



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

MARSHALL ELEMENTARY

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School Year: 2019-2020 - Revision

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marshall Elementary	39686760111310	Original – 01/18/2018 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Marshall Elementary is implementing a Schoolwide Program and has been identified as Additional Targeted Support and Improvement (ATSI).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Marshall Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Marshall Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on December 17, 2017 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Marshall Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the May 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, John Marshall Elementary initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, parents, teachers, and the English Learner Advisory Committee (ELAC). In summary, the needs assessment identified a gap in math with areas of focus such as foundational concepts.

As a result of the stakeholder involvement and data reviews, Marshall Elementary will be able to complete the Decision Making Model (a component of the CNA) in September and October of 2019.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities at Montezuma Elementary will be identified when the comprehensive needs assessment is completed in the upcoming year.

# Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

## Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 30, 2020, decrease the distance from standard in ELA for all students by 5 points to 58.8 points.

By June 30, 2020, decrease the distance from standard in ELA for English Learner Students by 5 points to 78.2 points.

Math SMART Goal:

By June 30, 2020, decrease the distance from standard in Math for all students by 5 points to 80.1 points.

By June 30, 2020, decrease the distance from standard in Math for English Learner Students by 5 points to 103.7.

## Identified Need

ELA/ELD:

California Dashboard:

2018: -63.8 points with a change of 3.9 - Yellow for All Students

2018: -83.2 points with a change of -0.6 - Yellow for English Language Learners

Math:

California Dashboard:

2018: -85.1 points with a change of -1 - Orange for All Students

2018: -98.7 points with a change of -5.3 - Red for English Language Learners

**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	63.8 points below	58.8 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	85.1 points below	80.1 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to enhance the district's ELA/ELD and Math curriculum through AVID strategies, academic conferences, co-teaching, demo lessons in the classrooms and addressing educational equity in our instructional practices to improve instruction.

As a result of refining the focus on academic standards, teachers will be provided with professional learning opportunities to supplement core instruction by an instructional coach, such as co-teach, demo lessons in the classroom, conferences, data analysis, and academic conferences focusing on evidenced based, instructional practices; writing, mathematics and integrated ELD strategies.

Throughout the year the Instructional Coach and Program Specialist facilitates the teacher support activities including co-teaching, demonstration lesson in the classroom, academic conferences, analysis of data and conduct leadership walk-throughs.

Teacher Additional Hourly Pay Calculation: 10 teachers X 5 hours X \$60 = \$3,000

Academic Conferences will be held to identify specific student needs as well as teacher support needs. Teachers will use SBAC, ELPAC, and ongoing formative and summative curricular assessments. Substitutes will provide staff with release time to actively participate.

Substitute Pay Calculation: 100 days X \$200 = \$20,000

#### Conferences:

- \* AVID Institute - June 2020 - grade level representation - 1 teacher from each life level (\$2,500 X 8 staff = \$20,000)
- \* PLC Conference - June 2020 - grade level representation - 1 teacher from each life level (\$2,500 X 8 staff = \$20,000)
- \* CABE Conference - March 2020 - administrator, program specialist, teachers (\$2,500 X 8 staff = \$20,000)
- \* County Math Workshops - throughout school year - All math teachers

### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$3,000 - 11500	Title I - 50643
\$20,000 - 11700	Title I - 50643
\$15,703 - 52150 \$59,988 - 52150	Title I - 50643 LCFF - 23030

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Subgroup: English Learners

### Strategy/Activity

Students will receive tutoring and one-on-one/small group instruction addressing reading, writing, and mathematics: close reading, focused notes, number talks, web based reading & math programs/applications, during teacher prep period and extended day.

Teacher Additional Hourly Pay Calculation for tutoring:

10 teachers X 3 hours per week X 16 weeks\* X \$60 = \$28,800

(\*Tutoring will be rotational and with coverage throughout the school year.)

