

PASADENA UNIFIED SCHOOL DISTRICT

**SCHOOL ACCOUNTABILITY PLAN  
2016-2017**

-The Single Plan for Student Achievement

Marshall Fundamental Secondary School

19-64881-1931674  
CDS Code

Date of this revision: 05/01/2016

The Single Plan for Student Achievement (SAP/SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the School Plan on .**

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## Mission Statements and School Descriptions

2016-2017

### School Vision and Mission

Vision Statement  
Soaring to success!

### Mission Statement

The mission of Marshall Fundamental Secondary School, a diverse educational community, is to graduate students who are empowered to think critically, to act responsibly, and to take on challenges through a system distinguished by instruction that is both rigorous and engaging and a culture that invites and embraces students and their families.

### School Profile Description

Please include:

- geographical, social, cultural, educational and economic community base
- grade levels/school configuration
- student enrollment figures/trends
- poverty level (e.g., percentage of students that are on free/reduced price lunch)
- feeder program and schools
- language, racial and ethnic make-up of the student body
- school staffing
- school facilities, including technology, library and media resources
- how the school community works together to establish and promote the culture of the school
- description of how the school provides individual student academic assessment results in language the parents understand, including an interpretation of those results
- other important characteristics of the school and
- **FOR SCHOOLS IN PROGRAM IMPROVEMENT (PI) identify areas and/or subgroups not meeting AYP targets and identify the school's year of PI status.**

Marshall Fundamental Secondary School is one of few schools that offer grades 6-12 within the same educational site. Since 1973, when the school was reopened as a "fundamental" school, Marshall Fundamental has maintained an unwavering commitment to providing students with a firm, wide-ranging academic foundation on which to build a successful future. As a public school, Marshall maintains a unique relationship within Pasadena Unified School District. The school is a "permit-only" school and accepts students from a diverse geographical district. Students attending Marshall Fundamental reside in the Altadena, Pasadena, Sierra Madre and the unincorporated areas of Los Angeles. The demand to attend Marshall Fundamental has risen over the past few years.

In 2015-2016, with 1977 students (81 Special Day Class) coming from varying backgrounds, cultures, socio-economic groups, and academic profiles, our school's ultimate strength lies in its ability to offer a diverse array of programs, services and instructional methodologies to meet the needs of all students. Our current diversity breakdown is 56% Hispanic, 19% White not of Hispanic origin, 10% African American, 4% Asian, and 12% mixed race or other. 64.4% of the student population is enrolled in the Free and Reduced Lunch Program.

Students participate in a full comprehensive athletic program and a strong Associated Student Body [ASB] program that includes 52 clubs and organizations. In addition to a Learns program that serves 150 Middle School students and 220 high school students after school, Marshall has an athletics program for Middle School students.

Marshall Fundamental currently maintains a staff of 78 teachers. 65 teachers teach general ed (65.7 FTE) of which all are fully credentialed. 12 teachers teach special ed classes, including 1 teacher who teaches 2 periods of adaptive PE, of which 9 are fully credentialed, 1 holds an intern credential, and 1 holds a short-term staff permit. 2 teachers are funded through ROP, of which one teaches only 3 periods, and both are fully credentialed. Marshall also maintains 1 librarian, 1 school nurse, 4 counselors and an additional counselor for 500 hours a year, 1 principal, and 3 assistant principals. Marshall offers a variety of courses that incorporate the varying academic needs of students. Courses are layered to provide intervention and strategic instruction in literacy and math; as well as AP Prep and Advanced Placement. GATE students are identified at the 6th grade level and are incorporated into classes that provide enrichment through either AP Prep or Advanced Placement. Marshall Fundamental employs 1 LDRTs at 40% each that works with ELL students, CELDT testing, site instructional leadership, and serves as liaison to the ELAC parent group. Marshall also employs Marshall has 23 instructional aides, 4 security officers, a LEARNs coordinator, 6.5 custodians, 10 clerical staff, and 3 hourly employees.

Marshall Fundamental maintains a focused coalition of parents in the ELAC, PTSA, AAPC (African-American Parent Council), Music Boosters, and Athletic Boosters. In addition, the SSC retains its strength in providing vision and focus regarding implementation of SPSA targets and the expenditures of funds. These coalitions provide the foundation of our parent community outreach, which is then supplemented by weekly phone and email blasts, Marshall website [http://www.edlinesites.net/pages/Marshall\\_Fundamental](http://www.edlinesites.net/pages/Marshall_Fundamental), Constant Contact, and SchoolMessenger, a phone outreach program. In addition to a Parent Volunteer Coordinator, who assists in bringing parents into the school, and lead the parent-learning component of the EPSTEIN Model, the SSC has been instrumental in providing strong academic assistance through funding of programs such as Accelerated Reader and ALEKS, personnel support for the ELL students, and security cameras on campus. Marshall completed the second year of the Academy for Creative Industries (ACI) building upon the already large and successful program. The first year only 9th graders were officially part of the Academy; and the second year included both 9th and 10th graders with the plan to add a new grade each year.

Marshall has 1 computer labs for students with a total of 28 computers and an additional 51 computers in the library. Wireless Internet has been installed across campus. The physics/robotics classroom has 40 laptops in a cart and the journalism class has 10 laptops and cameras. Additionally, Marshall has 1869 Chrome Books in 47 mobile carts that bring computers into each class; additionally each teacher has a Chrome Book. The library has student computers and a computer lab, a textbook room with expandable shelving and additional teacher workspace. Renovations of the athletic facilities are in their second year. 8 bungalow classrooms were removed from campus, 6 tennis courts were installed, and a new gym facility which will include 4 new classrooms, a weight room, and a gym to seat over 1000 guests is nearing completion. The gym is estimated to be completed by August 2016. Plans are in place to update the locker rooms and gym floor in the old gym.

Over the past few years the enrollment at Marshall Fundamental has increased by approximately 100 students. This is due to Marshall opening up more permits than in previous years.

