

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**Miraloma Elementary School**  
School

38684786041438  
CDS Code

[March 15, 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><b>1. Instructional Program</b></p> <p>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"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” 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</li> <li>– “<b>0 - Minimally</b>” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">ELA</td> <td style="width: 10%;">3</td> <td style="width: 10%; text-align: center;"><b>2</b></td> <td style="width: 10%;">1</td> <td style="width: 10%;">0</td> </tr> <tr> <td>ELA</td> <td>3</td> <td>2</td> <td style="text-align: center;"><b>1</b></td> <td>0</td> </tr> <tr> <td colspan="5"><hr/></td> </tr> <tr> <td>Math</td> <td>3</td> <td style="text-align: center;"><b>2</b></td> <td>1</td> <td>0</td> </tr> <tr> <td>Math</td> <td>3</td> <td style="text-align: center;"><b>2</b></td> <td>1</td> <td>0</td> </tr> </table>	ELA	3	<b>2</b>	1	0	ELA	3	2	<b>1</b>	0	<hr/>					Math	3	<b>2</b>	1	0	Math	3	<b>2</b>	1	0
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<p><b>2. Instructional Time</b></p> <p>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"> <li>– “<b>3 - Fully</b>” means that <u>all</u> classrooms have the appropriate time allocations for students</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> classrooms have the appropriate time allocations for students</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">ELA</td> <td style="width: 10%; text-align: center;"><b>3</b></td> <td style="width: 10%;">2</td> <td style="width: 10%;">1</td> <td style="width: 10%;">0</td> </tr> <tr> <td>ELA</td> <td style="text-align: center;"><b>3</b></td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td colspan="5"><hr/></td> </tr> <tr> <td>Math:</td> <td style="text-align: center;"><b>3</b></td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math:</td> <td style="text-align: center;"><b>3</b></td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	ELA	<b>3</b>	2	1	0	ELA	<b>3</b>	2	1	0	<hr/>					Math:	<b>3</b>	2	1	0	Math:	<b>3</b>	2	1	0
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<p><b>3. Principals’ Instructional Leadership</b></p> <p>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"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</li> <li>– “<b>0 - Minimally</b>” means neither the principal nor vice principal have made arrangements to take AB 430</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">ELA</td> <td style="width: 10%;">3</td> <td style="width: 10%;">2</td> <td style="width: 10%;">1</td> <td style="width: 10%; text-align: center;"><b>0</b></td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td>1</td> <td style="text-align: center;"><b>0</b></td> </tr> </table>	ELA	3	2	1	<b>0</b>	Math	3	2	1	<b>0</b>															
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<p><b>4. Teachers’ Professional Development Opportunities</b></p> <p>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"> <li>– “<b>3 - Fully</b>” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">ELA</td> <td style="width: 10%;">3</td> <td style="width: 10%;">2</td> <td style="width: 10%; text-align: center;"><b>1</b></td> <td style="width: 10%;">0</td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td style="text-align: center;"><b>1</b></td> <td>0</td> </tr> </table>	ELA	3	2	<b>1</b>	0	Math	3	2	<b>1</b>	0															
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<p><b>5. Student Achievement Monitoring System(s)</b>  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"> <li>- “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction</li> <li>- “2 - Substantially” means that curriculum-embedded assessments are administered regularly</li> <li>- “1 - Partially” means that curriculum-embedded assessments are sometimes administered</li> <li>- “0 - Minimally” means that curriculum-embedded assessments are rarely administered</li> </ul>	<p>ELA     3   2   1   0</p> <p>Math    3   2   1   0</p>
<p><b>6. Ongoing Instructional Assistance and Support for Teachers</b>  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"> <li>- “3 - Fully” means that the school provides appropriate instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials</li> <li>- “2 - Substantially” that the school provides adequate instruction assistance to support teachers</li> <li>- “1 - Partially” that the school provides limited instruction assistance to support teachers</li> <li>- “0 - Minimally” that the school provides little or no instruction assistance to support teachers</li> </ul>	<p>ELA     3   2   1   0</p> <p>Math    3   2   1   0</p>
<p><b>7. Monthly Teacher Collaboration by Grade/Content Level</b>  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"> <li>- “3 - Fully” means that the school provides opportunities on a regular and frequent 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</li> <li>- “2 - Substantially” means that the school provides regular opportunities for teachers to collaborate by grade or program level</li> <li>- “1 - Partially” means that the school provides limited time for teachers to collaborate by grade or program level</li> <li>- “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</li> </ul>	<p>ELA     3   2   1   0</p> <p>Math    3   2   1   0</p>
<p><b>8. Lesson Pacing Schedule (K-8)/Intervention (9-12)</b>  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"> <li>- “3 - Fully” means that a pacing schedule is in use in all grade or instructional levels offered at the school</li> <li>- “2 - Substantially” means that a pacing schedule is in use in 75% of grade or instructional levels</li> <li>- “1 - Partially” means that a pacing schedule is in use in half of grade or instructional levels</li> <li>- “0 - Minimally” means that a pacing schedule is in use in few of the grade or instructional levels</li> </ul>	<p>ELA     3   2   1   0</p> <p>Math    3   2   1   0</p>
<p><b>9. Fiscal Support</b>  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"> <li>- “3 - Fully” means that the school uses its general and categorical funds to support all ELA and math program goals in the school plan</li> <li>- “2 - Substantially” means that the school uses its general and categorical funds to support 75% of ELA and math program goals in the school plan</li> <li>- “1 - Partially” means that the school uses its general and categorical funds to support half of ELA and math program goals in the school plan</li> <li>- “0 - Minimally” means that the school uses its general and categorical funds to support few of the ELA and math program goals in the school plan</li> </ul>	<p>ELA     3   2   1   0</p> <p>Math    3   2   1   0</p>

## **DATA SUMMARY**

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

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## EXECUTIVE SUMMARY

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### **Analysis of Current Educational Practice**

*The following questions will help you reflect on current educational practices at your school and its impact on improving student achievement, and to craft your academic plan for the 2007-2008 school year:*

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**Currently, what are the two or three (2-3) key objectives for the school in 2006-2007 (across the five District goals)? For each objective, please briefly answer the following questions, if applicable:**

- a) **What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**
  - b) **What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**
  - c) **How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**
  - d) **What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**
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### **Current-Year Objective 1:**

**Objective:** To improve the academic achievement of AA, EL, and EDY, students will meet AYP targets of 24.4% Proficient and Above in ELA and 26.5% Proficient and Above in Mathematics.