Our Instructional Coach and Program Specialist will coordinate small group using Pictorial Input Charts, Interactive K-W-L, Close Read, Sentence Pattern Chart, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation and facilitate support with students while the teacher works one-on-one with students.

Library Media Clerk will provide students with support and direction in learning and accessing library resources. Library Media Clerk will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read alouds. In addition, the Library Media Clerk will support the use of Accelerated Reader. Accelerated Reader will be used to supplement and enrich reading for all students. This web based program also helps us in collecting data useful to level our kids according to their reading skill level.

Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc.

Non-instructional materials regalia

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Equipment repair cover the county repairing various out of warranty equipment that requires minor fixes.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, journal/planner for AVID to be used as additional resources/manipulatives for student learning.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$33,772 - 19500 (.20 FTE - Program Specialist)	LCFF - 23030
\$13,151 - 24101 (.4375 FTE - Library Media Clerk)	LCFF - 23030
\$28,800 - 11500 (Additional Hours)	Title I - 50643
\$1,000 - 56530 (equipment repair)	Title I - 50643
\$3,000 - 56590 (maintenance agreements)	Title I - 50643
\$6,000 - 58450 (license agreement)	Title I - 50643
\$5,000 - 43110 (instructional Materials)	Title I - 50643
\$1,544 - 57150 (duplicating)	Title I - 50643

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Continue the identification and monitoring of EL progress resulting in reclassification.

Provide EL students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Program Specialist and Instructional Coach will assist will work collaboratively with teachers to identify areas of need to support EL students.

Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc.

- Program Specialists has monthly EL progress meetings with each teacher at every grade level.
- Number of students receiving Bilingual support. Include minutes provided as well as academic support.
- Review master schedule to identify when EL instruction is given.
- Review student achievement data sets.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2,000 - 43110 (instructional materials)

Title I - 50650

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Students will experience hands-on experiential learning opportunities through NGSS (Next Generation of Science Standards by implementing Project Lead the Way (PLTW) and STEM Programs - field trips, in class experiments/demonstrations to supplement and integrate the district's ELA/ELD and Math curriculum and NGSS science standards.

#### Field Trips:

1. Academy of Sciences in San Francisco - October 2019- 5-8 - Learn about different living habitats.
2. Sacramento Zoo - May 2020- 1- 4 - Learn about animal living habitats and learn about animals
3. Fog Willow - October 2019 - K-3- Plant life cycle
4. Various colleges and universities- Throughout the year- 6-8 - Learn about college admission requirements

#### Conferences:

- \* PLTW Conference - throughout the year - 1 teacher per life level

Coordinate substitute coverage for teachers to attend conferences/workshops.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials, and Project Lead the Way specific project materials.

Equipment includes 3D printers, laser/embazer.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,000 - 58720 (Non district transport)	Title I - 50643
\$30,000 - 52150 (Conferences)	LCFF - 23030
\$10,000 - 43110 (Instructional Materials)	LCFF - 23030
\$5,000 - 44000 (Equipment)	LCFF - 23030

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

### Strategy/Activity

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- \*attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

# Annual Review – Goal 1

## SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Implementation

Marshall's goal is to will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners. For that reason, our vision changed. As a school staff, we voted to add the word "accountable" in our vision. Now it reads, "Marshall will be recognized as a model collaborative and accountable community by demonstrating a passion for learning and personal growth, preparing students for college and career success." Following our vision and our first goal in the Single Plan for Student Achievement, we implemented all planned activities.

As planned, Marshall's instructional coach provided teachers with professional learning opportunities to supplement core instruction. Throughout the academic year, Marshall's instructional coach facilitated demo lessons and data analysis following the Professional Learning Community (PLC) Process to new and tenured teachers. Marshall's instructional coach is also an active member of our Administrative, Leadership and AVID Teams. The coach was also instrumental in leading the learning when we attended conferences, such as the 2017-2018 AVID Summer institute, PLTW and CABE conferences.

During the 2017-2018 academic year, all of the supplemental materials and resources to support core instruction that were needed, were purchased and used appropriately. One of the biggest technology pieces that was purchased was a short-throw interactive projector. This will allow our teachers and students interact with lessons being taught.