Marshall maintains a cohort graduation rate above 95% over the past several years. The cohort is the group of students who begin in 9th grade and graduate within 4 years. Marshall continues its open access policy to Advanced Placement and pre-Advanced Placement classes to expose and engage students to rigorous curriculum aligned to college standards. Consequently the number of AP tests given at Marshall has significantly grown to almost 1000 tests in 2016. The passage rate has remained about constant with roughly one-third of all the tests taken being passed.

## School Data for 2015-2016 School Year (Prior Year)

### Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	%		14-15	15-16
African American	181	9.2%	Attendance %	97.53	96.81
Asian	80	4.1%	Truancy %	8.72	27.9
Hispanic/Latino	1,221	62.0%	<b>Suspensions</b>		
White	374	19.0%	# of	204	168
Multiple/No Response	16	0.8%	# of individual students	120	116
Other	35	1.79%	<b>Referral for Expulsions</b>		
English Learner	166	8.50%	# mandated	0	0
Socio-Econ. Disadvantaged	1312	66.94%	# permissive	0	0
Special Education	208	10.61%			
Foster Youth	30	1.53%			
<b>Total Enrollment:</b>	<b>1,971</b>				

#### Reclassification

Target	<b>15% increase</b>
% of students who reclassified	<b>9.93</b>
% of students that moved up by 1+ levels	<b>37.80</b>

### School Improvement Progress Narrative

Target/Goal/ Focus Area	Prior Year Goal Use either annual goal/target (if available) or monitoring indicators	Met? Yes (Y) No (N) Progress (P)	Analysis Explain why met or did not meet Analyze and address both implementation and outcomes.
<b>Math</b>	The math department will continue the transition to CCSS following the district pacing guide and implementing CCSS lessons, develop and use common assessments based on the new standards, and focus on the Standards for Mathematical Practice.	Yes	Math department trained by district and math coach monthly to review and plan lessons based on CCSS (either in 3-period blocks or in a full day pull out). Math and 6th grade teachers met biweekly for collaboration. Math teachers continued with the Mathematics Vision Project with more problems focused on real world context. ALEKS licenses used for Math 6, 7, 8, 1, 2 and College Algebra; reports indicate most students moved up a grade level based on assessments and that 75% of students using ALEKS passed their math class. Math gave benchmarks, but did not adhere to giving monthly common assessments. All students participated in writing in math through the Drought Innovation Project.
<b>English Language Arts</b>	Marshall will support students to improve academic vocabulary, sentence structure, and writing grounded in evidence from text	Yes	Two staff development meetings focused on writing across the curriculum and the Marshall Writing Way with a focus on cross-curricular writing and using evidence from text. Social Studies gave timed writings in class using documents to support arguments. In science the department created and implemented 8 Free-Response Questions and rubrics to be used in Life Science, Physical Science, AP Biology, AP Chemistry, AP Physics, and Earth Science. Each 6th grade class gave a Narrative, Argument, DBQ, and Informative Essay. The Spanish teachers developed writing folders and used graph interpretation supporting writing strategies in all other classes, only in Spanish. PE and VAPA each implemented academic vocabulary units and exams with the goal of 75% or more passing. The English department focused on all students writing a Response to Literature, Argument, Informative, and Narrative Essay. Accelerated Reader was used as a monitoring and assessing tool for reading. The entire school participated in an Innovation Project on the Drought using research and developing writing grounded in evidence in all their core curricular classes.

<b>Closing the Gap</b>	Marshall will reclassify 15% of our EL students.	No	Marshall reclassified 9.9% of EL in the 15-16 school year as of April 30, 2016. In the 14-15 school year the reclassification criteria was changed and Marshall classified 28.4% - far exceeding the goal. For 15-16 Marshall did not meet the goal, in a large part because so many students were reclassified the previous year. Some students.
<b>Parent/Community Engagement</b>	Marshall will continuously improve communication to all parents through various means.	Yes	Marshall communicates weekly with parents. Each Sunday evening a phone call and email are sent to families informing them of pertinent information to the school. On Friday afternoons another email is sent out to parents on the list serve through Constant Contact of pictures, highlights, and more information for parents. The Facebook page and Twitter feed are updated daily with information and celebration of the students. All notification is sent in English and Spanish. Marshall began the year with 2 community assistants - part way through the year 1 transferred to a different department on campus. The community assistants gather the information and coordinate with parent groups for events. Naviance training was held for all students and opportunities for parents to come and learn, too. Online textbook availability information was distributed to start the year. Parent nights were held for 9th and 11th grade families. Marshall maintains an active PTSA, SSC, AAPC, ELAC, music boosters, and athletic boosters. 1373 students have parent portal accounts, 70% of the student population, an increase from 66% in 2014-2015.
<b>School Safety, Climate and Culture</b>	Referrals to the office will decrease by 10%.	Yes	In 2014-2015, 3178 times a student was sent out of class (1559 times with a referral and 1619 times without a referral). In the 2015-2016 school year through April 30, 2016 with 5 weeks remaining in the school year, 2125 times a student has been sent out of class (1427 times with a referral and 698 times without a referral). The RTI strategies were reinforced and measured weekly with staff. 3 A Monday meetings focused specifically on RTI strategies. The School Safety Committee met monthly and maintained the safety plan. Fire drills and earthquake drills were held.
<b>School Selected</b>	Marshall will deploy a rigorous and relevant curriculum that emphasizes common core instructional shifts in all classrooms and supports 21st Century teaching and learning as outlined in the PUSD Academic Plan	Yes	Math department pulled out and trained monthly in 3-hour or full day blocks. English, Spanish, Science, and Social Studies pulled out once each semester to work with district coach on the CCSS Instructional Shifts in Literacy and Mathematics. Common Assessments were developed and utilized partially. Assessments focused on short answer and explaining reasoning. Marshall Writing Way reinforced in all curricular areas. District-provided and

			school-purchased Chromebooks (1869) used in many classes for math programs, writing, and assessing. Teachers also attended CUE Conference and Google Conference. Teachers shared best technology practices at A Monday meetings. Chromebooks purchased for all teachers to use; emphasis on google docs, google sheets, and collaboration. 3D printing technology used in Graphic Design and used by some middle school classes through collaboration. A Literacy and Math Coach were used to help facilitate the implementation of 21st Century Learning in all classes. Marshall also embarked on its first Innovation project. All students in the school participated in a project focused on the drought. The students put together research papers incorporating math, science, social studies, and English. The top papers were posted online and then voted on by the student body. The final 11 projects were then presented at the Metropolitan Water District.
<b>Graduation – Career/College Ready</b> Formerly CAHSEE	The percentage of 10th grade students passing the math and ELA CAHSEE will be above 90%	No	CAHSEE was not given this year

Other Successes/Challenges/Areas for Improvement not noted above as part of a specific targeted area for improvement

Success/Challenge/Area for Improvement	Related Goal Area (if applicable)	Analysis - What made success possible? For challenges or areas of improvement, address the underlying needs and potential barriers.