#### *Key Strategies:*

- Choosing 2-3 low achieving focal students from each class, building upon individual student's strengths, targeting student's areas of need, and refining teaching practices and instructional techniques.
- Use of intervention teacher to target instruction for students scoring at FBB and BB on ELA who do not qualify for SPED services.
- Use of Results and Houghton-Mifflin assessments as well as CST, CELDT (scoring at site level), and Harcourt math assessments data to analyze and adjust instruction based on student needs.
- Providing grade level release 1/2 day once per month to examine student work and provide for teaching alignment to the standards.
- Attending professional development with Adria Klein in Interactive Writing and Editing.

#### *Challenges/Barriers*

- New principal
- New Inclusion teacher and RSP teacher
- Limited district provided resources at site level to work with teachers in examining instruction.
- Had to remove 4<sup>th</sup> grade teacher in late Oct. As a result, there was much inconsistency and little learning for the first 3 months in that classroom, with disruption throughout the school community.

- Staff ethnicity is not representative of the ethnicity of the student population and families, whereas there is more ethnic diversity represented amongst the students and families.
- Large number of excused and unexcused tardies.

*Resource Alignment*

- School partnerships with Science Educational Partnership at UCSF and Dr. Wu at the MSRI at UCB.
- SPED team meets weekly to collaborate around strategies for addressing the needs of SPED qualified students.
- Use of PTA provided funding to allocate for .5FTE Intervention Teacher.

*Additional Resources*

- USF counseling interns, KASPER after-school program
- San Francisco Arts Education
- SF School Volunteers
- Student teacher partnerships with SFSU, USF, and New College of California.

**Current-Year Objective 2:**

**Sixty-three percent of Intermediate EL students will meet annual growth targets, and forty-two percent of Early Intermediate EL students will meet annual growth targets.**

*Key Strategies:*

- 2-3 low achieving focal students from each class, building upon individual student's strengths and targeting student's areas of need.
- Funding an intervention teacher to target instruction for students scoring at FBB and BB on ELA who do not qualify for SPED services.
- Use of Results and Houghton-Mifflin assessments as well as CST, CELDT (scoring at site level), and Harcourt math assessments data to analyze and adjust instruction based on student needs.
- Rebuilding of the ELAC to increase parent involvement and input in the school.
- Attending professional development with Adria Klein in Interactive Writing and Editing.

*Challenges/Barriers*

- Scheduling mandated EL instructional time for *On Our Way to English* with so few ELL students in each classroom. Grouping tends to be a problem.

*Resource Alignment*

- LALARS and CELDT data is distributed to the teachers and used to inform instruction.
- District provided vocabulary professional development geared towards a focus on ELL.
- Use of substitutes for teacher release days to provide time for grade level collaboration involving focal students.

*Additional Resources*

- Parent volunteers to tutor students in areas of need. One of the parents is an ESL professor.

## Priorities for 2007-2008

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**

Questions to cover:

1. What are the key data findings observed from last year's CST? What achievement gaps exist (can be grade-level gaps, subject-subject, by racial subgroups, EL vs. non-EL students, Special Ed vs. non-Special Ed students, EDY vs. non-EDY students, etc.). [**Note:** The overall performance of English learners, Special Ed, and socio-economically disadvantaged students should be addressed in Goal 2; however, any achievement gaps that exist for or within these subgroups should be addressed here in Goal 1.]
2. What patterns or trends have been observed over multiple years?
3. What additional school data was analyzed, if any (i.e. data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?

#### **Key Findings:**

Of the 45 EL students tested in 2006, only 15% in 2<sup>nd</sup> grade and 8% in 3<sup>rd</sup> grade tested at proficient and above in ELA, while ZERO students in grades 4 and 5 tested at proficient and above. Compared to the 116 English Only students, in which about half of 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students and a quarter of 5<sup>th</sup> grade students tested at proficient and above.

#### **2006 CST ELA (Miraloma Students at Proficient and Above)**

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>English Only</b>	51%	46%	41%	28%
<b>ELL</b>	15%	8%	0%	0%

Only about 30% of Miraloma's EL students in each of grades 2 and 3 tested at proficient and above in Math. This makes for an approximate 20% less EL students scoring at proficient and above than English Only students in each of grades 2-4, with ZERO of the 4<sup>th</sup> and 5<sup>th</sup> grade EL students scoring at proficient and above.

#### **2006 CST Math (Miraloma Students at Proficient and Above)**

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>English Only</b>	56%	46%	24%	11%
<b>ELL</b>	31%	33%	0%	0%

\*In addition, none of the 5<sup>th</sup> grade EL students scored at proficient or above in science.

The tables below highlight the performance of Miraloma EL students as compared to the SFUSD EL students in Math and ELA on the 2006 CST.

**2006 CST ELA (Miraloma Students at Proficient and Above)**

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>District ELL</b>	40%	30%	37%	20%
<b>Miraloma ELL</b>	15%	8%	0%	0%

**2006 CST Math (Miraloma Students at Proficient and Above)**

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>District ELL</b>	64%	63%	53%	37%
<b>Miraloma ELL</b>	15%	8%	0%	0%

The following data does not need words to describe the achievement gap between economically disadvantaged students and students without economic disadvantages at Miraloma.

