

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **MARSHALL ELEMENTARY SCHOOL**

2018-19

37-68338-6039952
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Farias, Armando

Contact Person: Farias, Armando

Position: Principal

Telephone Number: 619-344-5100

Address: 3550 Altadena Ave, Marshall Elementary, San Diego, CA, 92105-3613,

E-mail Address: afarias@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*



San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Marshall Hem.

Due: May 15, 2018 (Year Round)

SITE CONTACT PERSON: Armando Farias

PHONE: 619-344-5100 FAX: 619-344-5149 E-MAIL ADDRESS: a.farias@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|---|-------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 5-30-18 |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

- The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
- The site 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 2/7/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Armando Farias
Type/Print Name of School Principal

Signature of School Principal 6-4-18
Date

Tracy Cotter
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson 6-4-18
Date

Monika Hazel
Type/Print Name of Area Superintendent

Signature of Area Superintendent 6-5-18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION****Our mission is to ensure that every student is:**

Proficient in Language Arts, Mathematics, and Science; uses technology and 21st Century learning skills to advance and communicate their ideas and thinking; and develops as a responsible and thoughtful leader.

SCHOOL VISION AND REALITY

Marshall Elementary is a diverse learning community that strives to provide our community with a quality school. Marshall has been engaged in collaborations, grade level planning and alignment of instruction to the common core state standards. Through our collaborations we are strengthening systems and structures that allow us to analyze data and monitor student learning. It is our vision to become a support system for the San Diego Unified School District where the social, physical and academic environments fuse to provide our community of learners a strong and rigorous environment to learn.

Marshall's vision is closely aligned to our 2020 vision. The team focuses on creating improved measures of student engagement and monitoring of learning. One of our key focuses is the strengthening of teachers' and leaders' pedagogy and content knowledge in order to support one another. It is our goal to ensure equity in all classrooms in order to empower all of our students to develop a love for learning and a determination to succeed academically and in life.

Parental involvement plays an important role in Marshall's vision. We strongly believed we can develop the relationships between the home and school to provide our students with a partnership that suits their needs.

Marshall's team believes all students can succeed. For this reason, we collaborate tirelessly to ensure the academic development of our students. Our collective vision is focused on strategically leading change and continuous improvement that sustains student academic achievement. Our learning community is becoming an effective professional learning center for all of our stakeholders. This learning community ensures all of our students, team members and community feels welcome and appreciated at our school. Customer service is centered on making sure our stakeholders notice the positivism when they enter our doors.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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 show academic growth. In order to achieve the goals and implement the major strategies and action steps 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. Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Staff and community members are an integral part of the shared decision making at Marshall Elementary. For the 2017-18 LCFF development process we will hold meetings with staff and community members in order for all stakeholders to be involved. After discussions a questionnaire was developed and provided for voting. Staff members voted on how to spend Marshall's LCFF budget. Community members were invited to Coffee with the Principal and had the opportunity to discuss our school's needs and then to vote on what they thought are priorities for our school.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Armando Farias	Principal
Stacey Keaffaber	Teacher
Benjamin Panerio	Teacher
Tracy Cotter	Teacher
Jessica Camacho	Parent
Lashelle Flowers	Parent
Nelva Reyes	Parent
Fransisca Romero	Parent
Alicia Rendon	Parent
Dina Winterton	Staff Other

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 46% (approx. 34 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 57% (approx. 43 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,.)

Subgroup: African American students

By June 2019, 40% (approx. 5 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 55% (approx. 11 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 31% (approx. 13 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 6 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 44% (approx. 18 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 57% (approx. 21 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Developmental Reading Assessments (DRA) and previous API data.

2017 SBAC Results

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement 5 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 52% (approx. 44 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 46% (approx. 40 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 27% (approx. 6 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 27% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 50% (approx. 26 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 10% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 58% (approx. 24 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 60% (approx. 22 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 24% (approx. 5 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 28% (approx. 10 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

End of unit math assessments, site developed assessments, previous school's performance on SBAC 2017 SBAC Results.

