2018-2020 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

School	**Marshall Elementary School**
Principal	Peter Avila

SCHOOL VISION & CONTEXT

Marshall Vision Statement: Marshall School is an academic and culture rich environment where all minds work together to cultivate the whole child by preparing them to meet the demands of the diverse challenges in their lives. Marshall Mission Statement Marshall is dedicated to fostering independence, social justice, empathetic, and critical thinking citizenship. We Implement a demanding curriculum based instruction to develop high achieving bilingual students, we ensure that all stakeholders are valued and acknowledged for their uniqueness. A Marshall graduate will possess the skills to succeed in life beyond elementary school. Executive Summary Marshall's population is predominantly Spanish speaking, comprising 77% the students. A vast majority of these families are first generation immigrants to the United States, and their children qualify for free and reduced lunch. What our families may lack in financial resources, it is more than made up by Marshall's rich cultural and linguistic diversity that contribute to a tapestry of learning and diversity at the school. Our small school of 265 students has struggled to academically perform on the Smarter balance Assessments for the past two years, scoring below the state and district average. However, our K-2 students outperform similar students on Spanish F& P assessments, these scores have not translated into higher ELA gains.This is also true in math assessments A culturally competent student is one who is educated in a bilingual classroom, rich in language, science and the arts. The challenge most Two-Way Immersion Schools confront is how to meet the demands of getting all students to grade level in both languages, while simultaneously addressing the opportunity gap that clearly evident at most two-Way Immersion schools. Marshall Vision Statement: Marshall School is an academic and culture rich environment where all minds work together to cultivate the whole child by preparing them to meet the demands of the diverse challenges in their lives. Marshall Mission Statement Marshall is dedicated to fostering independence, social justice, empathetic, and critical thinking citizenship. We Implement a demanding curriculum based instruction to develop high achieving bilingual students, we ensure that all stakeholders are valued and acknowledged for their uniqueness. A Marshall graduate will possess the skills to succeed in life beyond elementary school. Executive Summary Marshall's population is predominantly Spanish speaking, comprising 77% the students. A vast majority of these families are first generation immigrants to the United States, and their children qualify for free and reduced lunch. What our families may lack in financial resources, it is more than made up by Marshall's rich cultural and linguistic diversity that contribute to a tapestry of learning and diversity at the school. Our small school of 265 students has struggled to academically perform on the Smarter Balance Assessments for the past two years, scoring below the state and district average. However, our K-2 students outperform similar students on Spanish F& P assessments, these scores have not translated into higher ELA gains.This is also true in math assessments A culturally competent student is one who is educated in a bilingual classroom, rich in language, science and the arts. The challenge most Two-Way Immersion Schools confront is how to meet the demands of getting all students to grade level in both languages, while simultaneously addressing the opportunity gap that clearly evident at most two-Way Immersion schools. Marshall has dedicated significant resources in building teacher capacity and instructional resources towards full implementation of SFUSD Comprehensive Approach to Literacy (or Readers/Writers Workshop). In 2016-2017, using SFUSd Impact Grant, teachers participated in "Learning Labs". The Labs were organized to have cross grade teachers engage in designing lessons, observing peers deliver lessons, provide feedback, then refine and reteach. Labs focused on the following components: •Readers Workshop •Mini-Lessons In 2017-2018, though school did not receive Impact Grant, Literacy Coach used similar structure with teachers to focus on following areas: •Word study •Analyzing Student Work For 2018-2019 Marshall is piloted "Pathway to Biliteracy" curriculum. The rationale for the pilot is that we have struggled to find the appropriate resources that address the transferable and non transferable language skills in Spanish and English. In addition, the curriculum has impeded ELD resources for teachers and a robust Spanish Guided Reading leveled library resources. In collaboration with MPD, teachers are receiving monthly professional development and consultation with TSA and Literacy Coach. Focus Areas: •Conferring •Small group Instruction.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: (**500 words maximum**)

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? *(For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)*
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

Overview
Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan ***Transform Learning, Transform Lives***.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001*as well as for the Local Control Accountability Plan (LCAP).

