

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement
(2007-2008 School Year)

Marina Middle School

School

6062061

CDS Code

April 13, 2007

Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

This academic plan meets the content requirements of amended Education Code Section 64001 (effective January 2002) for a single school plan for pupil achievement. Such a plan must be developed at each school that operates any programs funded through the Consolidated Application.

This academic plan provides a single, comprehensive school plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The template provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the template includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, if all applicable portions of the template are properly completed, school plan content requirements will be met for all programs for which the school has an allocation in the Consolidated Application.

Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.

ACADEMIC PROGRAM SURVEY

The Academic Program Survey (APS) is an assessment tool developed by California Department of Education (CDE) for schools to examine implementation of the nine Essential Program Components (EPCs) which serves as a guide for schools to improve student academic achievement and identify areas of strength and weakness. Submit the completed APS to your Assistant Superintendent separate from the Academic Plan and Budget.

Each component will be rated on a scale of 0 to 3, as follows (**BOLD** the appropriate rating):

- 3** – Full level of implementation
- 2** – Substantial level of implementation
- 1** – Partial level of implementation
- 0** – Minimal level of implementation

All components in the academic survey must receive at least a rating of 2 for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation.

<p>1. Instructional Program To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math - “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math - “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math - “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math 	<p>ELA 3 2 1 0</p> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <p>Math 3 2 1 0</p> <p>Intervention</p>
<p>2. Instructional Time To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students - “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students - “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students - “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<p>ELA 3 2 1 0</p> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <p>Math: 3 2 1 0</p> <p>Intervention</p>
<p>3. Principals’ Instructional Leadership To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum - “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year - “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 - “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 - “2 - Substantially” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year - “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training - “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

<p>5. Student Achievement Monitoring System(s) To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being <u>used in a timely manner to determine student progress and modify instruction</u> - “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u> - “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered - “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered 	<p>ELA ③ 2 1 0 Math ③ 2 1 0</p>
<p>6. Ongoing Instructional Assistance and Support for Teachers To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials - “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers - “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers - “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers 	<p>ELA ③ 2 1 0 Math ③ 2 1 0</p>
<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA ③ 2 1 0 Math ③ 2 1 0</p>
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school - “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels - “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels - “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	<p>ELA 3 ② 1 0 Math 3 ② 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	<p>ELA ③ 2 1 0 Math ③ 2 1 0</p>

DATA SUMMARY

(To be provided by Research, Planning and Accountability, format TBD)

EXECUTIVE SUMMARY**Analysis of Current Educational Practice**

Currently, what are the two or three (2-3) key objectives for the school in 2006-2007 (across the five District goals)? (Briefly Describe)

Current-Year Objective 1: Academic Achievement (Goal I)

By Spring 2007, 5% of students (specifically all sub-groups- AA, L, EL) scoring at Basic will show an increase from their 2006 CST ELA and math scores.

Challenges or barriers (within the school) Marina is facing and how we are trying to overcome them:

- Special education teachers have had limited training in the core content curriculum. Therefore, students with disabilities have had limited exposure to the core curriculum for their grade level. The Instructional Reform Facilitator (IRF) has been meeting with the Special Ed teachers and has provided supplemental materials to help access content standards.
- Currently, the Master Schedule does not allow for teacher common planning time and/or collaboration during the regular school day between grade level families and content areas. Content area departments, such as English Language Arts and Social Studies, do meet on a bi-monthly basis in the morning. Other content area departments, such as the Math and Science departments, meet informally as needed.
- Marina MS has a clear achievement gap between demographic groups, specifically African Americans, Latinos and English Learners. 204 students or approximately 21% of total student population scored Basic in either ELA and/or math on their 2006 CST. Of these 204 students, 31 students or 16% are AA, 23 students or 11.3% are L and 146 or 71.6% are EL. These focal students were identified in mid-January as needing additional support in ELA, math and test-taking strategies with the focus of moving them to the Proficient or above level. In February, all 204 students were invited to attend a 9-week Saturday School Program. Of the 204 students, 82 students have been attending Saturday School on a regular basis.
- On a daily basis, an average of 15-22 students are sent out of their classes by their teachers for one reason or another and remain out of class for the duration of that period and possibly longer. These students therefore miss out on the lesson that is being taught, even though work is sent down for the students. Students typically stay in either the counseling office or dean's office. The teachers, counselors and dean will meet to implement a behavior plan for the school that incorporates teacher interventions that need to take place before sending a student down to the counseling office.
- After School programs have limited alignment with regular day academic content standards instruction. To help support the linkage for collaboration between regular day and after school, the IRF has begun to meet with the after school leadership team in order to begin the process of connecting the regular day with after school.
- Thirty-two (32) 8th grade students have received 2 or more F's or U's on their 1st Semester report cards and are at serious risk of earning 4 or more F's or U's. An intervention program that includes a daily progress report, weekly check-ins with