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments at least 5 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

We use ELDPI through the school year in Grades K-5 and monitor the progress and development of English Language in writing.

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement __5_ times per year. Analysis will inform subsequent instruction.
Teachers will meet by grade level/department to analyze end of unit assessments at least 5 times per year. Analysis will inform subsequent instruction.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 40% (approx. 25 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 40% (approx. 29 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 5 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 75% (approx. 165 families) will attend training on (PowerSchool, Coffee with the principal, parent teacher conferences, etc.) to increase the milestones necessary for meaningful graduation.

Targeted Population:

We need to focus on closing the academic achievement gap in Transitional kinder through 5th grade. In order to achieve this we need to work on inviting and recruiting more families to become active participants of our students' education.

What data did you use to form these goals?

We analyzed DRA, end of unit assessments and site created exit slips and determined that our students need additional support at home. It will be important to engage the parents in this effort and work together to prepare students academically. In addition, our analysis shows that a high percentage of our students are not making accelerated progress in ELA and math, therefore we need to work more closely with our families to support the academic growth.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet per year to analyze student progress using site developed criteria. Families are contacted based on progress.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the Critical Literacy thinking strategies, ELA Framework and Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of ELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons for students in need to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will provide additional support of guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

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Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
 Marshall meets children at their development/academic level to build agency so that they can perform maximum potential. Some of the ways Marshall provides this opportunities include resource teachers to provide flexible small group sessions, and collaborative learning opportunities and projects.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$18,788.00	\$18,788.00	0195-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Materials to support students in need of additional support. This include, but are not limited to decodable texts and RAZ Kids online subscription.

How will you monitor these strategies/activities?
 The monitoring of these strategies and activities will be through ILT, SSC and during PLC and grade level planning times.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
 Building team capacity is at the core of our work. Strengthening pedagogical skills and content knowledge will allow our teachers to deliver strong and targeted instruction. In addition, with our daily non-negotiables we will ensure our students receive guided reading, daily math and ELD instruction.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	0.4000	\$35,575.20	\$50,236.97	0195-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Resource teacher supports classroom teachers on improving pedagogical skills and improving content knowledge. Resource teacher also models lessons, leads PLC work, engages in lesson studies and works with students in need of additional support.
Instructn Assist Individual In		\$36,000.00	\$46,227.60	0195-30100-00-2159-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Under the guidance of the classroom teacher, instructional assistants will provide additional support to students such as small group instruction and 1 on 1 (ELA and math).

How will you monitor these strategies/activities?
 The monitoring of these strategies and activities will be through ILT, SSC and during PLC and grade level planning times.

Marshall Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
 We will use funding for teachers to engage in deep and thoughtful professional development opportunities. Our teachers use this time to review student work, plan and implement CCSS and Lucy Calkins Reading and Writing Units. This is a great use of time for our teachers to create coherent and rigorous curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	0.2000	\$17,787.60	\$25,118.48	0195-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Resource teacher supports classroom teachers on improving pedagogical skills and improving content knowledge. Resource teacher also models lessons, leads PLC work, engages in lesson studies and works with students in need of additional support.
Prof&Curriclm Dev Vist Tchr		\$20,000.00	\$24,078.00	0195-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Hire substitutes to release classroom teachers to engage in PLC work. During PLC's teachers analyze students' data and plan instruction accordingly.

How will you monitor these strategies/activities?
 The monitoring of these strategies and activities will be through ILT, SSC and during PLC and grade level planning times.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 Marshall meets children at their development/academic level to build agency so that they can perform maximum potential. Some of the ways Marshall provides this opportunities include additional counselor time, flexible small group counseling sessions, and collaborative learning opportunities and projects.