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the **School Site Council must have parity**.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school **17-18 Results** folder look for the folder titled **"###_Mid-Year_Summary_2017-18"**. This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ Instructional Core: ELA, ELD and Math	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	▪ Instructional Core: ELA	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	▪ Instructional Core: ELA, ELD and Math	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	▪ Student-Centered Learning Climate	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K–12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	▪ Instructional Core: ELA, Math, Other Subject Areas ▪ College and Career Readiness	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	▪ College and Career Readiness	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate	Direct links to summary and list reports at the student level to take a deeper dive into your results

NOTES:
- ▪ All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- ▪ Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan *Transform Learning. Transform Lives*.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

*Focal Group: *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):
Historically, we have identified our ELs, especially Long term EL, as the main focal group because of the challenges our ELs face in their academic performance. We will continue working with them to prepare them to be able to tackle the content and access the curriculum.

Academic Tier One - Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	Spanish F/P Grades K-2: Keep present percentage of students at/above Benchmarks Reading Inventory: Spring 2018-2019 3rd: 40% 4th: 40% 5th: 50% EL: 3rd: 35% 4th:35% 5th: 40% SBAC 2018-2019: 3rd Grade: 40% 4th: 45% 5th: 60% Latino: 3rd; 35% 4th: 40% 5th: 45%		Marshall has dedicated site funds to pay for .5 Literacy Coach position to continue our implementation of Reader/Writers Workshop in all classes and grade levels. Though there has been significant progress in our practice, there continues to be areas of needed growth and professional development. Additionally, Marshall needs to clearly articulate its language model in grades K-5, specifically focusing on those non-transferable language skills that need to be explicitly taught, especially in grades K-2. Marshall will continue having cross grade publishing parties at the end of each Spiral. This was started this year and has had a positive impact on holding teachers accountable to ensure each student has a published writing sample for all spirals.

2017-2018 Language Arts Marshall Elementary continues to outperform the district averages in Spanish F&P scores in grades 1-2. What has been the challenge is that achievement in Spanish Literacy in the early grades has not translated into higher ELA literacy, especially for our Latino and English Language Learners. This is true in Reading Inventory (RI) Scores, Integrated Writing Assessments (IWA), and Smarter Balanced Assessments (SBAC). The data belows clearly illustrates the narrative. Another area of concern for Marshall is that our incoming students, based on the new Kindergarten Readiness Inventory (KRI) indicates that an initial gap that the school has struggled to close over the years. KRI Fall 2017 SFUSD: 65% Marshall: 31% Fountas and Pinnel Cycle 2 (Spanish) Marshall(SFUSD) 1st Grade Not Yet Approaching Meeting Exceeding All 19% (35%) 5%(11%) 30% (21%) 47% (33%) Latino/Hispanic 18% (36%) 2% (11%) 20% (21%) 54% (32%) English Language Learners 22% (33%) 3% (11%) 31% (23%) 44% (33%) Fountas and Pinnel Cycle 2 (Spanish) Marshall(SFUSD) 2nd Grade Not Yet Approaching Meeting Exceeding All 24%(37%) 2%(6%) 20%(28%) 54%(29%) Latino/Hispanic 18%(38%) 5%(6%) 33%(27%) 44%(28%) English Language Learners 26% (38%) 3% (6%) 31% (226%) 44% (31%) Reading Inventory Cycle 2 Grades 3-5 Below Basic Basic Proficient Advanced 3rd Grade 29%(17%) 35%(25%) 32%(38%) 3%(21%) 4th Grade 54%(25%) 27%(22%) 14% (30%) 5%(22%) 5th Grade 44% (22%) 26%(25%) 6%(28%) 24% (25%) Reading Inventory Cycle 2 Grades 3-5 Subgroups Below Basic Basic Proficient Advanced All 43%(21%) 30%(24%) 17%(32%) 10%(23%) Latino 49%(38%) 33% (29%) 13%(23%) 5%(9%) English Language Learners 62%(49%) 29%(34%) 9%(15%) 1%(25%) Integrated Writing Assessments Grades 3-5 Emerging Developing Approaching Proficient Commendable Exceeding 3rd 16% 26% 37% 13% 5% 3% 4th 40% 36% 20% 44% 0% 0% 5th 10% 41% 29% 17% 2% 0% 2017 Spring ELA SBAC % Meeting Proficiency Marshall (SUSD) Grades 3-5 28.2% (52.5%) Latino 20.6% (26.3%) English Learners 9.6% (19.6%) Grades 3rd: 26.3% (49.7%) 4th: 25% (48.9%) 5th: 33.3% (53%)