## Planned Improvements for Student Performance - Summary of School Targets for School Year 2016-2017

Area of Focus	School Targets
<b>Math</b>	The math department will continue the transition to CCSS following the district pacing guide and implementing CCSS lessons, develop and use common assessments based on the new standards, and focus on the Standards for Mathematical Practice.
<b>English Language Arts</b>	Marshall will support students to improve academic vocabulary, sentence structure, and writing grounded in evidence from text
<b>Closing the Gap-</b> must include one indicator for EL	Marshall will reclassify 15% of our EL students.
<b>Parent and Community Engagement</b>	Marshall will continuously improve communication to all parents through various means
<b>School Safety, Climate and Culture</b>	Referrals to the office will decrease by 10%
<b>School Selected*</b>	Marshall will deploy a rigorous and relevant curriculum that emphasizes common core instructional shifts in all classrooms and supports 21st Century teaching and learning (including increasing the use of technology in lessons, assignments, testing, and student projects in every curricular area) as outlined in the PUSD Academic Plan and use the formalized professional development plan to guide the instructional shifts and measure the effectiveness of the training using a schoolwide database system.
<b>Graduation/Career and College Ready (High Schools Only) –</b> must include an indicator for CAHSEE	

\* Select one of the following: Science, Social Studies/History, VAPA, Technology, Special Education.

	<b>PRIORITIES</b>	<b>CDE MEASURES(not exhaustive list)</b> <b>These are the measures identified within the LCAP as per CDE</b>
<b>Conditions for Learning</b>	<b>Basics (B)</b>	<ul style="list-style-type: none"> <li>• Rate of teacher misassignment</li> <li>• Student access to standards-aligned instructional materials</li> <li>• Facilities in good repair</li> </ul>
	<b>Implementation of CCSS (CCSS)</b>	<ul style="list-style-type: none"> <li>• Implementation of CCSS for all students, including EL's and students</li> </ul>
	<b>Course Access (CA)</b>	<ul style="list-style-type: none"> <li>• Student access and enrollment in a broad course of study that includes all of the subject areas</li> </ul>
<b>Student Outcomes</b>	<b>Student Achievement (SA)</b>	<ul style="list-style-type: none"> <li>• Performance on standardized tests</li> <li>• Score on API</li> <li>• Share of students that are college and career ready</li> <li>• Share of ELs that become English proficient</li> <li>• EL reclassification rate</li> <li>• Share of students that pass AP exams with 3 or higher</li> <li>• Share of students determined prepared for college as measure by the EAP</li> </ul>
	<b>Other Student Outcomes (OSO)</b>	<ul style="list-style-type: none"> <li>• Other indicators of student performance in required areas of study. May include performance on other exams</li> </ul>
<b>Engagement</b>	<b>Parent Involvement (PI)</b>	<ul style="list-style-type: none"> <li>• Efforts to seek parent input</li> <li>• Promotion of parental participation</li> </ul>
	<b>Student Engagement (SE)</b>	<ul style="list-style-type: none"> <li>• School attendance rates</li> <li>• Chronic absenteeism rates,</li> <li>• Middle and high school drop out rates</li> <li>• Graduation rates</li> </ul>
	<b>School Climate (SC)</b>	<ul style="list-style-type: none"> <li>• Student suspension rates</li> <li>• Student expulsion rates</li> <li>• Other local measures</li> </ul>

## Planned Improvements in Student Performance – Target/Goal Page

<p><b>Target : <i>(insert annual target/goal)</i></b>  <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>                  The math department will continue the transition to CCSS following the district pacing guide and implementing CCSS lessons, develop and use common assessments based on the new standards, and focus on the Standards for Mathematical Practice.</p>	
<p>Area of Focus:                  X Math <b>(LCAP: SA, CA, OSO, CCSS)</b>                  English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b>                  Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b>                  Parent and Community Engagement <b>(LCAP:PI)</b></p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b>                  Graduation/College and Career Ready <b>(LCAP: SA)</b>                  (High Schools only – must include an indicator for CAHSEE)                  School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Marshall math faculty will master the intent and content of all CCSS and instructional shifts in mathematics on an ongoing basis.	Math department and 6th grade teachers will meet biweekly to hold discussions and exchange of ideas and expertise to master the standards	The math department and 6th grade teachers will do collegial visits examining the Depth of Knowledge of each faculty member. By the end of the year each faculty member will be well versed in all relevant CCSS.			Throughout the 2016-2017 schoolyear.	
Marshall math faculty will implement and evaluate the Scope & Sequence pacing guide provided by PUSD and based on CCSS	Daily incorporation of the CCSS into lessons per PUSD Scope & Sequence Chart. Each faculty member will keep an accurate calendar of class sessions and how long each new standard takes to be learned.  Teachers will participate in pull out days with district instructional coaches to	All math department faculty members and the department chair will be the lead teachers to collect data and share with the district about the PUSD Scope & Sequence Chart.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base 5000 LCFF - Base 1200	Throughout the 2016-2017 schoolyear.	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>develop and analyze common assessment data.</p>					
<p>Each math course will administer common assessments and monthly cross-curricular writing assignments to measure the learning of math based on the CCSS.</p>	<p>Teachers will use the new CCSS and follow the district provided Scope &amp; Sequence Pacing Chart</p> <p>Teachers will develop assessments based on CCSS and provide extended answers on the test (beyond multiple choice) that matches the Depth of Knowledge of CCSS</p>	<p>Teams will meet monthly by courses (algebra, geometry, CC Math 8, etc.) to measure CCSS progress on common assessments as well as common writing assignments</p>			<p>Throughout the 2016-2017 schoolyear</p>	
<p>All math students will need practice in CCSS problem solving and application.</p>	<p>CCSS strategies and pertinent assessments will be used to promote collaboration, more effective and fluent communication, higher level/critical thinking and more creative applications of key concepts to solve varied problems.</p> <p>Use of ALEKS as an assessment program to monitor student progress and provide feedback to students.</p> <p>Teachers will research and use other online assessment materials, such</p>	<p>Student progress will be assessed through math performance tasks in addition to other standard assessment tools. Students will be exposed to Smarter Balance assessments. Quarterly Common Assessments in 6th grade will be administered with students scoring an average of 70%.</p> <p>Over 85% of all students in ALEKS will achieve grade level by the end of the year.</p>	<p>4000-4999: Books And Supplies</p>	<p>LCFF - Base 24,000</p>	<p>Throughout the 2016-2017 school year</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>as the Kahn Academy.</p>					