On the other hand, between my assistant principal and my instructional coach we were able to identify and monitor the progress of English Learners (ELs). By the end of the 2017-2018 academic year, we were able to reclassify twenty-two students. The process of identification and monitoring is ongoing. Also, three teachers and a parent were able to attend the California Association for Bilingual Educators (CABE). After the conference, the teachers and parents shared the learned information with the whole staff about the importance of identifying, monitoring and supporting our ELs through their academic programs.

Furthermore, most of our students experienced the opportunity to go on a fieldtrip that lend to exploration, experimental learning opportunities and project based learning.



In summary, all of the planned educational strategies and activities planned were implemented and/or completed during the 2017-2018 academic year. Most of these strategies and activities will carry on to our next academic year.

- 1.1 a. Coaching model - Marshall's instructional coach provided teachers with professional learning opportunities to supplement core instruction (ELA and Math). Every eight weeks throughout the academic year, Marshall's instructional coach facilitated demo lessons and data analysis following the Professional Learning Community (PLC) Process to new and tenured teachers. After each lesson, teacher and coach met to debrief to review best practices and points of improvement. There was also time to plan next steps. b. PLC process - Every week, all teachers collaborated using a structured template in which the team answered the four essential questions of the PLC process. Through this process Marshall's instructional coach along with the Administration Team was instrumental to teach and model each of the steps of the process. c. Training/professional learning - Marshall's instructional coach needs to be well versed in the PLC process and the AVID strategies in order to infuse the process and the instructional strategies to our PLTW and STEM curriculum. All new teachers will be encouraged to attend this training onsite, district or out of district. Professional growth is essential to our school in order to uphold to our vision. On the academic year of 2017-2018, there were ten members who attended the AVID summer institute, eight who attended the PLTW conference and most of our teachers received ongoing professional development on the PLC process.
- 1.2 Two of the supplemental programs that were bought were Step-up to Writing and Accelerated Reader (AR). In terms of technology, 26 short-throw Hitachi 3500 interactive projectors were bought. Also, 20 chrome books were bought for our parent groups (ELAC and Coffee Hour). Our student material supplies were replenished to support all of our ongoing instructional programs (e.g. Common Core Units of Study, AVID, ELD, Physical Education & PLTW). This include trifold posters, binders, planners, binder paper, highlighters, pencils, etc.
- 1.3 An English Learner (EL) binder is in the main office in which a copy of the Language Survey is kept for all current and incoming English Learner students. These students are then monitored by our Bilingual Deputy. His/her duties include assessing EL students and monitoring if they qualify for reclassification. Reclassified students will be celebrated with a certificate and a pizza or ice-cream party.
- 1.4 Once a trimester, all grade levels were given the opportunity to plan for a field trip. Marshall provided the transportation funds for all trips.

### Effectiveness

Overall the effectiveness of the strategies and activities achieved in the 2017-2018 academic year was positive. Even though our SBAC scores show that there was no growth (ELA 14% and Math 11% students met standards), our staff and students are open to change and improvement. Teachers are embracing the concept of collaborating using a structured process and using data to guide planning and instruction. Our Leadership Team, with the support of the Administrative Team, has been instrumental in the implementation of the first goal in Marshall's SPSA. Most important, as a TEAM, Marshall continues to grow professionally as we learn research based strategies in order to improve student achievement.

On the other hand, one of the challenges that Marshall had to endure was the fact that our instructional coach was promoted to a district based coaching position by the end of the 2017-2018 school year.