counselors and weekly writing reflection was implemented the 2nd week of the new Spring semester to monitor the students' progress for the rest of the year.

How resources (WSF and categorical funds) are being aligned school-wide to achieve objective, especially services and supports to enable under-performing students to meet standards:

- Teachers and administrators who teach Saturday School are paid from Title I funds.
- WSF/LEP funds are used to pay teachers extended hourly pay to participate in scoring the school-wide writing prompt.
- Marina was assigned an Instructional Reform Facilitator (IRF) the end of January 2007. The IRF has created a schedule of content standards to address for the teachers teaching Saturday School. Additionally, the IRF has provided workshops for all teachers in Blackboard Configuration (BBC), differentiating instruction, SDAIE strategies and equitable checking for understanding.
- Additional materials in ELA and math have been purchased using WSF/Title I/LEP funds for students in intervention classes.
- ELA testing preparation materials (*Measuring Up*) for all grade levels have been purchased using WSF funds.
- Marina MS's After School program is funded by the District (SHPD) through state and federal funding. Our after school program incorporates both enrichment and intervention programs. In addition, after school 21st Century dollars are being used to purchase weekly incentives for students who attend Saturday School.

What and how additional family, school, district and community resources are used to assist these students and the impacts that have been observed:

- The school has been provided with an Instructional Reform Facilitator. The IRF is responsible for coordinating and supporting all aspects of instructional reform at the school site. Observed impacts include immediate use of BBC in all classrooms.
- Supplemental Education Services (SES) tutoring is provided to identified students during the after school hours. Observed impacts include 88 students benefiting from extra academic support.
- Presidio YMCA is the CBO (Community Based Organization) for our After School programs and the majority of after school staff is an employee of the Y funded by District after school dollars. In order for students to participate in enrichment activities, students must have tutoring or homework help at least 2 days/week. Additionally, the SF TEAM Initiative is funded by the City's Department of Children Youth and Families (DCYF) and is part of Marina's after school program through the Y. SF TEAM staff and the school have identified a core group of students who are at-risk and provide tutoring support to them. Observed impacts of the After School program include some students of the SF TEAM have recently earned 3.0 GPAs or above since attending program and the enrichment programs offer students an incentive to stay after school in a safe environment.

Current-Year Objective 2: Instructional Improvement (Goal 3)

By Spring 2007, 75% of Marina faculty will begin implementation of research based best practices in the classroom and use of district recommended instruction reform.

Key strategies and high-leverage activities being implemented to achieve objective:

- Instructional Reform Facilitator (IRF) supports consistent implementation of best practices and differentiation strategies in all content area classes. Workshops include effective use and implementation of Blackboard Configuration (BBC) in the classroom and teaching strategies for student engagement in academic activity.
- In February 2007, Marina was selected by the District to pilot the *Voyager Expanded Learning* reading program in two classes (6th Grade reading class and 6-8th grade Special Day Class) for the remainder of 2006-2007 school year.
- The IRF, MSTLI lead teachers, ELA/SS and math/science teachers and administrators have begun to meet to coordinate school- wide professional development activities for content area meetings and/or staff faculty meetings. In addition, a District Content Specialist from Teaching and Learning has collaborated with the IRF to provide District best practices in core curriculum.
- Benchmark assessments have been ordered for all regular education math and language arts teachers. Approximately 15 academic teachers out of 26 have administered the assessments and have either sent it to the District to be scored or have scored it themselves.
- The IRF and various teachers will visit other school sites within the District to observe and evaluate various examples of master plan schedules and school-wide reform strategies.