**2006 CST ELA (Miraloma Students at Proficient and Above)**

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Economically Disadv.</b>	25%	15%	24%	20%
<b>Non-economically Disadv.</b>	56%	65%	48%	45%

**2006 CST Math (Miraloma Students at Proficient and Above)**

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Economically Disadv.</b>	40%	31%	18%	20%
<b>Non-economically Disadv.</b>	58%	60%	35%	27%

**2006 CST ELA (Miraloma Students at Proficient and Above)**

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>District AA</b>	27%	22%	29%	16%
<b>Miraloma AA</b>	0%	0%	23%	0%

**2006 CST Math (Miraloma Students at Proficient and Above)**

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>District AA</b>	34%	31%	26%	21%
<b>Miraloma AA</b>	0%	0%	0%	0%

Out of a total of 39 African American students, only 3 from the 4<sup>th</sup> grade scored at proficient and above in ELA. Only 1 of the 39 African American students tested in Math and ZERO of the 9 students tested in Science scored at proficient and above.

## Key Objectives for Goal 1

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 1 for the school.]*

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**Objective 1:** To move 25% of African American students who score below proficient to the next proficiency range in English Language Arts and Mathematics.

**Objective 2:** To move 25% of English language learners who score below proficient to the next proficiency range in English Language Arts and Mathematics.

**Objective 3:** To move 25% of socio-economically disadvantaged students who score below proficient to the next proficiency range in English Language Arts and Mathematics.

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## Key Strategies for Goal 1

*[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 student achievement.]*

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### Key Strategy 1:

**Increase one-on-one attention for underperforming students in each subgroup** through raising enrollment in the KASPER after school program to provide extended learning opportunities to our low performing subgroups. In addition, implement a mentoring program involving African American students (of )from SFSU as well as other community-based organizations. The mentors will receive university credit and will provide one-on-one tutoring to students both during the after school program and in the classroom.

We will also be providing a 3-5 grade Intervention Teacher to focus on students without IEPs who are below proficiency in ELA and mathematics. In addition, we will be expanding our Parent Tutoring Program by using key parent volunteers, staff, principal, and room parents to recruit new parents, where parents will be trained by teachers for specified skills and they will be monitored through the parent volunteer coordinator and the principal, assisting teachers in providing small group differentiated instruction.

We will be decreasing class size in 4<sup>th</sup> and 5<sup>th</sup> grade to allow teachers to better assess student needs and to more aptly individualize instruction. Each student will receive a larger portion of the educational resources represented by the teacher's instructional time, which will lead to opportunities for greater learning. Each of these benefits will best be realized with well-prepared teachers who provide exemplary instruction. A smaller class size by itself will not be adequate to improve achievement; however, class size reductions will increase opportunities for well-trained teachers to meet these critical needs. Excellence in classroom instruction will be achieved by a combination of reduced class size and high quality teacher preparation and ongoing professional development. Increased and improved professional development will allow for the benefits of decreased class sizes to be fully realized.

### Key Strategy 2:

**Provide staff with monthly PD in the areas of reading comprehension, vocabulary development, writing, and science content knowledge.** PD in reading comprehension, vocabulary development, and writing with professionals such as Adria Klein, in addition to PD with UCSF's Science Education Partnership, University of California, Berkeley's Lawrence Hall of Science and a 3-week summer Mathematics Professional Development Institute with Dr. H. Wu, University of California, Berkeley. Teachers will conduct ongoing assessments in the above areas of focus. The progress of focal students will be evaluated and compared to overall

subgroups goals during monthly grade level and staff meetings for the purpose of adjusting instruction to differentiate for the needs of all learners. Data will include previous years' CST results by strand, in addition to the current school year's formal and informal assessments in reading comprehension, vocabulary development, writing, science, and mathematics.

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## **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**

*Questions to cover:*

- 1. What special programs (Special Education, GATE, Honors, AP, ELD, language immersion, arts magnet, etc.) are offered at your school?*
- 2. What are the key data findings observed for students participating in these programs from last year's CST? [Note: If academic achievement for students in these programs was disaggregated by racial subgroup and any achievement gaps were observed, these gaps should be discussed in Goal 1.]*
- 3. Are any racial subgroups underrepresented or overrepresented in certain programs (i.e. low African American students in GATE, Honors, and/or AP programs, high numbers of EL students in Special Education)?*
- 4. What patterns or trends have been observed over multiple years?*
- 5. What additional school data was analyzed (can be data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*

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### **Key Findings:**

Of the 45 EL students tested in 2006, only 2 students in 2<sup>nd</sup> grade and 1 student in 3<sup>rd</sup> grade tested at proficient and above in ELA, while ZERO students in grades 4 and 5 tested at proficient and above. Only 4 students in each of grades 2 and 3 tested at proficient and above in Math, with ZERO at proficient and above in grades 4 and 5. In addition, none of the 5<sup>th</sup> grade EL students scored at proficient or above in science. Each grade level has so few EL students, proving to be challenging to fully implement the district adopted EL Rigby curriculum.

The population of GATE students at Miraloma is rising. In the academic year 2007-8, roughly one-third of students in grades 3-5 will be GATE identified.

Of 33 SPED classified students, not one achieved at proficient or above in ELA or Mathematics on the 2006 CST, and the same is true for the seven 5<sup>th</sup> grade SPED students that tested in Science.

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### **Key Objectives for Goal 2**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 2 for the school.]*

#### **Objective 1:**

90% of SPED students will reach 75% of their annual academic goals.

#### **Objective 2:**

To raise by 25% the number of EL students scoring at or above proficient in English Language Arts and Mathematics.

#### **Objective 3:**

Move 25% of students scoring proficient in ELA and Mathematics to advanced in order to increase eligibility for GATE.

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### **Key Strategies for Goal 2**

*[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 student achievement.]*

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### **Key Strategy 1:**

**Inclusion students will be mainstreamed in the general education classrooms with the exception of DIS intervention. Special Day Class students will be mainstreamed into general education classes as much as possible to support social and academic goals, and to foster inclusion into the general school community.**

Professional development will include regularly scheduled meetings between DIS providers, general education teachers, and the SPED staff to assure that student goals and support needs are met. Opportunities for professional development about learning, social, and communicative differences and abilities will be made available to the entire school community. SPED teachers and paraprofessionals will receive ongoing support and training in current best practices: inclusion, collaboration, differentiation, positive behavior support planning, and student-centered planning.