How will you monitor these strategies/activities?
 The monitoring of these strategies and activities will be through data surrounding promotion rates, character education plan implementation at the school site and surveys of all stakeholders.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 Marshall provides translation and light refreshments in order to support our parents and families while we partner together through schoolwide activities and parent education classes. Additional paper and postage allows for additional communication opportunities.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		\$1,000.00	\$1,000.00	0195-30103-00-4304-2495-1110-01000-0000	Title I Parent Involvement	05	Light refreshments and materials for parent events and meetings.
Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0195-30103-00-5733-1000-1110-01000-0000	Title I Parent Involvement	05	To provide written communication home as well as to provide resources for parent involvement activities.
Supplies		\$862.00	\$862.00	0195-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	05	Resources for parent involvement activities such as pens, chart paper, pencils.

How will you monitor these strategies/activities?

The monitoring of these strategies and activities will be SSC, and ELAC committees. It will also be through parent surveys, technology use, and participation in events based on parent sign in sheets.

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Support will be provided to teachers to support strengthening their pedagogy and content knowledge.

Identified Need::

Presently, Marshall Elementary students are at 38% Proficient/advanced levels in reading as per this years' DRA.

Target Group::

Students not meeting grade level standards.

Monitoring::

Site developed assessments and DRA levels.

Personnel Responsible::

Principal, ILT, Classroom teachers and resource teachers.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

In order to increase academic growth basic classroom supplies are needed.

Identified Need::

All students are in need of basic supplies.

Target Group::

All students are in need of basic classroom supplies.

Monitoring::

School administrator will monitor supplies' orders based on rational provided.

Personnel Responsible::

Principal, ILT, Classroom teachers and resource teachers

Goal 3: Professional Development
 Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
 Professional development will be focused on strengthening teachers' pedagogy and content knowledge. In addition, professional development will be aligned to teachers' and students' needs based on data.

Identified Need::
 Teachers benefit from professional development and lesson studies that impact their pedagogical skills and content knowledge.

Target Group::
 Teachers will be involved in professional development that will address pedagogy and content knowledge in ELA, Math, Reading and Writing.

Monitoring::
 Monitoring will be based on classroom visits, students' data and teachers' needs/requests.