Challenges or barriers Marina is facing and how we are trying to overcome them:

- Currently, the Master Schedule does not allow for teacher common planning time and/or collaboration during the regular school day between grade level families and content areas. Content area departments, such as English Language Arts and Social Studies, do meet on a bi-monthly basis in the morning. Other content area departments, such as the Math and Science departments, meet informally as needed.
- Not all ELA and math teachers administer the 6-week benchmark assessment. OARS data training has been provided and will continue to be provided in benchmark data analysis. In addition, teachers who do administer the benchmark assessments are provided time in meetings to share their positive experiences.
- Marina's reading and math intervention program curriculum instruction materials need to be upgraded. We are looking at ways to upgrade the curriculum. For example, we are piloting the *Voyager Expanded Learning* reading program for its effectiveness and as an option for future use.
- Although most teachers are implementing best practices in teaching strategies and instructional practices, to assure school-wide implementation, professional development is being offered to all teachers in both areas.

How resources (WSF and categorical funds) are being aligned school-wide to achieve objective, especially services and supports to enable under-performing students to meet standards:

- District has provided the school with an IRF, support from Teaching and Learning, and MSTLI training.

What and how additional family, school, district and community resources are used to assist these students and the impacts that have been observed:

- After school learning programs are available to any student and Supplemental Educational Services (SES) are provided to Title 1 students.

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 targets. Below are the data conclusions for each of the five District Goals and the school's key objectives and strategies for the upcoming 2007-2008 school year.

Goal 1: Academic Achievement

Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Data Conclusions for Goal 1

Key Findings

From last year's CST:

Based on the test data conclusions from Spring 2006, all students at all grade levels are showing a steady increase in Reading and Math CST scores except for African American students, who failed to reach the AYP targeted goals in reading and math; Latino students who failed to reach the AYP targeted goals in math; and EL students failed to make a 5% gain in reading.

EL students are showing consistent upward movement as measured by CELDT level scores with 54 students being reclassified in the 2006-2007 school year.

Achievement gaps that exist:

- African American students are performing significantly lower than most sub-groups in ELA and in math, they are scoring significantly lower than all groups as measured by their CST scores;
- Latino students are performing lower in math than most other sub-groups;
- EL students are performing significantly lower in ELA than all other groups;
- Students with disabilities perform significantly below all other groups in ELA and math

Patterns or trends observed over the last 5 years:

- AA students have consistently scored lower (<18%) than the expected API and AYP targets in ELA, even though they showed an 8.0% increase from 2005-2006;
- AA students have consistently scored lower (<13%) than the expected API and AYP targets in math, even though they showed an 6.3% increase from 2005-2006
- L students have met API and AYP targets in ELA;
- For the last 4 years, L students have met the API and AYP targets in math, with the exception of 2006 where they missed the target by 2.5%;
- EL students have shown steady increase in math, meeting the API targeted goals;
- EL students have shown moderate but steady increase in ELA, even though their scores are significantly below API targets (<10%);
- Students with disabilities have scored significantly lower (<7%) than the expected API target in ELA and math

Key Objectives for Goal 1

Objective 1: By Spring 2008, all students (particularly all sub-groups, specifically AA, L, EL and Students with disabilities) will meet API targets and/or show a 5% increase from their 2007 CST ELA and math scores.

Objective 2: By January 2008, 75% (223 students) of Marina's 298 EL students will progress to the next English proficiency level based on their CELDT scores.

Key Strategies for Goal 1

Key Strategy 1: Identified students, AA, L, and EL, will be assigned to reading and math intervention programs based on CST scores.

Key Strategy 2: All identified students will be assigned reading and/or math support classes during the After School Program and curriculum used will be aligned to regular school day. All teachers, administrators, after school staff, and IRF will coordinate and implement placement and monitoring of identified students in above mentioned programs.

