti-bullying program Olweus. Furthermore, students are able to participate in athletics which include volleyball, soccer, wrestling, basketball, softball, and track. Fairview Middle School has various school activities which include assemblies, dances, carnivals, field trips, and other activities. We offer parenting workshops for parents to learn additional strategies in working with their child(ren). Fairview Middle School also welcomes parents to become involved in leadership opportunities such as School Site Council (SSC), English Learner Advisory Committee (ELAC), cafecito (coffee klatch), and parent-teacher community association (PTCA). Fairview provides ongoing professional development for our staff and promotes the professional learning community (PLC) model in regards to teacher collaboration.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 5	157
Grade 6	193
Grade 7	190
Grade 8	187
Grade 9	1
Total Enrollment	728

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.4
Filipino	0.4
Hispanic or Latino	97.1
Native Hawaiian or Pacific Islander	0.3
White	1.4
Two or More Races	0.3
Socioeconomically Disadvantaged	82.7
English Learners	39
Students with Disabilities	15.5
Foster Youth	0.4
Homeless	12.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	31	19	89
Without Full Credential	2	1	5	15
Teaching Outside Subject Area of Competence (with full credential)	1	4	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	2.5

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders, Gr. 6 Amplify Gr. 7th - 8th SRA/McGraw Imagine It! 2009 Gr 5-6 adopted 2009; Glencoe Literature CA Treasures 2010 adopted 2011; Sopris West Language! Intervention 3rd Edition 2004 & 4th Edition 2009 grades 5-6 adopted 2002; Scholastic Read 180/System 44 Next Generation 2012 K- 4 adopted 2004	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! Gr. 6 - 8. Houghton Mifflin CA Math 2009 Gr 5 adopted 2014; Mathlinks Gr 6-8 adopted 2014	Yes	0%
Science	Macmillan/McGraw Hill CA Science 2008 grade 5 adopted 2008; Glencoe/McGraw Hill CA Edition Focus on Earth, Life, Physical Science 2007 grades 6-8 adopted 2008	Yes	0%
History-Social Science	National Geographic/Cengage Learning! Gr. 6-8 adopted 2019. Houghton Mifflin CA Edition U.S. History: The Early Years 2007 Gr 5 adopted 2007; McDougal Littell History- Social Science Series 2006 grades 6-8 adopted 2007	Yes	0%
Foreign Language	not applicable		0%
Health	Princeton Health Press Lifeskills Curriculum grades 6-8 adtop Choices grades 6-8 Developmental Assets		0%
Visual and Performing Arts	not applicable		0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Fairview on an annual basis in accordance with Education Code 17592.72(c)

(1). Fairview uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs.

The most recent inspection took place this July 2019.

The Monterey County Office of Education Team visited Fairview Middle School on September 3, 2019, and reviewed the District's William's Act Facility Inspection Tool (FIT) Report.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: July 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	21	23	28	29	50	50
Mathematics (grades 3-8 and 11)	9	11	15	17	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	724	713	98.48	1.52	22.58
Male	368	363	98.64	1.36	16.80
Female	356	350	98.31	1.69	28.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	703	692	98.44	1.56	22.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	605	594	98.18	1.82	19.36
English Learners	489	482	98.57	1.43	17.43
Students with Disabilities	106	101	95.28	4.72	4.95
Students Receiving Migrant Education Services	55	55	100.00	0.00	18.18
Foster Youth	--	--	--	--	--
Homeless	92	89	96.74	3.26	21.35

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	724	712	98.34	1.66	11.10
Male	368	362	98.37	1.63	10.77
Female	356	350	98.31	1.69	11.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	703	691	98.29	1.71	11.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	605	593	98.02	1.98	9.44
English Learners	489	481	98.36	1.64	9.77
Students with Disabilities	106	101	95.28	4.72	0.99
Students Receiving Migrant Education Services	55	55	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	92	89	96.74	3.26	6.74

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	30.4	24.7	7.6
7	20.9	22.5	10.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

We encourage parents to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through flyers, the school marquee, principal newsletters, and an automated telephone message system. To find out how to become involved the Fairview Middle School learning environment, parents may contact the school at (831) 675-3704.