Personnel Responsible::
 Principal, ILT, Teachers

LCFF Intervention Supports
 Please provide a DETAILED description of the activity or strategy and the targeted students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.4000	\$35,575.20	\$50,236.97	0195-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Resource teacher supports classroom teachers on improving pedagogical skills and improving content knowledge. Resource teacher also models lessons, leads PLC work, engages in lesson studies and works with students in need of additional support. This position also conducts ELPAC testing.
Supplies		\$23,146.03	\$23,146.03	0195-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Materials to support students in need of additional support. This include, but are not limited to decodable texts and RAZ Kids online subscription.
Prof&Curriclm Dev Vist Tchr		\$20,000.00	\$24,078.00	0195-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Hire substitutes to release classroom teachers to engage in PLC work. During PLC's teachers analyze students' data and plan instruction accordingly.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Marshall Elementary
All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	237	26.2	227	37.9	225	42.2	16.0	4.3	228	24.1	240	41.3	259	40.5	16.4	-0.8
Female	114	31.6	108	47.2	104	51.0	19.4	3.8	106	26.4	115	46.1	120	41.7	15.3	-4.4
Male	123	21.1	119	29.4	121	34.7	13.6	5.3	122	22.1	125	36.8	139	39.6	17.5	2.8
African American	55	14.5	58	36.2	59	37.3	22.8	1.1	54	14.8	64	35.9	86	23.3	8.5	-12.6
Asian	21	19.0	20	35.0	19	47.4	28.4	12.4	22	13.6	23	39.1	20	50.0	36.4	10.9
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	121	26.4	110	31.8	109	38.5	12.1	6.7	111	26.1	112	37.5	109	45.9	19.8	8.4
Indochinese	34	50.0	24	70.8	21	76.2	26.2	5.4	32	40.6	26	65.4	21	81.0	40.4	15.6
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	3	-	4	-	-	-	1	-	3	-	4	-	-	-
White	2	-	3	-	5	-	-	-	4	-	3	-	11	0.0	-	-
Multiracial	4	-	9	-	8	-	-	-	4	-	9	-	8	-	-	-
English Learner	117	6.0	116	13.8	108	18.5	12.5	4.7	114	12.3	129	24.0	141	26.2	13.9	2.2
English-Speaking	120	45.8	111	63.1	117	64.1	18.3	1.0	114	36.0	111	61.3	118	57.6	21.6	-3.7
Reclassified†	57	59.6	27	100.0	50	86.0	26.4	-14.0	52	50.0	27	85.2	50	82.0	32.0	-3.2
Initially Eng. Speaking	63	33.3	84	51.2	67	47.8	14.5	-3.4	62	24.2	84	53.6	68	39.7	15.5	-13.9
Econ. Disadv.*	237	26.2	221	38.0	210	41.4	15.2	3.4	228	24.1	232	41.4	241	39.4	15.3	-2.0
Non-Econ. Disadv.	0	-	6	-	15	53.3	-	-	0	-	8	-	18	55.6	-	-
Gifted	27	59.3	31	71.0	23	82.6	23.3	11.6	25	68.0	31	87.1	23	87.0	19.0	-0.1
Not Gifted	210	21.9	196	32.7	202	37.6	15.7	4.9	203	18.7	209	34.4	236	36.0	17.3	1.6
With Disabilities	21	4.8	19	5.3	0	-	-	-	20	0.0	19	10.5	21	14.3	14.3	3.8
WO Disabilities	216	28.2	208	40.9	204	46.6	18.4	5.7	208	26.4	221	43.9	238	42.9	16.5	-1.0
Homeless	15	26.7	19	21.1	25	40.0	13.3	18.9	18	22.2	19	21.1	29	31.0	8.8	9.9
Foster	5	-	1	-	0	-	-	-	5	-	1	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Marshall Elementary
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	70	22.9	74	21.6	75	36.0	13.1	14.4	76	18.4	76	35.5	85	42.4	24.0	6.9
Female	37	32.4	31	25.8	35	34.3	1.9	8.5	37	24.3	31	38.7	39	38.5	14.2	-0.2
Male	33	12.1	43	18.6	40	37.5	25.4	18.9	39	12.8	45	33.3	46	45.7	32.9	12.4
African American	22	9.1	22	27.3	13	30.8	21.7	3.5	23	8.7	23	34.8	23	17.4	8.7	-17.4
Asian	5	-	8	-	5	-	-	-	6	-	8	-	5	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	34	26.5	34	8.8	41	34.1	7.6	25.3	35	28.6	35	25.7	41	48.8	20.2	23.1
Indochinese	7	-	4	-	10	70.0	-	-	7	-	4	-	10	70.0	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	1	-	1	-	3	-	-	-	3	-	1	-	3	-	-	-
Multiracial	1	-	4	-	2	-	-	-	1	-	4	-	2	-	-	-
English Learner	41	9.8	47	12.8	42	21.4	11.6	8.6	47	10.6	49	28.6	52	40.4	29.8	11.8
English-Speaking	29	41.4	27	37.0	33	54.5	13.1	17.5	29	31.0	27	48.1	33	45.5	14.5	-2.6
Reclassified†	4	-	0	-	9	-	-	-	4	-	0	-	9	-	-	-
Initially Eng. Speaking	25	32.0	27	37.0	24	41.7	9.7	4.7	25	20.0	27	48.1	24	33.3	13.3	-14.8
Econ. Disadv.*	70	22.9	72	22.2	67	34.3	11.4	12.1	76	18.4	73	35.6	76	39.5	21.1	3.9
Non-Econ. Disadv.	0	-	6	-	8	-	-	-	0	-	3	-	9	-	-	-
Gifted	6	-	5	-	9	-	-	-	6	-	5	-	9	-	-	-
Not Gifted	64	17.2	69	20.3	66	33.3	16.1	13.0	70	11.4	71	31.0	76	38.2	26.8	7.2
With Disabilities	6	-	7	-	0	-	-	-	6	-	7	-	21	14.3	-	-
WO Disabilities	64	25.0	67	22.4	72	37.5	12.5	15.1	70	20.0	69	36.2	82	43.9	23.9	7.7
Homeless	5	-	10	20.0	5	-	-	-	7	-	10	20.0	6	-	-	-
Foster	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