**Planned Improvements in Student Performance – Target/Goal Page**

<p><b>Target : (insert annual target/goal)</b>  <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>          Marshall will support students to improve academic vocabulary, sentence structure, and writing grounded in evidence from text</p>	
<p>Area of Focus:  <b>Math (LCAP: SA, CA, OSO, CCSS)</b>  <b>X English Language Arts (LCAP: SA, CA, OSO, CCSS)</b>          Closing the Gap (must include EL reclassification goal of no less than 15% increase  <b>(LCAP: SA, CA, OSO, CCSS)</b>          Parent and Community Engagement <b>(LCAP:PI)</b></p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b>          Graduation/College and Career Ready <b>(LCAP: SA)</b>          (High Schools only – must include an indicator for CAHSEE)          School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
With the advent of CCSS Marshall needs to increase writing in all classes in a variety of formats and continue with a common writing plan with consistency and expectations for all students, including EL and SWD..	Cross-curricular collaboration with a focus on writing; special emphasis will be given to SWD and EL  "Marshall Way" of writing implemented in all curricular areas  Professional Development pull out days in ELA, Science, Social Studies, and World Languages to emphasize writing using evidence in all curricular areas - 1 time each semester	Similar components and tools will be used to measure writing in every class as outlined in the "Marshall Way."  During A-Monday meetings each department will discuss and analyze data on writing goals and provide work samples to assess student progress	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits	LCFF - Base 5000  LCFF - Base 1200	Throughout the 2016-2017 schoolyear	
Students, including SWD	Schoolwide training by site	Student research			Each semester of	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>and EL, will be able to conduct research in a variety of areas and apply the research. Students will be able to analyze and distinguish between reliable and unreliable resources</p>	<p>librarian in resources available in the library for conducting academic research</p> <p>Develop common rubrics and teachers calibrate grading against common rubrics</p>	<p>conducted at least once a semester</p> <p>Teachers participate in common grading of assignments for calibration</p>			<p>the 2016-2017 school year</p>	
<p>With the change in CCSS more emphasis and practice is needed on informational text and expository writing. The focus on raised rigor will include differentiation and support for EL and SWD</p>	<p>Common reading and writing assignments across grade levels. Students will be given informational text selections with primary and secondary sources for them to read, evaluate, and write about in all curricular areas. Writing and vocabulary instruction in all academic disciplines</p> <p>Use of Accelerated Reader and Accelerated Reader 360 to bring in nonfiction literacy in all curricular areas</p>	<p>Daily writing.</p> <p>Formal writing assessments in all classes</p> <p>Consistent use of common ELD strategies such as sentence frames, sentence starters, synonyms.</p> <p>Total Physical Response (TPR)</p> <p>Right is Right (not accepting incomplete or half correct answers)</p> <p>All students will achieve 70% or better on writing assessments.</p> <p>Grades 6-10 will use Accelerated Reader and Accelerated Reader 360 and grow one year in reading fluency based on pre-and post-tests.</p>	<p>4000-4999: Books And Supplies</p>	<p>LCFF - Base 30,000</p>	<p>Each quarter.</p>	
<p>Science and Social studies will focus on literacy through CCSS, including Spec Ed teachers. This includes pairing articles,</p>	<p>Document-based questions in all levels of history</p> <p>Timed writing</p> <p>Thesis practice</p> <p>Narrative writing</p>	<p>Social studies will use DBQ writing project in all classes and focus discussion and assessment among teachers</p>			<p>Throughout the 2016-2017 schoolyear</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>short stories, novels, or primary documents that have a connection to the time period/topic being addressed in English class. Cross-curricular writing assignments will be connected to the readings</p>	<p>Everybody writes Focus on using evidence in writing Use of Accelerated Reader 360 in Science and Social Studies as a resource for nonfiction text</p>	<p>Science will use common rubrics and norm grading to collectively grade the responses and use the data to drive classroom instruction PE will use vocabulary instruction to support physical activity</p>				

## Planned Improvements in Student Performance – Target/Goal Page

<p><b>Target : (insert annual target/goal)</b>  <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>                  Marshall will reclassify 15% of our EL students</p>	
<p>Area of Focus:                  Math <b>(LCAP: SA, CA, OSO, CCSS)</b>                  English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b>                  X Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b>                  Parent and Community Engagement <b>(LCAP:PI)</b></p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b>                  Graduation/College and Career Ready <b>(LCAP: SA)</b>                  (High Schools only – must include an indicator for CAHSEE)                  School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Identify long term English Learners and place them in adequate clusters or classes  Use the PUSD EL Master Plan to appropriate schedule all EL students into ELD classes	Use the Master Schedule to provide classes that address the needs of the LTELs  Apply EL strategies to improve engagement and vocabulary growth that will target their listening, reading, writing, and communication skills (areas focused on CELDT)	LDRT will monitor all EL students throughout the school year to determine if students are meeting qualifications of reclassification, emphasizing those students who have been in the program the longest.  PUSD EL Master Plan and PUSD Academic Plan focusing on closing the achievement gap will be used as a guide and measuring tool of EL progress.  Provide a teacher dedicated to EL curriculum, 80%  LDRT provided by district funds	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits	LCFF - Base 45,000  LCFF - Base 12,000	Start of schoolyear	