IEP planning will include student and family centered planning to assure the input of the student family, general education teacher, DIS providers, paraprofessionals, and other school community members as appropriate. Parents of students with disabilities will be informed of the children's progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP to measure progress of yearly goals and adjusting goals according to progress.

### **Key Strategy 2:**

**An Intervention Teacher will be hired to work with EL students scoring at below basic and far below basic**, using data from the CST, early scoring and feedback on CELDT results, and classroom assessments to target instruction in ELA based on the needs of the students. In addition, the Intervention Teacher will collaborate with teachers on effective instructional techniques and strategies from professional development activities focused on differentiation strategies and providing small group differentiated instruction in the core curriculum, such as frontloading, for teachers to use with "Focal students", focusing on 3-4 at-risk students (far below basic and below basic level) throughout the year. We will provide teacher development in Vocabulary and Science that will have emphasis on best practices and strategies for EL students.

There will be a continued focus on an increase in communication with ELL families through expanding further the English Language Advisory Committee.

### **Key Strategy 3:**

Due to a shift of demographics within the student population, there is a recognized need **to have professional development for differentiated instruction that will incorporate a greater focus (than previously) on instruction to reach the challenge students, including, but not limited to the GATE identified and high potential students.** These students will be clustered within classroom assignments. In addition to working in flexible groups, working on independent projects, solving non-routine problems, and participating in literature circles to extend students' abilities, appropriate lesson modifications such as curriculum compacting and learning extensions will be implemented to support students' learning needs with differentiated instruction/curriculum throughout the day. Resources and strategies will be provided to meet the needs of under-achieving GATE students.

Standards-based GATE materials, including supplements to develop spatial reasoning and critical thinking skills, will be provided to all 3<sup>rd</sup>-5<sup>th</sup> grade classrooms. Teachers and parents/volunteers will be trained to create, facilitate, and teach projects that will be available in

our GATE Resource Closet. Destination Imagination will be expanded and implemented for GATE and high potential students to build students' creativity, problem solving, and teamwork skills. Meetings will be held with the parents of GATE students to explain the program, distribute information, and discuss any issues of concern to GATE parents. A parent representative will be selected to attend the Gate Advisory Council quarterly meetings, as well as the SSC and PTA meetings, helping the GATE coordinator and principal to plan, facilitate, and monitor the GATE program at Miraloma.

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### **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**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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#### **Key Findings:**

Of the 116 English Only students, twenty-one 2<sup>nd</sup> grade students, thirteen 3<sup>rd</sup> grade students, twelve 4<sup>th</sup> grade students and five 5<sup>th</sup> grade students tested at proficient and above in ELA. In mathematics, 23, 13, 8, and 2 students tested at proficient and above in the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades respectively. It can be noted from this data for ELA and Math that the percentages of students scoring at proficient and above in the 5<sup>th</sup> grade for ELA and 4<sup>th</sup> and 5<sup>th</sup> grades for mathematics is considerably less than students achieving at proficiency or above in grades 2 and 3. Whereas the data for 5<sup>th</sup> grade Science shows 39% of students scoring at proficient or above.

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#### **Key Objectives for Goal 3**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 3 for the school.]*

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##### **Objective 1:**

To increase the number of students achieving at proficient or above in ELA on the CST by a minimum of 10%.

##### **Objective 2:**

To increase the number of students achieving at proficient or above in Mathematics on the CST by a minimum of 10%.

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#### **Key Strategies for Goal 3**

*[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 instructional practice at the school.]*

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##### **Key Strategy 1:**

**Use Science to provide an engaging and authentic context for learning to read and contributing to the development of academic language through professional development that builds our knowledge in science content and best practices to develop and implement effective instruction .**

Professional development for the 2007-2008 school year will include:

Monthly grade level collaboration with focus on: focal/target students; instructional strategies; small group differentiated instruction; power standards from Science, ELA, Mathematics, Writing and Social Studies; student work and assessments. Additional monthly sessions will occur with Science consultants from UCSF and LHS to assist in creating conceptual maps for grade level teams (How do the standards within Science fit together, and how can the Science standards support the ELA standards?), examine the textbook's macrostructure, microstructure, and non-text features to effectively utilize the text, correlate ELA standards with Science standards.

We will use Science to provide an engaging and authentic context for learning to read and contributing to the development of academic language. Through professional development we will build our knowledge in science content and best practices so that we can develop and use

instruction to:

- Equip students with an infrastructure of comprehension strategies that allow them to overcome gaps in knowledge.
- Regard the unfamiliar vocabulary as opportunities to develop conceptual knowledge.
- Engage students in talk about text that ensures deep and rich engagement of students in the process of making meaning.

Additionally, we will work to develop direct connections between the similarities of the inquiry strategies in science and the comprehension strategies in literacy. Activating prior knowledge, establishing purpose/setting goals, making and reviewing predictions, posing questions, drawing inferences and conclusions, making explanations from evidence, summarizing, and recognizing relationships are all important reading comprehension strategies, and they are also the steps of the scientific process. Comprehension and inquiry are the accepted meaning making strategies in science and literacy, which share goals and strategies.

### **Key Strategy 2:**

**Teachers will continue to work with Dr. Wu of UC Berkeley to expand upon their own knowledge of understanding and conceptual development in Mathematics by attending another 3 week Mathematics Professional Development Institute with Dr. Wu? during the summer, along with 5 full day institutes throughout the year.** The learned strategies and concepts will be used in collaboration with the grade level teams throughout the school year. Ongoing assessments, Harcourt and supplemental, will be analyzed to determine students' standards mastery and to adjust instruction accordingly. Pacing guides and benchmarks will be implemented accordingly.