What instructional practices are required to ensure all student reach mastery? Marshall will continue to implement SFUSD Comprehensive Approach to Literacy will full fidelity. The school has focused on the Readers Workshop component for the past two years, with Guided Reading being the top priority to provide differentiated instruction for all students. After analyzing student work during Grade Level Collaboration, the students writing was identified as a critical instructional focus in order to improve overall literacy for all students. Students were not producing grade level work, especially in the upper grades in the areas of Informational and Opinion Text. past practices in the lower grades, focused more on scripted writing, with students reproducing teacher directed writing instead of producing original works. Once the students were asked to write on their own, without the teacher led scaffolded script, students struggled organizing their writing aligned to task. Additionally, Word Study had not been a focal emphasis of our Professional Development, and after student work analysis across grade levels, it was clear that this was an area of need. This year 8 teachers, Literacy Coach, and ARTIF participated in Word Study professional development offered by the Humanities Department. In 2018-2019, Word study will be incorporated into all teachers daily Literacy Block, in both Spanish and English. Marshall ILT has begun the work of identifying non-transferable language skills in Spanish AND English that require intentional planning and instruction to ensure all students master in each grade. We are also hoping to develop on-site assessments to monitor student achievement in these identified language skills, and plan needed interventions for those students not attaining benchmarks.

Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?

Students receiving ARTIF services saw an average growth on F/P scores of 2.5 levels, with the greatest growth in the 1st grade. However, the ARTIF can only serve 25-30 students per week, and Marshall still needs additional resources to meet the needs of all students not meeting benchmarks across the grades.	Keep current growth levels for students served by ARTIF. However, Marshall needs to leverage other resources to meet the needs of all students. It is crucial to provide more interventions for students in grades 3-5 in ELA, especially in writing. Marshall has focused most of ARTIF time in grades 1-3 in SLA, but we are still struggling to translate gain in SLA to ELA in grades 4-5.	The key component of CAL is how strategic our teachers are in planning Guided Reading and Small group Instruction. Marshall will be focusing how improving teachers capacities in these areas, as well has providing additional resources for students and families to work on identified areas of need outside of school. Marshall has been a "No Homework" school, but that was not meant to be that teachers do not provide academic resources for parents to assist their children at home. We will need to provide teachers with resources to give parents the materials and instructional supports to help at home. This will require teachers to know each of their students needs and have the proper materials for parents in utilize at home. Additionally, resources will continue to be dedicated to improve classrooms libraries to ensure all students have access to high quality reading resources at their level in Spanish and English.

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):
Marshall will continue to focus on our English Language Learners, especially those in grades 3-5 designated as Long Term EL.