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<p>The main impediment to reclassification is student grades. Marshall needs to work to raise the grades of EL students to facilitate reclassification.</p> <p>Focus on improving student grades for EL students and other students, such as African American students, who have D's and F's</p>	<p>Progress checks at least once each quarter, more frequently if student needs more support.</p> <p>Training with all teachers in ELD/SDAIE strategies to support all students.</p> <p>Form letter to parents from counselors regarding support to help failing grades</p> <p>Provide targeted tutoring to at-risk students and communicate availability to parents, as directed by tutoring coordinator</p> <p>After school credit recovery program for middle school students who have received a D or F on a semester grade</p> <p>Provide mentoring to students who are struggling</p>	<p>Parent conferences with Assistant principal and LDRT for all EL students in first 60 days of school to review grades</p> <p>D/F reports run for each teacher at each quarter</p> <p>Counselors review D/F lists at each quarter to reduce fails by 10% at each quarter</p> <p>Tutoring coordinator to facilitate targeted tutoring for students and communicate availability to families</p> <p>Partner with LEARNs and use site funds to pay for after school tutoring and provide additional intervention to students</p> <p>Community groups, including AAPC, will recruit community volunteers to help serve as mentors to the students</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>LCFF - Base 20,000</p> <p>LCFF - Base 10,000</p> <p>LCFF - Base 7,500</p>	<p>Start of schoolyear</p>	
<p>Every teacher can identify each EL student in class and is attentive of their individual language needs.</p>	<p>Specific EL classes (grades 6-9) to monitor student progress and support language needs of students.</p>	<p>Asst. Principal and LDRT will meet with each grade level in small groups of 5 to 10 students every grading period to have an</p>			<p>Start of schoolyear</p>	

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<p>Students are aware and accountable of their own progress and resources, such as tutoring, available to help them raise grades and address their areas of need</p>	<p>Teachers will continue to apply EL strategies to enhance vocabulary and strengthen students’ listening, reading, writing, and communication skills</p> <p>Teachers will use new ELD curriculum, 3D Issue Course 1 for Middle School and 3D course 2 for High School</p>	<p>informative discussion about the requirements needed for reclassification (CELDT, grades, CAHSEE), and review current levels with students</p> <p>LDRT will continue to monitor all EL students throughout year to determine if they are on track to reclassify</p>				
<p>Partner with EL parents to support the progress of EL.</p> <p>Partner with African American parents about academic progress.</p>	<p>Individual parent meetings held with LDRT and each EL parent to explain reclassification, what it means for the student, and how to support the student to reclassify.</p>	<p>Parent meetings will begin to start the year. Parents of EL who do not show academic progress will continue to meet with the school to support the student.</p>			<p>August 2016</p>	

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : (insert annual target/goal)</b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b> Marshall will continuously improve communication to all parents through various means	
Area of Focus: Math <b>(LCAP: SA, CA, OSO, CCSS)</b> English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> X Parent and Community Engagement <b>(LCAP:PI)</b>	School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> Graduation/College and Career Ready <b>(LCAP: SA)</b> (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Approximately two-thirds of parents have set up parent portal accounts (1373 of 1945). Not all understand how to use the Parent Portal.  Begin setting up students with student portal accounts	Training is needed for parents how to access and use all data for Parent Portal (academics and attendance)  Computers for parents to use on campus to access Parent Portal if they do not have Internet access at home.	The goal is for 90% of parents to have Parent Portal accounts by the end of the school year  Community Assistant 3 hours a day provided by district LCAP Bilingual Community Assistant 4 hours a day	2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits	LCFF - Base 15,000  LCFF - Base 3,000	August 2016	
The parents prefer different ways to communicate, thus more than one form of communication will be sent by the school to connect with parents.	Communicate with parents through various methods, print, email, and phone. All communication sent in at least English and Spanish. Assistant Coordinator, Marketing, Student Recruitment and Community Relations to	Weekly phone and email blasts will be sent to parents, reports will monitor how many listen to or read the message. Quarterly newsletters will be sent by mail to all Marshall families. Parent meetings for 6, 9, and 11 grade about	4000-4999: Books And Supplies  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits	LCFF - Base 7,000  LCFF - Base 60,000  LCFF - Base 15,000	August 2016	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>work in the office to market the school to the community to develop positive relationships and build connections within the community with a focus on connecting all subgroups, including EL, SWD, Latino, and African American families.</p>	<p>academic plans</p> <p>Assistant Coordinator, Marketing, Student Recruitment and Community Relations to develop community networking and outreach to advertise to the community, assist parents, coordinate services for students and parents on campus</p>				
<p>The school has licenses for online textbooks for middle school ELA, math, and history and high school math, biology, and chemistry.</p>	<p>Parent accounts need to be created for all parents for appropriate textbooks.</p>	<p>Notify parents of availability of online access.</p> <p>Set up online accounts for parents.</p> <p>Train teachers in how to set up accounts to support the parents of their students.</p>			<p>August 2016</p>	
<p>A new webpage has been created for Marshall. Information needs to be added that are useful to parents and community members. Also, Naviance is being incorporated into college/career readiness preparedness</p>	<p>Up-to-date school calendar; Counseling page including a-g requirements, up-to-date course offerings; library resource with databases on access to online textbooks; links to Parent Portal; Naviance. Teacher web pages included Haiku and Google classroom</p>	<p>The web page will begin to be populated immediately and continue to be updated regularly throughout the year. Student training on Naviance by grade level beginning with seniors. Parent meetings each semester to review Naviance and the tools it offers.</p>			<p>Continuously</p>	



## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : (insert annual target/goal)</b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b> Referrals to the office will decrease by 10%	
Area of Focus: Math <b>(LCAP: SA, CA, OSO, CCSS)</b> English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> Parent and Community Engagement <b>(LCAP:PI)</b>	X School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> Graduation/College and Career Ready <b>(LCAP: SA)</b> (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
In 2013-2104, 2730 times a student was sent out of class (1435 times with a referral and 1295 times without a referral). In 2015-2016 through May 15, 2998 times a student was sent out of class (1478 times with a referral and 1520 times without a referral). In the 2015-2016 school year through April 30, 2016 with 5 weeks remaining in the school year, 2125 times a student has been sent out of class (1427 times with a referral and 698 times without a referral)	Continue Response to Intervention (RTI) training with staff working on proactive strategies Marshall staff will do prior to students engaging in behavior that merits a referral or suspension. Continued use of alternate forms of suspension. Academic Success Plan developed and piloted to provide positive communication between school and home. Use teacher in In School Suspension to reach out to students for behavior and academic intervention, focusing on students most	Weekly reports of ISS referrals and suspension data will be measured and shared with staff. Data disaggregated by subgroup to ensure targeted populations' needs are met. Logs and behavior progress of students on contract, students working with ISS lead teacher, behavior intervention specialist, and tutoring coordinator.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base 21,000 LCFF - Base 5000	August 2016	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>at risk, and providing academic and behavior support. Target at-risk students before they get in trouble or grades fall behind.</p> <p>Behavior Intervention Specialist, Tutoring Coordinator, and At-Risk Counselor to work with families, students, and teachers on referral basis and by using data points on behavior and academics to reach out to students in behavior and academic jeopardy with a focus on EL, SWD, Latino, and African American students.</p>					
<p>School safety plan needs to be continually updated with the input of the community, staff, and students in order to involve all stakeholders.</p>	<p>Use the school safety committee led by parents, students, teachers, staff, and an administrator to continually revise the site safety plan.</p> <p>The school safety committee will meet at least once a quarter providing progress of their plan.</p> <p>2 fire drills per year, earthquake drill, and shelter-in-place</p>	<p>The recommendations of the School Safety Committee will be measured by the quarterly reports to the SSC.</p>			<p>Continual</p>	

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<p>Many visitors come to Marshall daily. Support is needed to monitor visitors and maintain safety for students.</p>	<p>Implement a visitor management system that screens visitors. Systematic check-in system developed in the office.</p> <p>Signs posted on exit to keep doors securely shut to bring visitors through the front of the school</p> <p>Cameras used to help maintain campus security</p>	<p>Visitor logs maintained digitally with management system.</p>	<p>4000-4999: Books And Supplies</p>	<p>PEF 800</p>	<p>August 2016</p>	

## Planned Improvements in Student Performance – Target/Goal Page

<p><b>Target : (insert annual target/goal)</b>  <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>          Marshall will deploy a rigorous and relevant curriculum that emphasizes common core instructional shifts in all classrooms and supports 21st Century teaching and learning (including increasing the use of technology in lessons, assignments, testing, and student projects in every curricular area) as outlined in the PUSD Academic Plan and use the formalized professional development plan to guide the instructional shifts and measure the effectiveness of the training using a schoolwide database system.</p>	
<p>Area of Focus:  <b>Math (LCAP: SA, CA, OSO, CCSS)</b>  <b>English Language Arts (LCAP: SA, CA, OSO, CCSS)</b>          Closing the Gap (must include EL reclassification goal of no less than 15% increase  <b>(LCAP: SA, CA, OSO, CCSS)</b>          Parent and Community Engagement <b>(LCAP:PI)</b></p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b>          Graduation/College and Career Ready <b>(LCAP: SA)</b>          (High Schools only – must include an indicator for CAHSEE)          School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education, X CCSS and 21st Century Teaching and Learning)</p>

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Marshall staff will continue maintaining expertise in the CCSS Instructional shifts in Literacy and Mathematics. Staff in social studies, science, ELA, and math will implement CCSS lessons developed by the district in the Curriculum Review Workshop and measure student learning through these lessons. Marshall will provide continued practice in online assessments. And to prepare for Smarter Balanced Assessments, Marshall needs to increase student practice and access to online assessments.	Teachers will continue be trained with district PUSD staff and school administration on CCSS and lesson development. Teachers will access CRW lessons. Teachers will reflect and measure effectiveness of lessons on student learning.  Students need practice on performance based, technology-enhanced assessments	Teachers will use recently developed assessments and continue to develop assessments (including performance, presentations, and a culminating project) to measure student learning based on CCSS and grade using common rubrics and development on district curriculum committee. Lessons and common assessments will be measured quarterly. Data will be shared among staff and with the district on student learning based on a common rubric. Using practice Smarter Balanced assessments students will			August 2016	

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		<p>be able to get immediate feedback to progress based on CCSS.</p>				
<p>.Marshall teachers will engage students in cross-curricular projects based on CCSS, including a project in partnership with local community and business partners.</p>	<p>Implementation of ACI in 9th-11th grade.</p> <p>Use of CRC provided by district and development of our own projects based on CCSS, partnering with local business and community members with a culminating product and presentation.</p>	<p>Performances Presentations Writing/Reflection Common Rubrics Culminating project Cross curricular writing portfolios Naviance</p>	<p>1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits</p>	<p>LCFF - Base 2,000 LCFF - Base 500</p>	<p>August 2016</p>	
<p>EADMS, the district-adopted data management system is in place. However, it is not used consistently by all teachers, except when administering district benchmarks and performance tasks given by the English and math departments, and even then, not all teachers comply with district deadlines for data upload.</p> <p>Teachers need systematic training on how to use EADMS to administer formative and summative teacher-created assessments, including multiple-choice, constructed response, and</p>	<p>Continued support from the ELA and math Common Core Lead Teachers for their respective departments in establishing deadlines, providing instructions for data upload, and following up with individual teachers.</p> <p>Reinforcement from administration in holding teachers accountable for administering the benchmarks and performance tasks.</p> <p>EADMS professional development on creating and administering assessments in EADMS</p>	<p>Progress will be monitored with administration of Performance Task #1 (around October) and Performance Task #3 (around February) and the two district benchmarks (November and March).</p> <p>Target: 100% of math and ELA teachers administering the performance tasks and benchmarks and uploading performance task data to EADMS</p> <p>Pullout days for ELA and math departments to calibrate performance task scoring and learn procedure for data upload.</p>	<p>1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits</p>	<p>LCFF - Base 6000 LCFF - Base 1500</p>	<p>August 2016</p>	