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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.*

#### **Data Conclusions for Goal 4**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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#### **Key Findings:**

Community Building, Preventing Problem Behavior, and Creating a Safe Environment are key interconnected issues measured through Staff, Parent and Student surveys. Our conclusions relative to these are as follows:

Most parents surveyed felt their children are both physically (89%-a 2% increase) and emotionally (84%) safe at school. 86% of the parents feel that the buildings and grounds are clean, safe and well maintained.

Generally, a large percentage of all the students surveyed felt that they were safe in their classrooms (81%); when asked about the schoolyard, 81% students surveyed in the lower grades K-1<sup>st</sup> felt that they were safe in the schoolyard, while 52% of the 2nd–5th grade students felt that they were safe (an 18% increase) and 34% felt that they were sometimes safe. When asked about having an adult to talk to about conflicts, 42% of all students felt they did (with 35% feeling they sometimes did).

With respect to the how students were treated by their peers, 32% of the 2nd–5th grade students felt that they were treated with respect. When asked about TRIBES, only 21% of 2nd–5th grade students felt that the TRIBES code-of-conduct was being followed. In a more focused study, when these students were asked to site which TRIBES agreement(s) was followed LEAST, the highest percentages went to ‘No-Put Downs’ and ‘Attentive Listening’; with ‘Right-to-Pass’ and ‘Safety’ as the highest percentages for the MOST being followed.

School tardiness has been a continual concern with this early starting school. Tardiness was measured electronically at the first quarter of the year; the electronic tally concluded a 20% tardy rate for students.

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#### **Key Objectives for Goal 4**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 4 for the school.]*

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#### **Objective 1:**

Increase schoolyard safety with the 2<sup>nd</sup> through 5<sup>th</sup> grades by 15% (from 52% as reported in the 2005-2006 Student Survey).

#### **Objective 2:**

Increase by 50% (from 21% as reported in the 2005-2006 Student Survey) all students following TRIBES agreements

#### **Objective 3:**

Reduce “unofficial” school tardiness by 10% (from 20% as reported in the 2005-2006 Student Survey) and reduce unexcused tardiness to 5%.

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#### **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.]*

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**Key Strategy 1: Build relationships within and among the school community to reinforce positive interactions among the students.**

- Asset building through Silent Mentoring Program.
- Create grade level lesson plans as a school-wide program to help students clearly understand expectations and build positive behavior.
- Implement a School Yard volunteer Program and provide yard training for volunteers/monitors.
- Continue to support/train/fund key programs that are proving positive results through our student surveys: TRIBES, Sports 4 Kids, and Student of the Week.
- Continue to Improve Physical Environment in order to promote areas where additional activities for students during recess/lunch can be created- Support the efforts of the Grounds Committee to improve the acoustic quality of the Miraloma Gym, provide tables in the upper yard for additional activities, re-asses the layout of yard activities on the upper yard to ensure safety during sports activities.

**Key Strategy 2: Strengthen and create systems to closely monitor student tardiness.**

- Parent Education / Info campaign on the long/short-term effects of tardiness on education.
  - Implement automatic Dial-Home calls for chronic tardiness cases.
  - Create new sustainable ideas that motivate students to arrive at school on time: Morning Circle Activities, PJ Day, etc.
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## **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**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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#### **Key Findings:**

Parent involvement and Community are hallmarks at Miraloma. The Parent Tutoring Program doubled last year from 15 trained parents to 32 trained parents with a concentration of tutoring in the first and second grades. Twelve out of sixteen classrooms were impacted. The school benefited from approximately 45 hours of volunteer time per week (the equivalent of one full time staff, or \$75,000 in kind.)

A new computerized volunteer monitoring program was put in place. Official nametags for volunteers are being used for the first time. Parent volunteering overall increased throughout the school. This year, a total of 165 parent volunteered approximately XX hours between August and March. In particular, the ELAC expanded from four to twenty members, a 400% increase. Currently, the ELAC has active members from the following language groups: Arabic, Tagalog, Cantonese, Spanish, German, and Ethiopian.

In addition, a parent survey demonstrates successful parent involvement at the school. The survey was filled out by 60% of the families. Results: 70% of these parents volunteer at the classroom level and 90% feel welcome at the school. Good communication is key in promoting parent involvement and community by keeping everyone informed. 84% of parents feel comfortable communicating with their child's teacher and 74% feel they are well informed about classroom activities. Parents are happy with communication at the broader school level: 88% of parents are satisfied with how school information, events and news are communicated and 77% are satisfied with efforts made to communicate in their primary language. (In addition, 77% of parents are generally happy with the outreach that Miraloma undertakes, but some feel there is room for improvement. An emerging issue to be aware of is diversity awareness with 82% (vs. 92% the previous year) agreeing that the school helps all students to understand and respect similarities and differences in people and families.)

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### **Key Objectives for Goal 5**

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

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#### **Objective 1:**

Reach 100% of families, especially families of low performing students, with opportunities to help their child(ren) succeed; and, through assisting parents to effectively tutor low, mid and high performing students, to help all Miraloma children excel.

#### **Objective 2:**

Maintain current community partners and involve ten (10) new diverse community partners to support the school, especially in the areas of: differentiated instruction, development of a formalized science program at Miraloma, tutoring, public relations and outreach, and fundraising.

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## **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.]*

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### **Key Strategy 1:**

**Strengthen the connection between parents and their own child's education by educating parents, especially parents of low-performing students, on basic education issues such as, understanding homework assignments and how to supplement them, the affects of tardiness and absence, the significance of grades, learning expectations by grade level as outlined in the California State Standards, understanding teaching methods and learning about extra-curricular opportunities that will help their child succeed.**

Through a variety of methods, we will reach out and work with parents/families to help them understand the critical role they play in their children's academic success at school. Parent and community volunteers will be recruited to offer workshops on understanding the California Standards by grade level, giving tips on how parents can most effectively assist their children with their homework and complement classroom learning with extra-curricular activities at home and in the Bay Area, and the importance of getting to school on time. These workshops will be offered through ELAC, to reach EL families; to after-school program, KASPAR, parents to reach SED families; as well as through the PTA, SSC, and after-school program MEEP to reach all Miraloma parents.