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† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Marshall Elementary
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	80	26.3	74	36.5	74	43.2	16.9	6.7	59	40.7	80	45.0	87	42.5	1.8	-2.5
Female	38	31.6	38	50.0	29	55.2	23.6	5.2	29	41.4	41	56.1	35	45.7	4.3	-10.4
Male	42	21.4	36	22.2	45	35.6	14.2	13.4	30	40.0	39	33.3	52	40.4	0.4	7.1
African American	16	18.8	22	36.4	24	37.5	18.7	1.1	12	33.3	26	30.8	33	33.3	0.0	2.5
Asian	7	-	5	-	7	-	-	-	5	-	7	-	8	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	40	22.5	36	33.3	32	34.4	11.9	1.1	28	35.7	36	50.0	32	37.5	1.8	-12.5
Indochinese	15	40.0	6	-	5	-	-	-	12	50.0	6	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
White	0	-	1	-	1	-	-	-	0	-	1	-	4	-	-	-
Multiracial	2	-	2	-	4	-	-	-	2	-	2	-	4	-	-	-
English Learner	43	7.0	43	11.6	35	22.9	15.9	11.3	28	28.6	49	28.6	47	29.8	1.2	1.2
English-Speaking	37	48.6	31	71.0	39	61.5	12.9	-9.5	31	51.6	31	71.0	40	57.5	5.9	-13.5
Reclassified†	19	68.4	4	-	19	89.5	21.1	-	14	78.6	4	-	19	89.5	10.9	-
Initially Eng. Speaking	18	27.8	27	66.7	20	35.0	7.2	-31.7	17	29.4	27	66.7	21	28.6	-0.8	-38.1
Econ. Disadv.*	80	26.3	71	36.6	72	43.1	16.8	6.5	59	40.7	77	45.5	84	41.7	1.0	-3.8
Non-Econ. Disadv.	0	-	3	-	2	-	-	-	0	-	3	-	3	-	-	-
Gifted	15	46.7	8	-	6	-	-	-	12	66.7	8	-	6	-	-	-
Not Gifted	65	21.5	66	31.8	68	38.2	16.7	6.4	47	34.0	72	38.9	81	39.5	5.5	0.6
With Disabilities	5	-	19	5.3	0	-	-	-	4	-	19	10.5	12	25.0	-	14.5
WO Disabilities	75	28.0	68	39.7	62	51.6	23.6	11.9	55	43.6	74	48.6	75	45.3	1.7	-3.3
Homeless	4	-	5	-	13	30.8	-	-	4	-	5	-	13	46.2	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