Goal 2: Academic Equity

Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Data Conclusions for Goal 2

Key Findings

Special programs offered at Marina MS:

In addition to the Core Curriculum classes for English/language arts, mathematics, science and social studies, Marina Middle School also offers Math and Reading Intervention classes, a Chinese Two-Way Immersion Program in Cantonese, Mandarin as a foreign language, English Learners classes, Resource Program (RSP) and 7 Self-contained Special Day Classes (1- Learning Handicapped, 1- Emotionally Disturbed, 2- Severely Impaired, 3- Speech and Language Instruction) for students eligible for Special Education services, Band, Orchestra, Art, Computers, Physical Education and an After School Program.

Key data findings observed for students participating in these programs from last year's CST:

- Students who participated in either the Reading Intervention classes or the Math Intervention classes scored at BB/FBB level on their Spring 2006 CST.
- School data shows that 55 out of 134 students exited from the High Point Reading Intervention Program during the 2006-2007 school year and 18 out of 35 students exited from the 8th grade Math Intervention Program.
- As of March 07, 44 EL students were reclassified. By June 2007, 10 additional students will be reclassified.
- 13.9% of students with disabilities scored at or above in ELA and 10.2% in math.

Racial subgroups underrepresented or overrepresented in certain programs:

- School-wide, Marina's student demographics for 2006-2007 is comprised of the following: Of our 963 students, 578 or 60% are Asian; 120 or 12.5% are Other Non-White; 114 or 11.8% are Latino; 90 or 9.3% are African American; 27 or 2.8% are Other White; 24 or 2.5% are Filipino; and 10 or 1% are Other. Based on the above noted numbers, African American and Latino students are underrepresented in Honors programs at all grade levels.

- In our Special Education programs, there are high numbers of African American and Latino students based on total student population: 125 students are eligible for Special Education services (including Speech only services, RSP and SDC programs) and 43 or 34.4% are African American and 22 or 17.6% are Latino. To break this down even further, 47.8% or almost half of total AA population is receiving Special Education services.

Key Objectives for Goal 2

Objective 1: By Spring 2008, all subgroups (African American, Latino, English Language Learners, Special Education) will show a 5% gain in proficiency on standards-based assessments to close the achievement gap.

Objective 2: By June 2008, of the students who are qualified as English Learners, there will be a 10% increase, in redesignation to general education classrooms.

Key Strategies for Goal 2

Key Strategy 1: At the beginning of SY 07-08, in order to align content standards to core curriculum, teachers will continue to use curriculum maps. Curriculum maps will ensure students are exposed to appropriate content standards and are regularly assessed on these standards.

Key Strategy 2: All students will have classes that meet district and state content standards, and all students will have access to grade level core curriculum (LA/SS, M/Sci, PE & Electives). Supplementary materials (i.e. books, magazine subscription, manipulatives, and consumable items) and technological equipment (i.e. CD players, DVD players, digital and video cameras, projectors, etc) will be provided in alignment with standards and curriculum maps. Students will be offered a variety of learning experiences including field trips and multimedia technology.

Goal 3: Instruction Improvement

Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3

Key Findings

Data patterns and trends at Marina:

- School-wide Marina met the 2006 API of 766.
- Based on 05/06 CST, there are 235 students who scored Below Basic in ELA and 222 students who scored Below Basic in math. Additionally, there are 278 students who scored Basic in ELA and 202 students who scored Basic in math.
- Currently, the Master Schedule does not allow for teacher common planning time and/or collaboration during the regular school day between grade level families and content areas. Content area departments, such as English Language Arts and Social Studies, do meet on a bi-monthly basis in the morning. Other content area departments, such as the Math and Science departments, meet informally as needed.
- In the past, Marina has never administered the 6-week benchmark assessments to students.
- This year, Marina's parent involvement in school-related activities (i.e. parent conferences, parent workshops) has declined.

Key Objectives for Goal 3

Objective 1: By June 2008, all students will meet school-wide API growth target of ≥ 768 . Additionally, sub groups will demonstrate an average of a 5% increase on the CST reading and math tests.

Objective 2: By September 2007, all teachers will implement consistent school wide reform strategies and best practices to support academic rigor. This practice will be sustained through June 2008.