Academic Tier One-Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
Math Task Meet/Exceeds Standard Grades Fall Winter K 92% (82%) 73% (78%) 1st 71% (62%) 74% (66%) 2nd 31% (66%) 39% (76%) 3rd 50% (72%) 4th 62% (62%) 5th 46% (67%) Math Interim Assessment Grades 3-5 Meet/Exceeds Standard Grades Fall Winter 3rd 23% 24% 4th 33% 34% 5th 33% 33% SBAC 2016-2017 Meet/Exceeds 3rd Grade: 26.3% 4th Grade: 25% 5th Grade: 33% Marshall continues to struggle with getting are students to grade level in Math. Though the scores on the SFUSD Math Tasks are encouraging, they have not translated into higher achievements on the Interim Assessments or SBAC. Marshall has tried using online interventions in the past (Dreambox) as well as after school interventions (tutoring).	2018-2019 Spring Math Tasks Goals: K: 80% 1st: 80% 2nd: 70% 3rd: 70% 4th: 70% 5th: 70% Math Interim Assessments Spring 2018-2019: 3rd: 40% 4th: 45% 5th: 50% SBAC: 3rd: 40% 4th: 40% 5th: 50%	Marshall Math Leadership Team provided monthly Professional Development for all teachers. This will continue for 2018-2019, but also site needs to dedicate more time for teachers to collaborate for planning and student work analysis.	The concern with Marshall's math achievement levels is that the success in the earlier grades does not translate to grades 3rd-5th. Why? Does Marshall need to develop formative assessments in the lower grades that is better aligned to the Math IAB and SBAC? Additionally, does the SFUSD Math Task provide adequate information for teachers to plan instruction, interventions, and re-teaching of key concepts and standards. Finally, teachers in grades 3-5 are considering incorporating more English in their weekly math schedule because students are being assessed in English and are the assessment results based on lack of English or mathematical understanding?

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
	2016-2017 SBAC Latino: 20.6% English Language Learners: 9.6% 2018-2019: Latino: 30% EL: 25%	

Math intervention has come in the form of teachers providing small group instruction after the whole class instruction has been delivered. The teachers re-teach concepts that the students may not have been able to grasp during whole group instruction. The data also indicated that almost twice as many students nearly met the standards compared to those who met or exceeded them		Continue the small group instruction to ensure that the students who don't understand the concepts get that differentiation. We are also supplementing the math curriculum with related activities and problems the extend their exposure to the mathematical concepts being studied. We are also working on building facilitator capacity to help them guide teacher collaboration meetings that enhance their understanding of the math common core. Providing teachers with the materials they need to make the math more accessible to the students through manipulatives and other supplements

SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	**Based on the analysis of the results, what are your targets/performance goals?**	**What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?** WASC Ch.5
Marshall is committed to provided high quality science education for all students. Marshall participated in the SFUSD Science Pilot SPARK program the previous two years. The goal of the pilot was incorporating high quality science instruction using ELD strategies to improve EL Language Discourse. Marshall one teacher piloting the new science curriculum and will be providing site-based professional development. Education Outside is an important component of our science program. Coordinator collaborates with classroom teachers to align lessons during to ensure when students are with EO, they are receiving extended learning opportunities connected to unit of student.	Ensure all students K-5 receive at least 2 hands on science lessons per week.	Continue collaboration with Education Outside, and provide on site professional development with new SFUSD Science Curriculum.
Marshall has selected 2 teachers as Science leaders for the site, a K-2 rep and 3-5 rep. These teachers will attend all SFUSD Science PD to lead the site's implementation of NGSS and new Amplify Curriculum.	When the 2017-2018 SBAC 5th Grade Science scores are released, Marshall will analyze results to identify areas of needed improvement.	Professional Development and Grade Level meetings will have dedicated time for deepening teachers understanding of NGSS and Amplify.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	**Based on the analysis of the results, what are your targets/performance goals?**	**What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery?** WASC Ch.5