Opportunities to Volunteer include:

- Classroom Helper

- Chaperones
- Advisory Committees such as:
 - School Site Council/English Learner Advisory Council (SSC/ELAC)
 - Parent Teacher Community Association (PTCA)
 - Eighth Grade Parent Committee
 - Monthly Cafecito Meetings
 - District Advisory Council (DAC)
 - District English Learner Advisory Council (DELAC)
- School Activities:
 - Back to School Night
 - Student Performances
 - Sporting Events including Sports Banquet Nights
 - School Dances
 - Parent Conferences (Twice a Year)

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.5	12.7	7.2	4.9	5.8	4.6	3.6	3.5	3.5
Expulsions	0.1	0.6	0.1	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

At Fairview Middle School, the safety of students and staff is of great importance. FMS recognizes the responsibility we have for maintaining a safe learning environment for all. Our goal is to provide all students with the behavioral and academic skills necessary to reach their fullest potential and become responsible lifelong learners. To achieve this goal, we rebooted/restarted a Positive Behavior Intervention and Support (PBIS) plan. PBIS supports the ongoing safety efforts to meet the needs of our students. We implemented PBIS to support social and behavioral interventions that recognize positive behaviors.

Staff - administrators, faculty, and support staff - monitor the school grounds before and after school, during breaks and lunch. Campus supervisors (one full-time Campus Supervisor; two part-time yard duty supervisors) are on site every day and support the site before, during, and after school hours. The District also works with Monterey County Mental Health to offer mental health services for students. Additionally, GUSD has hired a social worker that provides services to our students here at Fairview Middle School.

The Fairview Middle School Comprehensive School Site Safety Plan was developed in collaboration with Local agencies and the district to fulfill Senate Bill 187 requirements to further support our safety goals. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedure, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and the dress code policy. Staff training is provided in online and in-person venues. The school site safety plan is reviewed, and updated annually. All updates are brought forward to FMS staff through staff development meetings, School Site Council and ELAC meetings on an annual basis. The staff at Fairview Middle school are trained in social-emotional well being, positive reinforcement, and emergency response procedures and protocols (Alert-Lockdown-Inform-Counter-Evacuate or ALICE) We frequently participate in emergency drills such as earthquake, fire, secure campus, and lockdown drills.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	24	5	10	4	23	9	6	5	23	6	12	3
Mathematics	32		5	7	26	3	9	2	21	11	6	1
Science	33		5	7	28	1	13	1	29	1	10	2
Social Science	33		5	7	27	2	8	3	29	1	7	5

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	728.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.33
Psychologist	.4
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	4.3
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7195	\$1493	\$5702	\$73160
District	N/A	N/A	\$9205	\$75870
Percent Difference - School Site and District	N/A	N/A	-47.0	-3.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-27.3	0.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The supplemental funds available to Fairview Middle School include: Title I basic Grant Part A, Title I Migrant Part C, Title III Limited English Proficient funds. Using various tools such as state assessment results, thematic test results, and in-class assessment results, teachers can identify students who are struggling or at risk of falling behind. For those students who need extra help in any subject area, Student Study Teams pull together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Academic intervention is embedded through differentiated instruction and offered both after school and during the day.

- Migrant Teacher - Provides tutoring during school hours for students in English Language Arts and Math.
- After School Extended Opportunity Learning
- Fairview Middle School uses computer assisted learning programs to help engage students in additional learning practices.
- Counselors analyze data and meet with students at risk socially and academically. Students are put in support and enrichment classes depending upon achievement.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,102	\$46,208
Mid-Range Teacher Salary	\$73,193	\$72,218
Highest Teacher Salary	\$104,682	\$92,742
Average Principal Salary (Elementary)	\$115,503	\$134,864
Average Principal Salary (Middle)	\$128,100	\$118,220
Average Principal Salary (High)	\$134,387	\$127,356
Superintendent Salary	\$185,807	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	5

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

For each of the previous school years, the district has calendared 4.5 days of district professional development for all teachers. Additional days are scheduled as needed to meet various needs as determined by student assessment data, discipline and attendance data, Instructional Rounds (walk-through) data, safety needs, and surveys.