Key Strategies for Goal 3

Key Strategy 1: Below Basic and Basic reading and math groups will be determined by CST scores and students will be placed in appropriate intervention/support classes.

Key Strategy 2: Differentiated instruction strategies will be fully utilized by both general and special educators such as whole class/small group/team teaching, integration of technology, peer tutoring, cooperative learning, class presentations, individual and/or group research and special projects, and one-on-one and/or small groups assisted by paraprofessionals.

Goal 4: School Climate
Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Data Conclusions for Goal 4

Key Findings

Data patterns and trends at Marina:

- Based on school data to date, Marina has had 58 suspensions since August 2006. Compared to this time last year, this number has decreased by 32 (as of March 06 there were 90 suspensions).

Current year suspensions are broken down as follows:

Ethnicity	Disruption	Battery	Combat	Robbery	Extortion	Total	Total % of Suspensions by Ethnicity
Afr-Amer	13	19	3	1	1	37	63.9%
Asian	3	3	2	1	1	9	15.5%
Filipino			1			1	1.7%
Latino	2	7				9	15.5%
ONW						0	-
White						0	-
Dec State	2					2	3.4%
TOTAL	20	29	6	2	1	58	100%

- Although currently our African American population equals just 9.3% of the total 963 student body, data reflects that 63.9% of suspensions are for students who are African American.
- On a daily basis, an average of 15-22 students are sent out of their classes by their teachers for one reason or another and remain out of class for the duration of that period and possibly longer. These students therefore miss out on the lesson that is being taught, even though work is sent down for the students. Students typically stay in either the counseling office or dean’s office.
- According to current data, there has not been an improvement in overall student attendance. There is a need to continue efforts to increase our overall student attendance across all ethnic groups.
- Marina has a strong Support Services infrastructure, (i.e. Student Care Team, Student Success Team). SCT members meet on a weekly basis and review previously discussed students as well as new referrals from teachers. From SCT meetings, SST meetings are determined and organized by the student’s counselors.

Other school level data gathered and analyzed:

- Marina has an active Healthy School Team (HST) and the HST coordinators do a good job of promoting the monthly activities from SHPD (i.e. Red Ribbon Week, World AIDS Day, etc...).
- Members of Marina’s Emergency/Crisis Response and School Climate teams exist but have met on a limited basis to discuss activities to improve climate/safety. This year,

there have been limited training opportunities in Policies and Procedures, CPR and First Aid training offered to staff.

Key Objectives for Goal 4

Objective 1: By September 2007, all faculty and staff, including After School, will participate in professional development that focuses on asset building, resiliency and youth development. The skills learned from the training will be implemented and sustained through June 2008.

Objective 2: By December 2007, the school will have a 5% decrease in tardiness for the first period and the school's attendance rate will reach 98%.

Key Strategies for Goal 4

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved school climate.]

Key Strategy 1: The school will adopt and implement a school-wide positive behavior model and will communicate these standards and expectations to all students, families, and staff members, including the After School program.

Key Strategy 2: Opportunities are provided for all youth to build caring relationships with adults and peers, participate in meaningful ways, and successfully meet high expectations.

Goal 5: Parent and Community Involvement

Significantly increase the involvement of a broad base of parents and community at the school level.

Data Conclusions related to Goal 5

Key Findings

Data patterns and trends at Marina:

- Marina Middle School has been actively increasing parent participation activities. Letters translated into Chinese and Spanish are sent home to inform parents of Parent Conference Week and Back to School Night. Classrooms that have 100% parent participation at these events earn a pizza party sponsored by the PTSA. The African American and Latino Parents and Families held two workshops during school year 2006-2007.
- The PTSA held four monthly workshops during school year 2006-2007.
- Many community partners assist Marina students during our after school program, including Pets Unlimited, Crissy Field, Blue Water Foundation, New Conservatory Theater Company, White Crane Lion Dance Troupe, and the San Francisco Police Department with our after school program. In addition, Marina students are active in the community through the Community Service Club by volunteering at Glide Memorial Church, Heritage House, and the Marina District Merchants Association.