2016-2017 English Language Learner Data Points: SBAC ELA: Proficient: 6.8% (16.5%) SBAC ELA/Spanish Speakers Immersion: 28.2% (33.9%) SBAC Math: Proficient: 9.6% (7.9%) SBAC Math/Spanish Speakers Immersion: 23.9% (32.8%) CELDT Growth AMAO 1: 53.5% (58.5%) CELDT Proficiency (less than 5 years): 22.3% (27%) CELDT Proficiency (more than 5 years): 41.2% (45.4%) Lau Annual Redesignation Rate: 8.2% (6.5%) Marshall Latino Redesignation Rate: 52.4 % SFUSD Latino Redesignation Rate: 36.6% 2016-2017 English Language Learner Mid-Year Data Fountas and Pinnell (English) 1st grade (29): Not Yet Approaching Meets Exceed 79% 0% 7% 14% Reading Inventory Window 2 At or Above 3rd-5th 4.8% IDA Writing Task At or Above 3rd -5th 8.9% SBAC 2016-2017 At or Above 3rd-5th 12.7%	ELD Targets: SBAC ELA: Proficient: 15% (16.5%) SBAC ELA/Spanish Speakers Immersion: 35%(33.9%) SBAC Math: Proficient: 20% (7.9%) SBAC Math/Spanish Speakers Immersion: 35% (32.8%) CELDT Growth AMAO 1: 65% (58.5%) CELDT Proficiency (less than 5 years): 28%(27%) CELDT Proficiency (more than 5 years): 50% (45.4%) Lau Annual Redesignation Rate: 10% (6.5%) Marshall Latino Redesignation Rate: 60% SFUSD Latino Redesignation Rate: 36.6	1. Monthly ELD Planning-focusing on Language Objectives (Dedicated and Integrated). 2. Vertical Alignment of Non-Transferrable English Skills 3. Professional Development: Word Study. Daily dedicated 15-20 mins of Word Study 4. Identify 2nd-3rd graders as LTEL, provide ARTIF Services in August.
2016-2017 CELDT Vs 2017-2018 ELPAC 2016-2017 CELDT Vs 2017-2018 ELPAC 2016-2017 CELDT % (# of students) Advanced: 5% (8) Early Advanced: 14% (21) Intermediate: 30% (44) Early Intermediate: 18% (26) Beginning: 33% (48) 2017-2018 ELPAC Early Advanced: 29% (29) Intermediate: 34% (50) Early Intermediate: 21% (31) Beginning: 16% (24) Based on the results, Marshall moved students up proficiency levels, especially those students from beginning to higher levels, with 24 students moving upwards. Marshall had positive growth in all all domains, with a early Advanced showing the greatest % gain + 15. Though these gains are encouraging, there are still a high % of students who are not progressing, especially troublesome are those staying at Beginning and Early Intermediate. These students will be identified and provided intervention services.	Positive Growth in ELPAC 2018-2019 Early Advanced: 20% Intermediate: 10% Early Intermediate: Same Beginning: -25%	For 2018-2019 Marshall is piloting Pathway to Biliteracy Program in collaboration with MPD. August 2018 PD day dedicated to curriculum study and identifying critical resources that specifically address the needs of our EL students. The issue with past ELD programs has been the lack of coherent, easily accessible resources for teachers to design lessons and units for the language levels. We hope with a more a systematic curriculum, with a developed scope and sequence Marshall teachers will be able to provide the differentiated instruction needed. MPD will provide monthly PD and support during grade level meetings to support.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Marshall Elementary values a well rounded Art education for all students. All students K-5 receive visual art instruction from VAPA generalist teacher. Students in grades 4-5 have choice to receive instrumental music instruction. In 2017-208 approximately 50% of students in grades 4/5th participated in the program. In addition, Marshall used it's EAP funds for African Drumming in grades 3-4, and K-2 students engaged in a Theatre Arts. Classes occurred once a week for 45-60 minutes for a 6-8 weeks depending on the grade. Mission Graduates provides a robust Arts program. These are some of the following opportunities students could participate in: SF Ballet Classes Young Rembrandts Art Trapeze Coperioa Theatre Arts Dance (salsa, hip hop, classical) Arts Studio (teacher led weekly art classes)	Continue Arts Program as currently constructed.	None

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive

200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
2017-2018 PFT Results: % Of students Achieving Fitness Standards: 6 of 6: 14.3% 5 of 6: 28.6% 4 of 6: 23.8% 3 of 6: 14.3% 2 of 6: 14.3% 1 of 6: 4.8% Marshall is dedicated to improving the physicall fitness of the students. Grades 1-5 receive the mandated 100 minutes per week PE, 1 50-minute session from SFUSD Coach and 1 50-minute from teacher. ASP will continue to have daily structured recreation time, with a focus on improving students cardiovascular health.	2018-2019 Targets: PFT 6 of 6: 25% 5 of 6: 33% 4 of 6: 40% 3 of 6: 2%	Parent Education on PFT Results and how to increase physical activity out of school. Provide community resources information on opportunities for out of school activities (dance class, gymnastics, soccer and Little League Baseball)