### **Key Strategy 2:**

**Strengthen our expanded parent tutoring program by advancing the training of current and new parent tutors.**

Miraloma parents, who are credentialed teachers and ELL professionals, and San Francisco School Volunteers will train parent tutors to address students needs as assessed by classroom teachers and school specialists. This will maximize the effectiveness of each volunteer hour and help students advance their standardized test scores to the next level.

### **Key Strategy 3:**

**Increase the focus on outreach to the Miraloma neighborhood and larger diverse community in order to solicit resources for the school.**

With a high percent of parents/families already volunteering, our focus will start to shift towards recruiting support and resources for school programs from the local neighborhood, which has recently shown a dramatic increase in families with pre-school age children (our future students) or two-income families (without children). Increasing awareness of the school and its needs to the greater community through the local newspaper, flyers, community meetings, and targeted phone calls may also bring in untapped or under utilized resources to support the previous four Goals.

Parents will be encouraged to continue to locate programs and resources available outside our school community, and to assist as volunteers in the implementation of these programs for the benefit of all Miraloma students. Some programs will be directed at the needs of low performing students, while others will provide more challenge to mid and high performing

students. Focus outreach will be on increasing diversity awareness, supplementing differentiated teaching, and the development of a science program at the school.

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## 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 <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1:</b> Increase one-on-one attention for underperforming students in each subgroup.</p> <ul style="list-style-type: none"> <li>• Increase enrollment in the KASPER program.</li> <li>• Maintain and/or expand the Parent Tutoring Program.</li> <li>• Implement a mentoring program involving students from SFSU as well as other community-based organizations.</li> <li>• Decrease class size in 4<sup>th</sup> and 5<sup>th</sup> grade.</li> <li>• Hiring a .5 FTE 3-5 grade Intervention Teacher</li> <li>• Accelerated Reader will be implemented as a tool to assess the reading comprehension level of all reading students in the school.</li> </ul>	Aug. 2007- June 2008  ↓	1.0 FTE Teacher .5 FTE Teacher Comp. Program	\$77,702 \$38,851 \$3,000	PTA PTA PTA	Late Bus Pick-up SFSV training  Money allotted for resources
<p><b>Key Strategy 2:</b> Provide staff with monthly PD in the areas of reading comprehension, vocabulary development, writing, and science content knowledge.</p> <ul style="list-style-type: none"> <li>▪ PD in reading comprehension, vocabulary development, and writing with professionals such as Adria Klein</li> <li>▪ Build capacity in science by having PD with UCSF's Science Education Partnership, UCB's Lawrence Hall of Science</li> <li>▪ Attending 3-week summer Mathematics Professional Development Institute with Dr. H. Wu, University of California-Berkeley.</li> </ul>	Aug. 2007- June 2008  ↓ Aug. 2007	Consultants  Consultants	\$5,000  \$10,000	TIIBG  TIIBG	

<sup>1</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

<ul style="list-style-type: none"> <li>▪ Teachers will conduct ongoing assessments in the above areas of focus.</li> <li>▪ The progress of focal students will be evaluated and compared to overall subgroups goals during monthly grade level and staff meetings. Data will include previous years' CST results by strand, in addition to the current school year's formal and informal assessments in reading comprehension, vocabulary development, writing, science, and mathematics.</li> <li>▪ School-wide writing, mathematics, and reading assessments.</li> <li>▪ Grade level science and math concept assessments (including portfolios and unit tests)</li> <li>▪ Informal reading and writing assessments</li> <li>▪ Accelerated Reader will be implemented as a tool to assess the reading comprehension level of all reading students in the school.</li> <li>▪ Formal reading comprehension &amp; vocabulary assessments</li> <li>▪ Grade level meetings to evaluate results and plan instruction.</li> </ul>	Aug. 2007- June 2008 	Substitutes for release time  Personnel Cost 	\$10,800	TIIBG PTA	
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### Monitoring and Assessment for Goal 1






*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

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In addition to the data that comes from the CST, CELDT, and Brigance, our teachers will use data gathered from the daily performance of the students demonstrating knowledge and learning or areas of need through: work samples, discussions, projects, oral and written reports, worksheets, cooperative learning teams, and authentic work samples. Teachers will conduct ongoing assessments in the areas of reading comprehension, vocabulary development, writing, science, and mathematics using the district adopted Houghton-Mifflin and Harcourt assessments, select Reading Results assessments, running records, and grade level/teacher created assessments. Progress of focal students will be evaluated and compared to overall subgroup goals during monthly grade level and staff meetings. Information and data from the students will be gathered frequently throughout the school year, compared in grade level team meetings against a rubric or a standard when applicable, and used to adjust instruction to meets the instructional needs of each child. The principal and leadership team will monitor and assess the implementation of each program through bi-monthly meetings.



<p><b>Key Strategy 2:</b> An Intervention Teacher will be hired to work with students scoring at below basic and far below basic, using data from the CST.</p> <ul style="list-style-type: none"> <li>▪ Early scoring and feedback on CELDT results, and classroom assessments to target instruction in ELA based on the needs of the students.</li> <li>▪ Intervention Teacher will collaborate with teachers on effective instructional techniques and strategies from professional development activities focused on differentiation strategies, such as frontloading, for teachers to use with "Focal students": Focusing on 3-4 at-risk students (far below basic and below basic level) throughout the year.</li> <li>▪ Accelerated Reader will be implemented as a tool to assess the reading comprehension level of all reading students in the school.</li> <li>▪ There will be a continued focus on an increase in communication with ELL families through expanding further the English Language Advisory Committee.</li> <li>▪ Provide an extra 3 hours per week for staff to facilitate SST meetings 2 days per week.</li> </ul>	<p>Sept. 2007</p> <p>Aug. 2007- June 2008</p> 	<p>Personnel Cost</p>  <p>\$5,500</p>	<p>TIIB (73940)</p>		
<p><b>Key Strategy 3:</b> Professional development for differentiated instruction that will incorporate a greater focus (than previously) on instruction to reach the challenge students, including, but not limited to the GATE identified and high potential students.</p> <ul style="list-style-type: none"> <li>▪ Students will be clustered within classrooms. In addition to working in flexible groups, working on independent projects, solving non-routine problems, and participating in literature circles to extend students' abilities, appropriate lesson modifications such as curriculum compacting and learning extensions will be implemented to support students' learning needs with differentiated instruction/curriculum throughout the day.</li> <li>▪ Resources and strategies will be provided to meet the needs of under-achieving GATE students.</li> <li>▪ Standards-based GATE materials, including supplements to develop spatial reasoning and critical thinking skills, will be</li> </ul>	<p>May 2007</p> <p>Aug. 2007- June 2008</p> <p>Aug. 2007- June 2008</p>	<p>Personnel Costs</p> <p>Materials and PD</p> 	<p>\$2,500</p> 	<p>GATE</p> 	