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**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Marshall Elementary
Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	87	28.7	79	54.4	76	47.4	18.7	-7.0	93	18.3	84	42.9	87	36.8	18.5	-6.1
Female	39	30.8	39	61.5	40	62.5	31.7	1.0	40	17.5	43	41.9	46	41.3	23.8	-0.6
Male	48	27.1	40	47.5	36	30.6	3.5	-16.9	53	18.9	41	43.9	41	31.7	12.8	-12.2
African American	17	17.6	14	50.0	22	40.9	23.3	-9.1	19	10.5	15	46.7	30	16.7	6.2	-30.0
Asian	9	-	7	-	7	-	-	-	11	9.1	8	-	7	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	47	29.8	40	50.0	36	47.2	17.4	-2.8	48	18.8	41	36.6	36	50.0	31.2	13.4
Indochinese	12	50.0	14	71.4	6	-	-	-	13	38.5	16	50.0	6	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
White	1	-	1	-	1	-	-	-	1	-	1	-	4	-	-	-
Multiracial	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-
English Learner	33	0.0	26	19.2	31	9.7	9.7	-9.5	39	2.6	31	9.7	42	4.8	2.2	-4.9
English-Speaking	54	46.3	53	71.7	45	73.3	27.0	1.6	54	29.6	53	62.3	45	66.7	37.1	4.4
Reclassified†	34	50.0	23	100.0	22	81.8	31.8	-18.2	34	32.4	23	82.6	22	77.3	44.9	-5.3
Initially Eng. Speaking	20	40.0	30	50.0	23	65.2	25.2	15.2	20	25.0	30	46.7	23	56.5	31.5	9.8
Econ. Disadv.*	87	28.7	78	53.8	71	46.5	17.8	-7.3	93	18.3	82	42.7	81	37.0	18.7	-5.7
Non-Econ. Disadv.	0	-	1	-	5	-	-	-	0	-	2	-	6	-	-	-
Gifted	6	-	18	77.8	8	-	-	-	7	-	18	77.8	8	-	-	-
Not Gifted	81	25.9	61	47.5	68	41.2	15.3	-6.3	86	16.3	66	33.3	79	30.4	14.1	-2.9
With Disabilities	10	10.0	19	5.3	0	-	-	-	10	0.0	19	10.5	21	14.3	14.3	3.8
WO Disabilities	77	31.2	73	58.9	70	51.4	20.2	-7.5	83	20.5	78	46.2	81	39.5	19.0	-6.7
Homeless	6	-	4	-	7	-	-	-	7	-	4	-	10	10.0	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

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APPENDIX B**TITLE I PARENT INVOLVEMENT POLICY**



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Marshall Elementary
TITLE I PARENT INVOLVEMENT POLICY 2018-19

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Marshall Elementary will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:

- Discussing current student assessment data and student progress.
- Providing information about school and district resources for student academic improvement.
- Conferring with teachers.
- Parents will have the opportunity to volunteer at Marshall and support the overall academic program.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- Providing training programs to help parents support and work with their children at home and at school.
- The school communication is sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The school communicates about parent meetings and training sessions offered at Marshall Elementary, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is available in several languages.

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Marshall Elementary
Home -School-Parent Compact 2018-19

Mission:

The mission of John Marshall Elementary is to ensure that all students are proficient in language arts, mathematics, and science; use technology and 21st Century skills to advance and communicate their ideas and thinking; and develop as responsible and thoughtful leaders.

School Responsibilities

We at

Marshall School will support our students by:

- Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

All students are provided with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

- Holding parent-teacher conversations during which this compact will be discussed as it relates to the individual child's achievement and their academic progress.

Parent-teacher conversations are part of Marshall's first and second student progress reporting periods.

- Providing parents reasonable access to staff.

Communication between home and school is tremendously important; meetings may be arranged by note or telephone. Parent Coffees are scheduled to provide open communication between the school and parents.

- Providing parents opportunities to volunteer and participate in their child's class activities.

Parent Responsibilities

We, as parents, will support our child's learning by:

- Assuring that my child comes to school on time every day.

- Picking up my child promptly when school ends, including minimum days.

- Checking to be sure my child's homework is completed each day.

- Assuring that my child reads a book at their level for at least 30 minutes each day at home. If I am unsure of my child's reading level, I will ask his/her teacher.

- Taking advantage of any/all parent involvement activities that Marshall Elementary School offers.

- Limiting the amount of television and digital games that my child watches every day.

- Participating whenever possible, in decisions relating to my child's education.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district.

- Volunteering my time at my child's school or in his/her classroom whenever possible.

- Serving on advisory groups, such as the School Site Council, the District Advisory Council, the English Learner Advisory Committee, or other school advisory groups.

Ensure students go to bed at a reasonable time in order for them to be rested for a day full of learning.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- Promising to always work hard, be responsible, thoughtful/respectful, and kind.

- Contributing daily in school, take responsibility and manage my learning and my actions.