- 1.1 a. Coaching model - The effectiveness of the coaching model where Marshall's coach observed and provided constructive feedback, taught demo lessons and facilitated observations at other sites was very effective. Most of our teachers, who received instructional coaching, implemented suggested instructional strategies and kept track of data via formative assessments. b. PLC process - Using the PLC template was effective because it allowed the teachers to stay focused on finishing complete cycles of the process. One of the points of improvements was having all teachers accountable for documenting and keeping track of their formative and summative assessments. c. Training/professional learning - Professional development was effective, but as a school, our students did not make substantial growth as demonstrated in the SBAC results. Adjustments will be made in order to improve the effectiveness of professional development for the upcoming academic years.
- 1.2 The two programs that were purchased are very effective. Step-up to Writing is a very structured writing program and AR provides our students extra reading opportunities at their own Lexile reading level. The technology that was bought is going to be very effective once the projectors are installed and are working properly. The parent chrome books that were bought, five to ten parents used them to learn another language in our parent room using Rosetta Stone. This technology promotes more parent involvement and it's available at all times. Student supplies are needed and are utilized for every day instruction.
- 1.3 34 EL Students have been reclassified on the 2017-2018 academic year. Further, all of these students will be monitored to make sure they are academically successful.
- 1.4 This strategy was very effective in terms that it improved attendance, parental involvement and experimental learning amongst the grade levels who went on a field trip.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### Material Changes

One of the major differences that I proposed to the Leadership Team and School Site Council was that our school needs current technologies to facilitate and improve instruction. Both teams approved the purchase of new interactive projectors and teacher laptops that could connect wirelessly to the new projectors. During the 2017-2018 academic year, only the projectors were purchased. A budget allocation would be made with the 2018-2019 to purchase all the wiring, brackets and teacher laptops.

As a STEM school, we allocated a ten percent increase to provide students with hands on learning opportunities via fieldtrips.

Another modification that was proposed during the 2017-2018 year was the hiring of a program specialist, librarian and a community assistant. The budget allocation would be made with the 2018-2019 budget.

There was also a ten percent increase in budget allocation to attend the AVID Summer Institute, PLTW and CAFE conferences during the 2017-2018 academic years.

- 1.1 a. Coaching model - There were only two significant material differences that as a school we made was to purchase bulletin boards for our main hallways and in the cafeteria to showcasing our student's work and academic growth. Marshall's instructional coach was instrumental to make this decision. Also, teacher binders were purchased, so teachers can keep all their documentation organized. b. PLC process - Since Marshall's vision changed and added that our school would be, "Accountable" for learning and professional goals, a, "PLC Data Binder" was created. This is a significant material change because now, all the stakeholders accountable for keeping essential documentation that will allow guiding our planning and our instruction. These process will be reviewed and checked during our academic conferences by our instructional coach and the Administration Team. c. Training/professional learning - One of the significant changes in the way professional development is offered to teachers is that the Marshall Administrative Team decided to bring most the training onsite.
- 1.2 Utilizing Step-up to Writing and AR has increased student growth in MAP scores. Still, it is too early to see their impact over our future years. Our projectors have not been installed, so there can't be any report. Our parent chrome books have made some positive impact because parents come to use them often and they get more involved in our community events. On the other hand, having every day material which our students need for instruction is always instrumental and necessary for instructional learning.
- 1.3 There has been significant difference in terms or monitoring students. In previous years, there was little effort to tend to the needs of our English Learners. Now, a specific person has been assigned to oversee our EL program, instruction and progress.
- 1.4 The only significant change was that school funds were allocated to provide all of our students the opportunity to take our students on experimental learning field trips.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

#### Future Changes

There are several changes for Year 2 that will be made to Goal 1. First, allocating some of the budget to hire new staff. These are, a full time coach, a .5 program specialist, .5 counselor, 3.5 hrs. librarian and a 3.5 hrs. community assist. All of these personnel will directly impact student achievement and parent involvement.

Another change is that time and budget will be allocated to more community school events. Teachers will be compensated for any extra time.

Budget will also be continued to be allocated to fund student incentives. These incentives will be distributed to high academically achievement students, students making academic growth, exemplary citizen students and students with perfect attendance.

Budget will also be allocated for any extra hours that our support staff work. Staff includes Campus Assistants, noon duty and office personnel.