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5

COLLEGE AND CAREER READINESS

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

Middle Schools Indicators: AVID, High School Readiness, College visits, college and career plans

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5

Elementary Schools

What is your plan for promoting college and career readiness?
For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

Marshall will continue to promote the K-2 College SFUSD Initiative through workshops and informational meetings. In partnership with our CBO, Mission Graduates, family workshops on the A-G Requirements, reclassification process, and community resources available for families in the Mission to promote academic and career success. Continue with weekly ESL classes for parents, as well as our Language Exchange program where English and Spanish speaking families meet weekly to learn about each others language and culture. Through this program, the goal is for our families to learn from each other how to provide the best social and academic opportunities for their children on their way through SFUSD and onward.

Strategies in Action: Schools

In *Transform Learning. Transform Lives*, the "**Strategies in Action: Schools**" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to "**Strategies in Action: Schools**" as you consider plans for the coming school year.

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

Schools with coherent instructional guidance can articulate the what and how their site's instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site's current context, what steps, from a leadership

perspective, do you need to take to deepen your site's coherence and mastery of the vision. How will you resource these steps? (**consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration**)

How will you structure site-based and district professional development/learning?

Every Tuesday is dedicated to site-based meetings (2:00-3:30) Professional development focus for 2018-2019: Vertical Alignment of Non-Transferable Language Skills K-5. Design Scope and Sequence of Non-Transferable Skills Design Site-Based Formative Assessments of Skills Writers Workshop-Shared and Small Group Instruction Analyzes of Student Writing K-5 for 4 Spirals Math-Deepen Understanding of key Common Core standards in each grade. Identify those standards that are essential for student mastery. PBIS-School Climate, incentives for positive behavior, Playworks Science-Next Generation Science Standards 3. Weekly Grade Level Meetings (80 minutes). Literacy Coach facilitates CAL Spiral Planning and student work analysis

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
1. 2018-2019 Professional Development Calendar: ILT create May 2018. 2. Complete Non-Transferable Skills Chart K-2 3. Identify critical math standards K-5	1. Grade Level meetings: Use PE. Library, and Technology to release teachers for 80 minutes per week. 2. Tuesday Minimum Days.

STUDENT-CENTERED LEARNING CLIMATE

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:
- **Students with Disabilities/ Promotion of Inclusive Practices**: percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance**: school attendance rates, chronic absenteeism rates
- **School Climate**: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning**: interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy**: nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	2017-2018 SBAC Data SPED Students ELA (14) % Proficient 14.3% + 8.04% Math % Proficient 7.7% + 1.03% Attendance: Instructional Time 99.0% Chronic Absenteeism 2.4%	2018-2019 SBAC Targets ELA: 20% Math: 12% Instructional Time: Stay Chronic Absenteeism: Stay	SAP Team Meetings held every other Tuesday (10:00-11:00) Participants: Social Worker, Principal, ARTIF, RSP, Nurse, Family Liaison, Psychologist, SLP (when needed) PD in November 2018 for SAP process SPED Testing.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			
Student Engagement/ Attendance	2018-2019 Attendance: Instructional Time: All: 98.3% AA: 98.1% Latino: 98.1 % ELL: 98.3%	2018-2019 Keep present levels	Students identified by SARB Team … chronic absenteeism hold SST, and home visits by Nurse, Social Worker and Family Liaison
School Culture/Climate	2017-2018 Student, staff surveys: Climate of Academic support Family: 93% Student: 88% Staff: 88% Knowledge and Fairness of Discipline, Rules, and Norms Family: 87% Student: 82% Staff: 81% Safety: Family: 76% Student: 58% Staff: 84% Sense of Belonging (School Connectedness Family: 91% Student: 80% Staff: 76%		Marshall will continue bi-monthly parent workshops. Hold community meeting in to discuss how to improve safety condition in and around the school.