In the school year of 2018-2019 we had professional development opportunities at Fairview Middle School that has included staff development days and professional learning community (PLC) time. The staff development days have included trainings on data analysis, Math 180, Read 180, English 3D, Amplify, positive behavioral interventions and supports (PBIS), among other programs. We have teams of teachers, counselors, and administrators that attended conferences such as the Science, Technology, Engineering, Arts, and Mathematics (STEAM), National Advancement Via Individual Determination (AVID), California Association of School Counselors (CASC), Cue Conference, and Mindset Mathematics. The superintendent, district office personnel, academic coach, and intervention specialist have also provided resources/training to staff. Department chairs at the school site level also provide support to teachers in their departments. Additionally, we have site leadership team (SLT) meetings with department chairs to collaborate on various items including future professional development opportunities.

In the school year of 2017-2018, we had several instructional planning opportunities at Fairview Middle School. Our Thursday staff development days in addition to three full days of district professional development helped guide our instructional focus. Every Thursday, Fairview Middle School teachers collaborated in Professional Learning Teams (PLTs) either by grade level, subject area, or as a staff to review data, create action plans in response to data, collaborate on lessons, or receive Professional Development (PD). Topics for PD include English Language Development (Guided Language Acquisition Design) strategies, curriculum planning, writing strategies, common Program Monitoring assessments, the School Safety Plan, Parent Involvement Plan, School Site Plan, Positive Behavior Interventions and Supports (PBIS) school wide discipline policies and strategies. In addition, one Academic Coach and one Intervention Specialist supported all teachers in and out of the classroom.

In the 2016-17 school year, primary areas of focus for staff development were these: Common Core Standards for ELA, Writing, and Math, Guided Language Acquisition by Design (GLAD), collaboration and student talk, Kagan Strategies for cooperative learning, Step-Up-to-Writing, Read 180 training and coaching, Next Generation English Language Development Standards (NGELD), Positive Behavioral Intervention and Supports Tier 1 Training (PBIS), and 40 Developmental Assets Training. State and local assessment data as well as teacher and community surveys supported the need for each of these topics. Training was primarily delivered within the district by local experts; however, an outside consultant was brought in for 40 Developmental Assets Training teachers and administration attended training sponsored by the County Office of Education

for PBIS and NGELD. Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, and for discipline/behavior.

In the 2015-16 school year, primary areas of focus for staff development were these: Common Core Standards for ELA, Writing, and Math, Guided Language Acquisition by Design (GLAD), Gradual Release of Responsibility, Kagan Strategies for cooperative learning, Step-Up-to-Writing, Read 180 training and coaching, Next Generation English

Language Development Standards (NGELD), Systematic Instruction with Anita Archer, and 40 Developmental Assets Training. State and local assessment data as well as teacher and community surveys supported the need for each of these topics. Training was primarily delivered within the district by local experts; however, outside consultants were brought in for 40 Developmental Assets Training and Systematic Instruction Training. Support and monitoring for implementation of new learning was provided through on-site coaching, administrator observation and feedback, and frequent monitoring of student data for academics, and for discipline/behavior.

In addition to these Professional Development focus areas, Fairview Middle School provides teachers two hours weekly for ongoing collaboration and professional development support within the contractual work day. This time is designated for grade level collaboration, including lesson planning, assessment development and data analysis; vertical team collaboration; and other professional development as deemed necessary through ongoing data analysis and teacher surveys.

Teachers at Fairview Middle School are provided ongoing coaching and support through three Teachers on Special Assignment: an Academic Coach, an Intervention Specialist, and a Bilingual/Migrant Resource Teacher. These specialists provide in class coaching and modeling, small group collaborative planning and peer observation, and assist with the facilitation of teacher collaborative meetings and data analysis.