- 1.1 a. Coaching model - In the future, there is going to be a process in which we keep all the stakeholders accountable for keeping essential documentation that will allow guiding our planning and our instruction. These process will be reviewed and checked during our academic conferences by our instructional coach and the Administration Team. b. PLC process - Marshall's future changes in terms of the PLC process is that all stakeholders will be accountable for keeping track of all the documentation that is created or given during each and every PLC collaboration meeting. Most important keeping and maintaining data which will guide our instructional planning and learning. c. Training/professional learning - One of the major changes for the 2017-2018 academic year is that Marshall lost our full time instructional coach which directly affects onsite professional development. This drastically affects the extra support that new, probationary or teachers who need support might not get anymore.
- 1.2 In terms of programs, AR could be more effective if we had a librarian who could train our teachers and students on how to effectively use all of its resources. I'm putting a request to have a 3.5 hr librarian. On the matter of our writing program, SUSD is purchasing a new writing program and will wait to purchase any further services for Step-up to Writing. As for technology, I'm hoping that our projectors are installed in the near future so that it can enhance instructional practices for our teachers. In addition, materials are essential for everyday use, so I will continue to purchase all necessary materials for our students.
- 1.3 Some of the future changes is to hire a Program Specialist who will be in charge of monitoring our EL students and EL Program. This includes the monitoring of our Reclassified students and preparing our current ELs to be reclassified.
- 1.4 Marshall administration will continue to allocate specific funds for field trips which include experimental learning and academic ambitions (e.g. college and university trips)

## Goal 2 – School Climate

Suspension –

By June 2020, reduce suspensions for All Students by 3% to 5.8%.

Attendance/Chronic Truancy –

By June 2020, reduce chronic absenteeism for All Students by 5% to 17.2%.

### Identified Need

Suspension –

8.8% suspended at least once (Yellow)

Attendance/Chronic Truancy –

21.2% Chronic Absenteeism

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Students)	8.8%	5.8%
Chronic Absenteeism (All Students)	21.2%	17.2%

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide students with social and emotional supportive resources that positively impacts student learning through lunch time structured student engagement activities, PLUS and PBIS programs etc. Consultant to support structured student activities focused on peer to peer communication/interaction skills, social and emotional learning, safe and supportive school culture, and restorative practices. Develop and implement a clear and consistent Multi-Tiered System of Support (MTSS). Provide teacher professional development on developing positive classroom culture. Create during and after school activities that students and parents can participate together. CHAMPS Workshops - throughout the year - administrator, program specialist, instructional coach, and 1 teacher from each life level.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$25,000 - 58320 (Consultant Non-Instructional)

LCFF - 23034

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

\*Continued implementation of the Peer Leaders Uniting Students (PLUS) Program with 6th - 8th students to support Positive Behavior Interventions and Support (PBIS) efforts in cultivating the positive school climate at Marshall School.

\*Continued implementation of the Seasonal Intramural Sports designed to increase student engagement is provided for students during lunch recesses.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No fund allocated.

No funds allocated.



## Annual Review – Goal 2

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Implementation

In the school academic year of 2017-2018, the overall implementation of Positive Behavior Intervention and Supports (PBIS) and Foundations strategies and systems were successful. The number of suspensions decreased from 429 in 2016-2017 to 221 in 2017-2018 and the percentage of student attendance was maintained on or above 90% by the end of the year because of all the positive interventions and incentive systems put in place. Marshall's continuous goal is to create a community and environment where students, parents, and staff are valued. The Marshall Community provides guidance, support, and opportunities for all members to reach their academic potential and to become contributing members of our society. To accomplish this goal, we implemented PBIS practices. Key persons involved in the rollout of creating a positive school climate are assistant principal, counselor, teachers and parents. Furthermore, students were rewarded weekly through, "Paw-sitive" ticket drawings, encouraged to perform academically well through trimester, behave appropriately at school, "Growth celebrations" and monthly perfect attendance award assemblies.