<p>provided to all 3<sup>rd</sup>-5<sup>th</sup> grade classrooms.</p> <ul style="list-style-type: none"> <li>▪ Teachers and parents/volunteers will be trained to create facilitate and teach projects that will be available in our GATE Resource Closet.</li> <li>▪ Destination Imagination will be expanded and implemented for GATE and high potential students to build students' creativity, problem solving, and teamwork skills.</li> <li>▪ Meetings will be held with the parents of GATE students to explain the program, distribute information, and discuss any issues of concern to GATE parents.</li> <li>▪ A parent representative will be selected to attend the Gate Advisory Council quarterly meetings, as well as the SSC and PTA meetings, helping the GATE coordinator and principal to plan, facilitate, and monitor the GATE program at Miraloma.</li> </ul>	<p style="text-align: center;">↓</p> <p>Aug. 2007- June 2008</p> <p>Oct. 2007 &amp; Feb. 2008</p> <p style="text-align: center;">↓</p>	<p style="text-align: center;">Personnel Cost</p> <p style="text-align: center;">↓</p>			
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### Monitoring and Assessment for Goal 2

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

In addition to the data that comes from the CST, CELDT, and Brigance, our teachers will use data gathered from the daily performance of the students demonstrating knowledge and learning or areas of need through: work samples, discussions, projects, oral and written reports, worksheets, cooperative learning teams, and authentic work samples. Teachers will conduct ongoing assessments in the areas of reading comprehension, vocabulary development, writing, science, and mathematics using the district adopted Houghton-Mifflin and Harcourt assessments, select Reading Results assessments, running records, and grade level/teacher created assessments. Progress of focal students will be evaluated and compared to overall subgroup goals during monthly grade level and staff meetings. Information and data from the students will be gathered frequently throughout the school year, compared in grade level team meetings against a rubric or a standard when applicable, and used to adjust instruction to meets the instructional needs of each child. The principal and leadership team will monitor and assess the implementation of each program through bi-monthly meetings.

### 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 <sup>5</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>6</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1:</b> Professional development focused on monthly grade level collaboration with concentration on: focal/target students; instructional strategies; power standards from Science, ELA, Mathematics, Writing and Social Studies; student work and assessments.</p> <ul style="list-style-type: none"> <li>▪ Monthly sessions will occur with Science consultants from UCSF and LHS to assist in creating conceptual maps for grade level teams (How do the standards within Science fit together, and how can the Science standards support the ELA standards?), examine the textbook’s macrostructure, microstructure, and non-text features to effectively utilize the text, correlate ELA standards with Science standards.</li> <li>▪ Use of Science to provide an engaging and authentic context for learning to read and contributing to the development of academic language through professional development building our knowledge in science content and best practices so that we can develop and use instruction to:               <ol style="list-style-type: none"> <li>1. Equip students with an infrastructure of comprehension strategies that allow them to overcome gaps in knowledge</li> <li>2. Regard the unfamiliar vocabulary as opportunities to develop conceptual knowledge.</li> <li>3. Engage students in talk about text that ensures deep and rich engagement of students in the process of making meaning.</li> </ol> </li> <li>▪ Develop direct connections between the similarities of the inquiry strategies in science and the comprehension strategies</li> </ul>	<p>Aug. 2007- June 2008</p> <p style="text-align: center;">↓</p>	<p>Professional Development and Consultants</p> <p style="text-align: center;">↓</p>	<p>\$15,000</p> <p style="text-align: center;">↓</p>	<p>TIIBG</p> <p style="text-align: center;">↓</p>	<p>Teacher Training for new Science curriculum</p>

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

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

<p><b>Key Strategy 2:</b> Teachers will continue to work with Dr. Wu of UC Berkeley to expand upon their own knowledge of understanding and conceptual development in Mathematics by attending another 3 week Mathematics Professional Development Institute with during the summer, along with 5 full day institutes throughout the year.</p> <ul style="list-style-type: none"> <li>▪ Learned strategies and concepts will be used in collaboration with the grade level teams throughout the school year.</li> <li>▪ Ongoing assessments, Harcourt and supplemental, will be analyzed to determine students' standards mastery and to adjust instruction accordingly.</li> <li>▪ Pacing guides and Standards benchmarks will be implemented accordingly for each grade level.</li> </ul>	<p>Summer 2007- June 2008</p> <p style="text-align: center;">↓</p>	<p>Consultancy with Dr. Wu and stipends for teachers</p>	<p>\$8,000</p> <p style="text-align: center;">↓</p> <p>Personnel Cost</p>	<p>Secured Grant</p>	
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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?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

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In addition to the data that comes from the CST, CELDT, and Brigance, our teachers will use data gathered from the daily performance of the students demonstrating knowledge and learning or areas of need through: work samples, discussions, projects, oral and written reports, worksheets, cooperative learning teams, and authentic work samples. Teachers will conduct ongoing assessments in the areas of reading comprehension, vocabulary development, writing, science, and mathematics using the district adopted Houghton-Mifflin and Harcourt assessments, select Reading Results assessments, running records, and grade level/teacher created assessments. Progress of focal students will be evaluated and compared to overall subgroup goals during monthly grade level and staff meetings. Information and data from the students will be gathered frequently throughout the school year, compared in grade level team meetings against a rubric or a standard when applicable, and used to adjust instruction to meets the instructional needs of each child. The principal and leadership team will monitor and assess the implementation of each program through bi-monthly meetings.