Other school level data gathered and analyzed:

- Parents and families responded to a survey that asked what information they would like to have from Marina. Their responses included more information and/or trainings on Internet Safety, How to Speak to Their Children and Homework Assistance.
- There is a need to broaden opportunities for parent input and contributions to needs assessment and decision-making situations.
- There is a need for additional educational opportunities for parents to help students improve their literacy skills.

Key Objectives for Goal 5

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 5 for the school.]

Objective 1: By December 2007, Marina will increase the average attendance to PTSA meetings, back-to-school night and other school events. Incentives will be used to encourage participation.

Objective 2: By January 2008, Marina will increase the number of volunteers and maintain a volunteer list. This will be sustained through June 2008.

Key Strategies for Goal 5

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved parent and community involvement.]

Key Strategy 1: Marina will increase communication to families.

Key Strategy 2: Marina will provide monthly parent workshops. The parent workshops will be coordinated and implemented in conjunction with the PTSA, After School Program, Title I coordinator, Title I counselor and the administration.

ACTION PLAN

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. In order to achieve the key objectives and implement the key strategies set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards:

Goal 1: Academic Achievement

Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Identified students, AA, L, and EL, will be assigned to reading and math intervention programs based on CST scores.</p> <p>High Leverage Activities:</p> <ol style="list-style-type: none"> 1. Teachers will analyze 2007 CST 2. Pilot <i>Voyager Reading Program</i> 3. Teachers and students will utilize Daily Planner/Agenda/Binder Reminder school-wide to monitor homework and use as a communication tool between caregivers and teachers 	<ol style="list-style-type: none"> 1. Aug 07 – Dec 07 2. March 07 – June 08 3. Aug 07 – June 08 	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$2500 	<ol style="list-style-type: none"> 3. After School Funds, Title I, WSF 	
<p>Key Strategy 2: Identified students will be assigned reading and/or math support classes during the After School Program and curriculum used will be aligned to regular school day.</p> <p>High Leverage Activities:</p> <ol style="list-style-type: none"> 1. Hire 1.0 FTE credentialed teacher as Site Coordinator/Lead Teacher for After School Program 2. Regular day teachers will instruct after school intervention/support classes 3. Students will receive incentives for attendance and participation in intervention/support classes. 	<ol style="list-style-type: none"> 1. Aug 07 – June 08 2. Aug 07 – June 08 3. Aug 07 – June 08 	<ol style="list-style-type: none"> 1. \$77,702 2. \$5,000 3. \$10,000 	<ol style="list-style-type: none"> 1. After School funds 2. After School funds 3. After School funds, Title I, WSF 	<ol style="list-style-type: none"> 1. HR hiring

¹ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
² List the date an action will be taken or will begin, and the date it will be completed.

Monitoring and Assessment for Goal 1

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above? **Meetings, After School Leadership meetings, meeting minutes/agendas**
2. How will the school evaluate its progress towards achieving the desired objective(s)? **Standardized test, portfolio assessment, classroom performance/assessment, and observations.**
3. What data will be collected to measure progress? **Results of standardized tests, student work, projects, class assessments and writing samples.**

Goal 2: Academic Equity

Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Align of content standards to core curriculum High Leverage Activities:</p> <ol style="list-style-type: none"> 1. All teachers, including Special Education (except SI), use quarterly benchmark assessments and analyze information as a useful teaching and curriculum planning tool and use pacing guides to create curriculum maps. 2. Administrators monitor program implementation on a regular basis using informal observations and attendance to content area and grade level meetings. 3. Use Student Care Team meetings to identify focal students and begin case studies using observation tools and data analysis 	<ol style="list-style-type: none"> 1. Sept '07 - June '08 2. Sept '07 - June '08 3. Sept '07 - May '08 			<ol style="list-style-type: none"> 1. Training of OARS

³ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
⁴ List the date an action will be taken or will begin, and the date it will be completed.