- 1.1 PBIS - Through PBIS systems of support, a "Paw-sitive" ticket was created in order to distribute to students when they displayed desired behavior. The tickets can be earned throughout the day. Then, every Friday throughout the year, students turn in their tickets to enter a drawing in which students can win small prizes such as toys, books, snacks or free time. Consequently, student attendance increased and unwanted behavior decreased.
- 1.2 PLUS - Student members of the PLUS Team conducted student forums, helped organize a Winter Program, "Super-Recesses", structured games during recesses, "Spirit Weeks" and helped organized the end of the year carnival.
- 1.3 Counseling - Our counselor along with the Administration Team is very visible during the day. We can correct unwanted behavior in a proactive manner by being in all common areas where most incidents happen. As an active member of the PBIS Team, our counselor is instrumental in organizing and implementing strategies, awards assemblies, counseling groups, attendance, CARE and SST meetings and incentive systems.

#### Effectiveness

The effectiveness of the strategies implemented throughout the 2017-2018 academic year was successful. Using the S.T.O.I.C. model from the Foundations program has been very effective throughout the campus. It stands for Structure, Teach (wanted behavior), Observe and Monitor, Interact positively, Correct misbehavior fluently. During this year, we focused on the "Structure" portion of the program. There is research behind the concept that "if there is no structure in everything that we do in the classroom and/or school wide, there are more chances of running into chaos and dysfunction in the systems in which we operate". Teachers and staff bought into the idea



and a system was put in place. All students are rewarded for wanted behavior and corrected for unwanted behavior through PBIS. Most important, PBIS is a research-based program that is a proven school support system that aids in the reduction of problematic behaviors. As part of PBIS, all stakeholders give, “Paw-sitive” tickets which are placed into a drawing every Friday. Students who are picked from the drawing, they receive a small incentive in form of toys, small snacks, earned free time and fieldtrips.

- 1.1 PBIS - Although Positive Behavior Intervention & Support will be identifying individual students school-wide for exhibiting desired behaviors, it is still necessary to acknowledge all students on a day-to-day basis both individually and as a class. This system of support is very effective because most students strive to earn tickets and win incentives.
- 1.2 PLUS - The activities that the PLUS Team organized or helped organized were fun and very effective for all of our students. For instance, the forums dealt with how to deal and resolve bullying or other unwanted behaviors. Students also wanted to be part of the Super Recesses, but they had to earn their privilege by performing well academically and displaying exemplary behavior. Further, by having students engaged in a structured game during recesses, helped minimize incidents and suspensions. The Spirit Weeks were fun and sometimes colorful, but students enjoyed them. In addition, the end of the year carnival was very successful with students, staff and community.
- 1.3 Counseling - All counseling activities are shown to be effective because our data shows that suspensions have decreased and attendance has increased. Also, our students are receiving counseling services for wanted and unwanted behavior by being proactive. Along with the Administration Team, the Counseling Team is very visible on campus. They are going into classes to teach skills on how to deal with different everyday situations. For example, bullying, positive friendships, social emotional issues, etc.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### Material Changes

More than six thousand dollars were spent in student incentives. Again, positive behavior was rewarded and celebrated throughout the year. Some of the incentives bought were, tablets, bikes, toys, books, snacks, fieldtrips, certificates, gift cards, music for dance, etc. Student led forums/meetings were conducted by our Peer Leaders Uniting Students (PLUS) Team throughout the year successfully. By the end of the year, our PLUS coordinator transferred to another school site and left that vacancy. The 2017-2018 academic year culminated in an end of the year Carnival, where most of the above mentioned incentives were given including free food. Amazingly, all food and drinks were donated by the community and everything was given to our students, their families and community for free! In addition, our assistant principal got promoted to principal, thus leaving that position open for a new assistant principal for the 2018-2019 school year. Around the same amount of money will be allocated for student incentives for the next academic year.

- 1.1 PBIS - Once all staff bought into the system, most students want to earn tickets, thus exhibit positive behaviors. In the same order, unwanted behavior was minimized and suspensions were reduced by fifty percent.