		The main area of concern in these areas is Safety. Where Marshall students and families score below the district average: Family + 76% vs +94% Student + 58% vs +60% What is interesting is staff scores higher vs district: 81% vs 71% The issues concerning safety may be due to the location of Marshall, 16th and Mission. Marshall will adjust T10 schedule so that security will be on campus until 5:30 PM. Also, principal will facilitate closer collaboration with SFPD Mission Office to improve response time when 911 called.	
Social Culture/Climate	Social/Emotional Survey 2017-2018: Growth Mindset: 51% Self-Efficacy 61% Self-Management 65% Social Awareness: 68%	The area of biggest concern For Marshall is the students Growth Mindset, with only + 58% vs 62% for district. Furthermore, our EL students scored +42%, which is 20% points below district average Targets for 2018-2019: Growth Mindset: 65% Self-Efficacy: 65% Self-Management: 70% Social Awareness: 70%	Parent Workshops scheduled for: *Growth Mindset in children *Dependent Learner vs Independent Learner Mission Graduates has identified Growth Mindset as focus area. Staff will receive PD from Spark Decs. Teachers will continue mplementation in Good Behavior Game and 2nd Step Curriculum
Wellness Policy			

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
☑ Supporting Strong Relationships/Facilitating Two-Way Conversation ☑ Linked to student learning ☐ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☐ Connecting families to community resources	☐ African American families ☐ Families of English Learners ☐ SPED ☐ Foster Youth ☐ Homeless ☑ Other: **Latino/Spanish Speaking Families**

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:

Marshall has a robust family engagement community. Working closely with our CBO-Mission Graduates, University of California at Berkeley Graduate School of Education, PTA, and school site's Family Liaison, Social Worker, and Nurse Marshall provides a rich tapestry of family engagement and learning opportunities. However, though Marshall has a vibrant and well represented ELAC, with our Latino population taking on leadership roles, this has not been replicated within the PTA. Our Latino family attendance at PTA meetings is low. There have been multiple efforts throughout the years to address this equity issue, such as conducting meetings in Spanish, holding a second PTA meeting during the school day, and actively recruiting Latino parents for leadership roles, we have not been able to rectify the problem. s: • Weekly 2 hour ESL Classes for Spanish speaking families. • Weekly 1 Language Exchange Classes. Class participants are English and Spanish speaking families learning from each other. •Monthly parent organized workshops (topics included, understanding CELDT scores and reclassification process, home literacy strategies, math and literacy night events). The Graduate School of Education at UC Berkeley has worked with Marshall for the past three years. They offer monthly workshops for all parents, but focus on serving the needs our Latino Families. They have conducted workshops in the following areas: •Cultural Awareness and Tolerance •Self Help and Wellness •Immigration Rights •Diversity Training •Home Literacy Support Marshall's Family Liaison, Social Worker and Nurse organized various family workshops during the year as well. They have included: • Community Resources-housing, medical, mental health services. • Stress Reduction • Parent/Teacher Conference Workshops • Dreambox Trainings • Healthy Eating Habits Marshall's PTA does an outstanding job fundraising for a Title 1 school. Last year the raised over $45,000 to help fund various programs at the school: •Playworks •Education Outside •Science Focused Field Trips • Cultural Assemblies

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

Student, Staff, and Parent Satisfaction Surveys. Parent participation rates at workshops, PTA, special events.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

☑ Academic Support ☐ Behavioral Health & Wellness ☐ College & Career ☑ Expanded Learning/After-School ☑ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☐ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☑ Parent/Family Support or Partnership ☐ Other:

List 1-3 current or potential community partner(s) who are address these needs.

1. Mission Graduates 2. America Scores 3. Girls on the Run 4. education Outside 5. Playworks

What are your specific goals or objectives for these partnership?

1. Increase Student participation in ASP 2. Provide Targeted Academic Interventions during ASP 3. Increase Staff Participation in Playworks 4. Increase parent Attendance at After School/Night Events

What actions will you take to deepen your school's partnership with community organizations?