<p>Key Strategy 2: Students have access to grade level core curriculum High Leverage Activities: 1. All SpEd teachers (except Severely Impaired teachers) are provided professional development (such as AB466 training) on core curriculum 2. All teachers, including Special Education, are provided professional development workshops on: <ul style="list-style-type: none"> • Differentiated instruction • SDAIE Strategies • Checking for Understanding Strategies • Effective use of word walls, academic language • QTEL 3. Identified students will be assigned an intervention/support class in reading and/or mathematics during the After School program. Additionally, students who qualify who are not able to stay after school will be invited to attend an off site SES program. 4. Students scoring at Basic on either ELA and/or Math will be given the opportunity to attend Saturday School to increase ELA and Math content curriculum standards based knowledge.</p>	1. Aug '07	1. Stipends	1. District	1. Stipend to teachers
	2. Sept '07 – June '08	2. \$0	2. n/a	
	3. September '07 – May '08	3. \$5,000	3. After school grants	
	4. October '07 – May '08	4. \$23,000	4. Title I, After school grants	

Monitoring and Assessment for Goal 2

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above? **Sign-in sheets, meeting agendas/minutes, classroom observation**
2. How will the school evaluate its progress towards achieving the desired objective(s)? **Review of lesson plans, aligned curriculum maps, classroom and program placement, quarterly review of various student assessments and work samples, District Walk-Throughs, administrative teacher evaluations.**
3. What data will be collected to measure progress? **CST scores, CELDT, and standards-based assessments, SSTs, SCT forms, staff surveys.**

Goal 3: Instructional Improvement

Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Below Basic and Basic reading and math groups will be determined by CST scores and Benchmark data analysis, and students will be placed in appropriate intervention/support classes.</p> <p>High Leverage Activities:</p> <ol style="list-style-type: none"> 1. Student will take regularly scheduled benchmark assessments 2. Students will attend extended learning educational support programs 3. Students will use data analysis tool to inform them of test scores and develop personal academic goal setting 	<ol style="list-style-type: none"> 1. Aug 07 – June 08 2. Aug 07 – June 08 3. Aug 07 – June 08 	<ol style="list-style-type: none"> \$0 \$0 \$0 		<ol style="list-style-type: none"> 1. Scantron scored assessments
<p>Key Strategy 2: Differentiated Instruction</p> <p>High Leverage Activities:</p> <ol style="list-style-type: none"> 1. Instructional delivery in all content areas will reflect best practices. Teachers will collaborate and receive training at department meetings and grade level meetings to integrate best practices in their instructional delivery. In addition to school day meetings, teachers will also participate in after school workshops, Saturday workgroups and/or summer work institutes. 2. All teachers, including Special Education (except SI) will administer the calendared Benchmark assessments. The IRF will work with teachers to identify and implement appropriate research based strategies to support improved academic planning. 3. Administrative team will identify collaborative planning times. Content area teachers will meet at regular scheduled times and use structured format including meeting agenda and minutes. 	<ol style="list-style-type: none"> 1. Aug 07 – June 08 2. Aug 07 – June 08 3. Aug 07 – June 08 4. Aug 07 	<ol style="list-style-type: none"> \$0 \$3500 \$0 \$3700 	<ol style="list-style-type: none"> 3. WSF 4. SpEd WSF 	<ol style="list-style-type: none"> IRF Teaching and Learning MSTLI Lead Teachers

⁵ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken or will begin, and the date it will be completed.

4. Special education teachers and staff will be provided 2 staff development days at the beginning of the school year to train, plan and review student IEPs.				
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Monitoring and Assessment for Goal 3

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?* **OARS results, CRUNCHER, Student Data Analysis, monthly meeting schedule**
 2. *How will the school evaluate its progress towards achieving the desired objective(s)?* **OARS results, CRUNCHER, CST results**
 3. *What data will be collected to measure progress?* **Results of standardized tests, student portfolios, benchmark assessments**
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Goal 4: School Climate

Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: Implement a school-wide positive behavior model High Leverage Activities: 1. All staff, including After School, will receive training in agreed upon school-wide positive behavior plan 2. School provides opportunity room to reduce number of suspensions 3. SCT team will design intervention plan for at-risk students	1. Aug 07 2. Sept 07 – June 08 3. Sept 07 – June 08	1. \$5,000 2. \$77,702 3. \$0	1. WSF, After School funds 2. Title I	
Key Strategy 2: Opportunities are provided for all youth to build caring relationships with adults and peers, participate in meaningful ways, and successfully meet high expectations. High Leverage Activities: 1. All staff, including After School, will receive training on the SFUSD and school site policies relating to safety and school climate (incl. Child Abuse Reporting, Emergency and Crisis Response) 2. Implement a youth conflict mediation program 3. Incentives will be provided to students and staff (incl. After School) to promote positive school climate and Asset building	1. Aug 07 – June 08 2. Sept 07 – June 08 3. Aug 07 – June 08	1. \$2,000 2. \$800 3. \$2,000	1. WSF/Title I 2. WSF 3. WSF, Title I, After School funds	