- 1.2 PLUS - By having our student leaders support the ideology of PBIS, our overall attendance increased and unwanted behavior decreased.
- 1.3 Counseling - Our counselor has been instrumental to increasing our attendance and decreasing our overall number of suspensions. Unwanted behaviors have decreased too!

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

For the year 2018-2019, more than six thousand dollars will be spent in incentives. Also, a new PLUS teacher will take over the class. The new PLUS teacher/coordinator will have the task of continuing all the activities and guidelines or student leadership. Furthermore, a new assistant principal will be hired in the first few weeks of the new academic year. This new assistant principal, will have to learn and continue the systems already put in place including PBIS and Foundations programs.

Another change that will be implemented is the structured lunch recess activities that need to be organized every day. This means that our noon duties need to be trained on how to manage and structure some easy and fun activities during this time. Through data analysis, most of our behavior incidents happen during lunch time and that’s the reason we are structuring more activities during this times.

- 1.1 PBIS - A major change is that our assistant principal, one of the main stakeholders of PBIS at Marshall got promoted and a new person has to continue with the system that was put in place. Still, the system in place will continue because it had a major impact on student behavior, student suspensions and increased student attendance.
- 1.2 PLUS - A major change is that a new teacher needs to take over since our PLUS teacher left. Still, all strategies and activities will remain the same. Overall, we want Marshall to keep decreasing unwanted behavior, increase attendance thus increases student achievement.
- 1.3 Counseling - One of the major changes for our counseling team is that SUSD is adding another counselor to many of our schools and Marshall will be one of the schools that will benefit from this change. Marshall will be getting a half time counselor. Another enhancement to our counseling team is that we plan to target specific grade levels who are in the need of specific strategies to deal with some unwanted behavior.

## Goal 3 – Meaningful Partnerships

By June 2020, increase one parent helper per grade level.

### Identified Need

Parents attend academic focused Family Nights.

Parent helper (i.e. volunteers)

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Recruit parents during academic focused Family Nights (e.g. Reading, Math, STEM, AVID, etc.), parent/teacher conferences, parent meetings (e.g. SSC - SPSA advisory, ELAC - English Learner Advisory Committee, Parent Coffee Hour Meetings, After School Program, End of the Year Carnival, and Scholastic Book Fair.

Community Assistant will provide outreach to parents to assist in the recruit of parent helpers and open communication lines to foster positive attendance and behavior habits.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$13,492 - 29101 (.4375 FTE Community Assistant) \$4,297 - 30000 (Benefits)	Title I - 50672 Title I - 50672
\$1,000 - 43400 (Parent Meeting)	Title I - 50647
\$1,254 - 43200 (Non-Instructional Materials)	Title I - 50647

## Annual Review – Goal 3

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Implementation

As a new principal at Marshall, I started off by creating an Administration Team who would help me create a strong partnership with our teachers, staff and community. It is composed of my assistant principal, counselor, instructional coach and administrative assistant. On our first meeting, it was determined that parent participation is essential for our student's success in school and it needs to be a priority at Marshall Elementary. With this mindset, and through the approval of our Leadership Team, we decided to ensure at least one school wide parent/community activity. This would include fun and academic family events such as back to school night, Winter Program, AVID Night, PLTW/STEM Night, Literature Night, Nutrition/Health Night, book fairs, talent show, coffee hour, movie nights, end of the year carnival and promotions (K & 8). Along with these activities, we would still have our committees in which we would require and encourage parent participation. For example, School Site Council (SSC), English Learner Advisory Committee (ELAC) and Parent-Teacher-Student-Association (PTSA). Research shows that parent involvement in schools makes for: better grades, higher test scores, regular school attendance, better social skills, improved behavior, more positive attitude about school, completed homework assignments, graduation and continued college or career education.