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<p>performance task assessments.</p> <p>Departments need time to develop common assessments and input them into EADMS.</p> <p>Departments will collect student performance data to measure progress toward department goals. Data will be collected in a variety of ways, including assessments through EADMS, Haiku, and Google Classroom.</p>	<p>Department time focused specifically on development of common assessments</p> <p>Target: Departments to develop at least two common assessments (for the whole department, by grade level, or by level of class) for the school year in addition to assessments required by the district.</p> <p>Continue to create and give assessments in information systems where data can be gathered, disaggregated, and analyzed.</p>	<p>All teachers will administer district benchmarks and measure progress using EADMS. EADMS training on A Mondays.</p> <p>First common assessment developed and administered by end of first semester</p> <p>Second common assessment developed and administered by the end of the school year.</p> <p>Department chairs set targets for each goal and monitor progress in collaborative Google sheet with data and input from all teachers. Department goals measured biweekly throughout the year.</p>				
<p>Continue to develop a formal professional development plan.</p> <p>Monitor success of Rtl and classroom management professional developments through the use of discipline office data (referrals, suspensions, tardies, etc.)</p> <p>Monitor success of Depth</p>	<p>At leadership retreat prior to 2016-2017 school year, with input from department chairs, develop the professional development plan for A Mondays for the year.</p> <p>Prior to the start of the school year, plan dates for departmental pullout days.</p>	<p>Administration to plan A Monday professional development</p> <p>Math and ELA CCLT and district coaches to plan department pullout days</p> <p>4 half day pullouts for math and ELA; 2 half day pull outs for science, social studies, and 6th grade</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>LCFF - Base 2,000</p> <p>LCFF - Base 500</p>	<p>August 2016</p>	

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<p>of Knowledge, Teach Like a Champion, and Marshall Writing Way professional developments through the use of data gathered by administration during classroom observations.</p> <p>Monitor success of departmental goals through gathering and analysis of departmental data.</p>	<p>Continue to plan and deliver professional development focused on classroom management.</p> <p>Administrators will continue to conduct informal observations during which they assess depth of knowledge, use of Teach Like a Champion strategies and the Marshall Writing Way. DOK and Teach Like a Champion data will continue to be reported to teachers in the weekly e-newsletter.</p> <p>Professional development prior to end of current school year to examine data and discuss next steps. During the April leadership meeting, the number of goals to be set by each department was reduced from five to three to enable departments to engage in more in-depth data analysis of the remaining goals.</p> <p>Each department will develop its goals for the 2016-2017 school year by June 2016.</p>	<p>Periodically examine discipline office data to evaluate effectiveness of these trainings.</p> <p>Target: decrease in number of referrals, suspensions, and tardies</p> <p>Administrators will assess DOK, use of Teach Like a Champion strategies, and use of the Marshall Writing Way during short informal observations in classrooms. Departments will discuss data at biweekly A Monday meetings during department time.</p> <p>Department chairs will report data gathered by departments at monthly leadership meetings.</p> <p>Data will be compiled on a shared Google sheet to enhance data analysis with charts and other visuals.</p>				

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<p>All classrooms have a Chromebook cart except for 6th grade classes, where pairs of classrooms share one cart. Every 6th grade classroom needs its own Chromebook cart.</p> <p>The math department will continue to use ALEKS to differentiate math instruction</p> <p>Marshall will purchase Accelerated Reader 360 subscriptions, which will not only continue the use of Accelerated Reader by English teachers in grades 6-10, but will make informational texts related to science and history available to content area teachers and will enable those teachers to engage students in close readings of informational materials and assess their understanding of the texts.</p> <p>Train all teachers on Hapara, a program that enables teachers to monitor what students are doing online and keep them on-task.</p> <p>Train all teachers in Haiku, which allows teachers to administer tests, post handouts, and maintain a</p>	<p>Purchase additional Chromebook carts for 2016-2017 school year</p> <p>Purchase ALEKS licenses for 2016-2017 school year</p> <p>Purchase Accelerated Reader 360 subscriptions for 2016-2017 school year.</p> <p>Training at an A Monday meeting</p> <p>Training at an A Monday meeting</p> <p>This spring, staff have already received two Nearpod trainings during A Mondays.</p> <p>Staff were recently introduced to Kahoot by participating in an online quiz.</p>	<p>Principal to work with district to supply funding</p> <p>Math department to monitor implementation</p> <p>English department: students will be required to earn 10 Accelerated Reader points per grading period</p> <p>Science and History departments: teachers will assign informational texts correlated to their curriculum to their students</p> <p>Target: all teachers monitoring students' Chromebook use through Hapara when Chromebooks are being used</p> <p>Measurement: Classroom observations</p> <p>Target: all teachers have Haiku set up for their classes and use it regularly</p> <p>Measurement: Classroom observations</p> <p>Target: all teachers will design a Nearpod activity and a Kahoot quiz to use during the 2016-2017 school year</p> <p>Measurement: Teacher self-reports and reports from Nearpod and Kahoot</p>			<p>August 2016</p>	

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<p>class website. Students can turn in assignments online as well.</p> <p>Continue to seek out educational technology tools such as Nearpod, an interactive PowerPoint-like tool that allows teachers to collect instantaneous student feedback to assess student understanding, and Kahoot, an online quizzing tool that can be used for classroom polls and reviews of material.</p>						