## 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 <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed	
<p><b>Key Strategy 1:</b> Build relationships within and among the school community to reinforce positive interactions among the students.</p> <ul style="list-style-type: none"> <li>▪ Asset building through Silent Mentoring Program.</li> <li>▪ Create grade level lesson plans as a school-wide program to help students clearly understand expectations and build positive behavior.</li> <li>▪ Implement a School Yard volunteer Program and provide yard training for volunteers/monitors.</li> <li>▪ Continue to support/train/fund key programs that are proving positive results through our student surveys: TRIBES, Sports 4 Kids, and Student of the Week.</li> <li>▪ Continue to Improve Physical Environment in order to promote areas where additional activities for students during recess/lunch can be created- Support the efforts of the Grounds Committee to improve the acoustic quality of the Miraloma Gym, provide tables in the upper yard for additional activities, re-asses the layout of yard activities on the upper yard to ensure safety during sports activities.</li> <li>▪ Increase teacher TRIBES certification to 100%.</li> <li>▪ Create a schedule to scaffold the lunch periods, so that only two grade levels will be at lunch recess at a time, eating after playing.</li> </ul>	Aug. 2007- June 2008  ↓	Personnel Costs				
		↓	Sports 4 Kids Coach	\$23,500	TIIB (73940) and A,M,PE (67610)	Continuation of providing for funding for Noon Monitors
		Acoustic Engineer	\$35,000	PTA (Grounds Committee)	Funding from property rental fees	
		Tribes trainer	\$500	PTA		
		Personnel Costs				
<p><b>Key Strategy 2:</b> Increase parent awareness of the long and short term effects on tardiness.</p> <ul style="list-style-type: none"> <li>▪ Parent Education / Info campaign on the long/short-term effects of tardiness on education.</li> <li>▪ Implement automatic Dial-Home calls for chronic tardiness</li> </ul>	Aug. 2007- June 2008	Personnel Costs		PTA/SSC	IT Training	

<sup>7</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>8</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p>cases.</p> <ul style="list-style-type: none"> <li>▪ Create new sustainable ideas that motivate students to arrive at school on time: Morning Circle Activities, PJ Day, etc.</li> <li>▪ Improve electronic sign-in to produce monthly tardy report form letters to parents.</li> </ul>	<p>Aug. 2007- June 2008 ↓</p>	<p>Personnel Costs  Personnel Costs</p>			
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### Monitoring and Assessment for Goal 4

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*
  2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
  3. *What data will be collected to measure progress?*
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### 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 <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: Strengthen the connection between parents and their own child’s education by educating parents, especially parents of low-performing students, on basic education issues such as, understanding homework assignments and how to supplement them, the affects of tardiness and absence, the significance of grades, learning expectations by grade level as outlined in the California State Standards, understanding teaching methods and learning about extra-curricular opportunities that will help their child succeed.</b></p> <ul style="list-style-type: none"> <li>▪ Review, streamline, and better target communication methods for informing and updating families:               <ul style="list-style-type: none"> <li>○ Expectations and benefits of parent involvement with homework and other school related activities</li> <li>○ Family involvement at both the classroom and school levels</li> <li>○ Awareness of school issues, needs, directions, current and planned programs</li> <li>○ Awareness of school and external resources available to families</li> </ul> </li> </ul>	Aug. 2007- June 2008 ↓	Translations ↓	\$500 ↓	ELAP	Parent Workshops
<p><b>Key Strategy 2: Strengthen our expanded parent tutoring program by advancing the training of current and new parent tutors.</b></p> <ul style="list-style-type: none"> <li>▪ Recruit, train, and monitor parent/community volunteers for tutoring programs. Implement trainings led by parent experts and San Francisco School Volunteers in fall and spring on-site</li> </ul>	Aug. 2007- June 2008				

<sup>9</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>10</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p>workshops.</p> <p><b>Key Strategy 3: Increase the focus on outreach to the Miraloma neighborhood and larger diverse community in order to solicit resources for the school.</b></p> <ul style="list-style-type: none"> <li>▪ Target the immediate Miraloma neighborhood community for an outreach/awareness campaign that will instill a sense of pride within the neighborhood community for the well-being of the school.</li> <li>▪ Target local businesses for fundraising opportunities and local individual talent and skills as resources to compliment and enhance the school’s academic curriculum and extra-curricular activities.</li> <li>▪ Broaden our volunteer base by looking to get more aunts, uncles, grandparents, or friends involved.</li> <li>▪ Increase participation/presence in diverse community events.</li> <li>▪ Research and solicit opportunities for funding and/or other resources that can supplement/enhance school programs.</li> </ul>	<p>Aug. 2007- June 2008</p> <p>Aug. 2007- June 2008</p> <p>Aug. 2007- June 2008</p>				
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**Monitoring and Assessment for Goal 5**

- Questions to cover:*
1. *How will the school monitor implementation of the high leverage activities above?*
  2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
  3. *What data will be collected to measure progress?*

Parent volunteer time will be monitored through the school’s computerized volunteer sign-in/out system, sign-in sheets at parent meetings/workshops, and tutoring logs. Parent, teacher, student surveys will provide feedback on program implementations. In addition, a record will be kept of all current and new community programs; evaluation of benefits to be done by staff, parents, or other appropriate parties. The Parent and Community Involvement Committee will review high leverage activity targets bi-monthly.

## 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	<b>Date Elected</b>
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:  
\_\_\_\_\_
  - B. One meeting to present plan upon its completion. DATE:  
\_\_\_\_\_
7. This school plan was adopted by the school site council on: \_\_\_\_\_.
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:

_____	_____	_____
Typed name of school principal	Signature of school principal	Date

_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date