- Using scholarly behaviors and understand how my behavior impacts my achievement.

- Understanding my current academic levels and set learning goals.

- Making homework a priority and accomplish it daily, including 30 minutes of home reading.
- Limiting the amount of television and digital games that I watch each day.

Building Capacity for Involvement:

Marshall Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During the annual Back to School Night, teachers conduct classroom presentations for parent and explain the curriculum, assessments, classroom procedures, and ways to support students at home
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners. Our goal is to increase teacher and parent partnerships through events like Back to School Night, Family Fridays, Coffee with the Principal, SSC, SGT, ELAC, Parent Teacher Conferences...etc. We also utilize our School Messenger, school website, social media, and written documents to communicate information regarding parent meetings and trainings
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Marshall encourages parents to actively participate in committees such as SSC, SGT (in progress), Wellness Council, ELAC. These committees give all stakeholders a voice in our students' educational experience. School Messenger, school website, social media, marquee, and written communications are utilized to advertise parent meetings and training sessions offered at our school and at the district level.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is made available in several languages. In addition, information is shared and distributed at events such as Back to School Night, parent-teacher conferences, Family Fridays, Coffee with the Principal, weekly morning assemblies, etc.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Marshall Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. This is achieved by having:

- Multiple families' Meetings throughout the school year.
- Translation services
- Parent-teacher conferences

- ELAC Meetings
- SSC Meetings

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

Site: 0195 Marshall Elementary	09800 LCFF		30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$ 97,461.00		\$ 164,450.00		\$ 2,862.00
Certificated Salaries / Monthly	0.4	\$ 35,575.20	0.6	\$ 53,362.80	0	\$ -
2040 Inschool Resource Tchr	0.4	\$ 35,575.20	0.6	\$ 53,362.80	0	\$ -
Certificated Salaries		\$ 20,000.00		\$ 20,000.00		\$ -
1192 Prof&Curriclm Dev Vist Tchr		\$ 20,000.00		\$ 20,000.00		\$ -
Classified Salaries		\$ -		\$ 36,000.00		\$ -
2159 Instructn Assist Individual In		\$ -		\$ 36,000.00		\$ -
Employee Benefits		\$ 18,739.77		\$ 36,298.25		\$ -
Books and Supplies		\$ 23,146.03		\$ 18,788.00		\$ 1,862.00
4301 Supplies		\$ 23,146.03		\$ 18,788.00		\$ 862.00
4304 Inservice supplies		\$ -		\$ -		\$ 1,000.00
Services and Other Operating		\$ -		\$ -		\$ 1,000.00
5733 Interprogram Svcs/Paper		\$ -		\$ -		\$ 1,000.00

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Marshall Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	According to data collected from SSC, Marshall Elementary has clearly stated and articulated measurable goals for student improvement. Members state the school has fully or substantially articulated measurable goals and engages all stakeholders in dialogue regarding academic growth.
CLOSING THE ACHIEVEMENT GAP	SSC agrees that Marshall Elementary has clearly stated strategies to close opportunity gaps. Members agree the school has adequate supports for students. In addition, data that supports positive academic growth is shared with students, staff and families. According to data, students continue to make momentous growth academically.
PROFESSIONAL DEVELOPMENT	School Site Council members agree the school provides instructional assistance and supports for teachers. Consequently, teachers are supported in tailoring their instruction based on students' needs. Professional development is driven by data and by teachers' needs.
GRADUATION/PROMOTION	The staff at Marshall engages in continuous data analysis. This allows us to monitor student progress and to tailor instruction based on students' needs. Curriculum is closely aligned to CCSS. In addition, end of unit assessments and site created ones are used to drive instruction.
PARENT ENGAGEMENT	Even though Marshall has improved parental engagement, according to SSC, this is still an area we need to improve on. We have multiple supports for families such as: the Marshall closet, Feeding America and the Douglas Young Counseling Services. These resources are aimed at supporting families and at engaging them at our school.