Monitoring and Assessment for Goal 4

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above? **Sign-in sheets, SST data, Positive behavior plan**
2. How will the school evaluate its progress towards achieving the desired objective(s)? **Data on suspensions/referrals, data on counseling passes**
3. What data will be collected to measure progress? **Attendance, sign-in sheets, SST data, suspension reports**

⁷ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
⁸ List the date an action will be taken or will begin, and the date it will be completed.

Goal 5: Parent and Community Involvement

Significantly increase the involvement of a broad base of parents and community at the school level.

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: Increase communication to families <ol style="list-style-type: none"> 1. Teachers will not assign homework on the night of parent events 2. Materials sent home from school will be in English, Chinese and Spanish. 3. Parents of students with disabilities will receive Attachment G of the IEP every report card period to inform them of the progress their child is making on yearly IEP goals. 4. Recruitment of PTA membership will occur at 6th grade orientation, Back to School Night, and will continue throughout the school year during school sponsored events. 	<ol style="list-style-type: none"> 1. Sept 07 – June 08 2. Sept 07 – June 08 3. Sept 07 – June 08 4. Aug 07 – June 08 	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$200 4. \$0 	3. WSF	1. Translation services for flyers
Key Strategy 2: Provide Parent Workshops <ol style="list-style-type: none"> 1. Provide refreshments, childcare, translation services and incentives (i.e. bus tokens, raffles) at all school-sponsored events. 2. Workshops will be provided on topics such as Internet Safety, School-Wide Behavior Plan, Understanding report cards. 3. Students whose parents/families attend School sponsored evening meetings will receive incentives. 4. Offer parent workshops specific to each ethnic group (i.e. AA families, Latino families, Asian families and EL families). 	<ol style="list-style-type: none"> 1. October 07 – June 08 2. September - 07- June 08 3. September 07- June 08 4. Sept 07 – May 08 	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$1500 4. \$0 	<ol style="list-style-type: none"> 1. n/a 2. n/a 3. PTSA 	

Monitoring and Assessment for Goal 5

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above? **Sign-in sheets, agendas, parent surveys and feedback**
2. How will the school evaluate its progress towards achieving the desired objective(s)? **Sign-in Sheet, meeting minutes, survey results**
3. What data will be collected to measure progress? **Sign-in sheets, meeting minutes, debrief after each meeting to discuss progress or lack of progress in participation target.**

⁹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

School Site Council (SSC) Membership

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
		X					
Numbers of members of each category		1					

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based schoolsite and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- *Add one or more "nonschoolsite personnel" to an existing school site council to form the "school site and community team"; or*
- *Appoint a "school site and community team" unrelated to the membership of the school site council.*

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Numbers of members of each category								

The composition of the English Learner Advisory Committee (ELAC) must contain parents of EL students.

The percentage of parents of EL students is to be at least the same as that of EL students at the school.

School Advisory Committee (SAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Numbers of members of each category							

The composition of the School Advisory Council must be such that it contains a majority of parents.

Recommendations and Assurances

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

- 1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
- 2. 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.
- 3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
- 4. 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 Local Improvement Plan.
- 5. This school plan is based upon 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.
- 6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: February 6, 2007
 - B. One meeting to present plan upon its completion. DATE: February 27, 2007
- 7. This school plan was adopted by the school site council on: April 12, 2007.
- 8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- 9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

<u>Dennis Chew</u>	_____	<u>April 13, 2007</u>
Typed name of school principal	Signature of school principal	Date

<u>Karen Pemberton</u>	_____	<u>April 13, 2007</u>
Typed name of SSC chairperson	Signature of SSC chairperson	Date