1. Provide Academic resources (materials/PD) for ASP staff to improve interventions. 2. Teachers required to organize and plan at least 1 after school/night/weekend event. 3. Monthly ASP Coordinators/Teacher meetings to align day to asp program. 4. Mission Graduates staff participate in Playworks responsibilities during lunch recess.

How will you measure the impact? (Quantitative and/or qualitative data)

1. Parent participation surveys 2. Staff Surveys 3. ASP Program surveys 4. Student satisfaction surveys.

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = $1,750

Funds are used for instructional materials and supplies for RSP and SLP students.

Select the Bryk Essential that most aligns to the use of these funds:
- ◉ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = $68,310

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?

.6 FTE ($63,371) Academic Response to Intervention Facilitator. Provides targeted literacy intervention in Spanish and English to EL students not at grade level. $5,939. Targeted Instructional Supplies to address English Language Learner needs (Intervention resources, Leveled Classroom Libraries (Spanish/English).

Select the Bryk Essential that most aligns to the use of these funds:
- ◉ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation =

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

LCFF Concentration Grant (SCG-C) 07092

Allocation = $31,000

If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

.25 FTE Social Worker ($27,067). Marshall had their 1.0 MTSS Social Worker, cut to .5 2016-2017. Due to the population Marshall serves, it was determined by site SSC that a 1.0 FTE Social worker was critical to meet the needs of the community. $3,933.00 is targeted for instructional supplies to address needs of English Language Learners (Intervention, Leveled Libraries, Reader's Notebooks)

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◉ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = $116,064

If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

.6 FTE ($62,371) Class Size Reduction Teacher in 4/5th Grade .5 FTE ($51, 976) Literacy Coach. Both of these allocations are critical for Marshall to provide high quality Literacy Instruction, as well as providing more individualized instruction in the upper grades. $1,716.00 targeted for instructional supplie.

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◉ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

CATEGORIAL EXPENSES

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = $69,729   (31500)

How do you plan to use these funds?

.4 FTE ($41,581) 4/5 Class size reduction teacher .25 FTE ($25, 988) ARTIF $2,160: Spanish Leveled Reading Book for classroom libraries.

Select the Bryk Essential that most aligns to the use of these funds:
- ⦿ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

1% Title I Parent Set Aside = $653

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

The parent set aside for is supplies and snacks for ELAC, SSC, and parent workshops.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council:

Select the Bryk Essential that most aligns to the use of these funds:
- ⦿ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Impact & Innovation Awards =

Referencing your plan, how do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:
- ◯ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Principal's Innovation Fund =   *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:
- ◯ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Equity Grant =

Identify Sub-group & specific actions

Select the Bryk Essential that most aligns to the use of these funds:
- ◯ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Other (PTA, external sources, School Quality Pairing/CoP work) = $28,000

How do you plan to use these funds to support your school-wide actions? (**Limit: 250 words**)

Funds help support Playworks and Education Outside Programs at Marshall.

Select the Bryk Essential that most aligns to the use of these funds:
- ◯ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◯ Professional Capacity *(LCAP Priorities: Basic)*
- ◯ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ◯ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

CENTRAL SUPPORTS & RESOURCES

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.75	1.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
	.5		
Other:	Other:	Other:	Other:

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

Literacy Coach is .5 funded by site to create 1.0 FTE. Lit Coach supports implementation of CAL through grade level planning, school wide PD, and individual coaching of teachers. Social Worker is .5 funded by site to create 1.0 FTE. Social worker is critical for supports for our students and families. The last few years, marshall has had an inlfux of newly arrived families who experienced significant trauma in their home country.

SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: **10/4/2018**
☑	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **10/4/2018**

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

School Site Council Learning Module - SSC Parity

SFUSD Website, School Site Council Page

Name	Role	Signature
Peter Avila	Principal	
Araceli Villolobos	Family Liaison	
Ted Sykes	Teacher	
Greg Arias	Teacher	
Gerry Gomez	Teacher	
Elizabeth Rood	Parent-alternate	
Monica Flores	Parent-	
Chris Donahue	Parent	
Christina Rivera	Parent	
Robin Goldfaden	Parent	
Loring Pfieiffer	Parent	