1.1 support and resources - Parents were offered the choice of joining different school groups. These groups include SSC, ELAC, PTSA and Coffee Hour. Monthly meetings are scheduled and announced and promoted through Parent Links (by phone), flyers and announced in the marquee. Topics of interest were presented such as, the importance of student attendance, different types of assessments given to our students throughout the year, importance of parent participation in schools, how to deal with unwanted student behaviors at home, different resources available to parents throughout the district, etc. academic focused activities - Academic focused activities would include fun and academic family events such as back to school night, Winter Program, AVID Night, PLTW/STEM Night, Literature Night, Nutrition/Health Night, book fairs, talent show, coffee hour and promotions (K & 8). Some of these events occurred during school hours and many in the evenings led by our Leadership Team. All teachers were given the opportunity to use their participation in these events as part of their Teacher-Parent involvement hours.

#### Effectiveness

The overall effectiveness of the activities hosted by Marshall staff was very successful. Parents enjoyed taking part of all the school planned activities. Especially the ones where they could see their child perform or create a project/s. These activities will be recreated in the upcoming academic years and will take parent input from parent committees or groups on what future activities would they

like to have at our school. Overall, we had good parent participation, but we're striving for more parent involvement in our parent and school committees.

1.1 support and resources - The effectiveness of parent meetings was good. All information was delivered effectively and parents were receptive. Marshall still needs to find more effective ways to get more parents involved in all meetings and activities presented to them. academic focused activities - The overall effectiveness of the activities hosted by Marshall staff was very successful. Parents enjoyed taking part of all the school planned activities. Especially the ones where they could see their child perform and/or create projects. Overall, we had good parent participation, but we're striving for more parent involvement for our school committees.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### Material Changes

Budget was allocated to enhance parent meetings and increase parent participation. For instance, five hundred dollars was allocated for both, Food4Less and Smart and Final stores to buy small snacks for our parent meetings. Twenty hours of extra time was allocated for noon duties who wanted to work extra hours in evening parent programs to ensure safety. Furthermore, two thousand dollars were allocated for to purchase parent needs such as parenting and academic programs. One of these purchases was twenty chrome books so they can access Rosetta Stone program which is free through our local library system. Parents can also use the chrome books for research or access to the internet at any time of the day. Most important, Marshall's parent budget will be closely monitored in order to make adjustments according to parent needs.

1.1 support and resources - One of the most significant changes for the 2017-2018 academic year is that our assistant principal was promoted to become a principal by the end of the academic year. This directly impacts our strategy of parental involvement because the assistant principal was in charge of various parent groups. Still, the new assistant principal will take over the same responsibilities and help organize and promote parental involvement at Marshall. academic focused activities - Through the effectiveness of parental involvement, it was determined that these activities will be recreated in the upcoming academic years and will take parent input on what future activities would they like to have at our school. Overall, we had good parent participation, but we're striving for more parent involvement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

#### Future Changes

In a parent survey, parents indicated that they would like to have a person who would help them in the morning. Administration decided to allocate twenty thousand dollars to hire a 3.5 hour Community Assistant. The main responsibility of this position is to continue to encourage parental involvement and also help to bring extra parent resources to Marshall. For example, health care, nutrition classes, learning another language, teach effective strategies to help our students, etc. In

the same order, this community assistant would help to organize and plan parents to participate in all school related activities.

1.1 support and resources - In the upcoming 2018-2019 year we are going to hire a new assistant principal and a three and a half hour community assistant. These two key positions will be instrumental in increasing parental involvement. academic focused activities - Marshall Elementary will continue to strive for more parental involvement in the upcoming academic years. Parent surveys will be conducted to find out their interests and adjust our topics or events to fit the needs and wants of our parents. Most important, Marshall will be looking forward to hire a 3.5 hour Community Assist who will be instrumental for increasing parent involvement.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$116,090
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$267,189

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$116,090

Subtotal of additional federal funds included for this school: \$116,900

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$151,099

Subtotal of state or local funds included for this school: \$ 151,099

Total of federal, state, and/or local funds for this school: \$267,189