## Planned Improvements in Student Performance – Target/Goal Page

<b>Target : <i>(insert annual target/goal)</i></b> <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>	
<b>Area of Focus:</b> Math <b>(LCAP: SA, CA, OSO, CCSS)</b> English Language Arts <b>(LCAP: SA, CA, OSO, CCSS)</b> Closing the Gap (must include EL reclassification goal of no less than 15% increase <b>(LCAP: SA, CA, OSO, CCSS)</b> ) Parent and Community Engagement <b>(LCAP:PI)</b>	School Safety, Climate and Culture (safe, respectful, responsible) <b>(LCAP: SC, SE)</b> Graduation/College and Career Ready <b>(LCAP: SA)</b> (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education, Common Core and 21st Century Teaching and Learning

What are the needs that can be identified from outcomes?  What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY

## Planned Improvements in Student Performance – Target/Goal Page

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## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	315,000	15,600

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	299,400

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	75,000
2000-2999: Classified Personnel Salaries	116,000
3000-3999: Employee Benefits	47,400
4000-4999: Books and Supplies	61,800

### Summary of Expenditures in this Plan

#### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	75,000
2000-2999: Classified Personnel Salaries	LCFF - Base	116,000
3000-3999: Employee Benefits	LCFF - Base	47,400
4000-4999: Books and Supplies	LCFF - Base	61,000
4000-4999: Books and Supplies	PEF	800

### Summary of Expenditures in this Plan

#### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,200
Goal 2	36,200
Goal 3	94,500
Goal 4	100,000
Goal 5	26,800
Goal 6	12,500

**Restricted Funding Personnel  
2016-2017**

<b>Personnel</b>	<b>Funding</b>	<b>General Duty and SPSA support</b>
EL Teacher	07091.0	Monitor and provide support to EL students and their families and monitor state compliance. Participate in ELAC. Teach classes focused on ELD standards.
Behavior Intervention Specialist	07091.0	Work with students and parents to monitor students on Academic and behavior contracts to monitor support – focus on Spanish-speaking families.
Bilingual Parent Liaison	07091.0	Reach out and serve as a bridge between parents (primarily Spanish speaking) and the school.
Tutoring Coordinator	07091.0	Connect community resources for academic support with students in the most need
Hourly Counselor	07091.0	Supports students with social and academic counseling, targeting the EL
Assistant Coordinator, Marketing, Student Recruitment, and Community Relations	07091.0	Work with and build new community partnerships to provide more resources to the school, market school to local community, connect with families and students regarding programs and services offered at the school.

**Centralized Services  
Provided by Student Support Programs**

## School Site Council Membership

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

Name of Members	Officer Position (President, Secretary, etc.)	Year of Term (1st, 2nd, etc.)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kevin Strotz	President	2nd				X	
Dori Rosental-Saporito	Vice-President	2nd				X	
Mark Anderson	Treasurer		X				
Melinda Marquez	Secretary	1st				X	
Gurmeet Sangha	Member	2nd			X		
Rebeca Dimmock	Member	2nd			X		
Mariah Benn	Member	1st					X
Cletus Ganschow	Member	2nd		X			
Cara Reyes	Member	1st		X			
Felita Kealing	Member	1st				X	
Brita Pinkston	PTSA Rep	2nd				X	
Mariana de la Torre	ELAC Rep	2nd				X	
LaMar Anderson	AAPC Rep	1st				X	
Christy Ware	Member	2nd		X			
<b>Numbers of members of each category:</b>			<b>1</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>1</b>

For elementary schools there should be parity between the number of staff on the site council and the number of parents/community members. For secondary schools, staff should make up one half of the council, students should make up one fourth and parents/community should make up one fourth.

The minimum number of SSC members for elementary is 10 and for secondary is 12.

For any SSC, teachers should make up the majority of staff members on the SSC.

## Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X	English Learner Advisory Committee	_____
		Signature
X	African American Parent Council	_____
		Signature
X	Community Advisory Committee for Special Education Programs	_____
		Signature
X	Gifted and Talented Education Program Advisory Committee	_____
		Signature
X	Other committees established by the school or district (list):	_____
	PTSA, Athletic Boosters, Music Boosters, ACI Advisory Committee, ASB	Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: May 18, 2016

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

_____	_____	_____
Signature of ELAC chairperson	Signature of ELAC committee member	Meeting Date

**Attested:**

Mark Anderson, PhD		
_____	_____	_____
Typed Name of School Principal	Signature of School Principal	Date

Felita Kealing		
_____	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

## Appendices

**Pasadena Unified School District  
Program Improvement Schools ONLY**

**School Program Improvement (PI) Activities Plan 2015-2016**

Per ESEA Section 1116, LEAS must report school level PI activities related to Title I Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

Site completes ONLY sections relevant to their PI level, and ONLY sections in which they have related actions/activities (e.g., PI 4 school might only have information in section 1, sections 7, 8, or 9, and section 10). Rather than leave a section blank, please mark unused sections with "N/A".

	<b>Information</b>	<b>WHO</b>	<b>WHAT</b>
1	PI Year	All PI Levels	
2	Decrease management authority (eg., District provides increase administrative oversight over decisions made previously at site level )	PI 3	
3	Replace school staff relevant to the failure of making AYP (eg., specific grade levels of content areas that are not meeting targets)	PI 3	
4	Implement a new curriculum, including appropriate professional development	PI 3	
5	Extend school year or day	PI 3	
6	Appoint or contract with outside expert to advise the school on making AYP based on its school plan	PI 3	
7	Restructure or plan to restructure the internal organization	PI 3-5	
8	Plan to or open school as a public charter school	PI 4-5	
9	Plan to or did replace all or most of school staff (eg., broader action taken to change staff at the site)	PI 4-5	
10	Description of internal organizational improvements/restructuring activities planned based on data	PI All levels	

**School Accountability Report Card**  
**Insert the latest, always a year behind.**

## Site Level Parent Involvement Policy

All schools will address actions to promote parent involvement/engagement. School sites must work with parents through committee to develop and review site level policy based on the criterion provided.

This must be reviewed annually and updated to reflect current practice

## Site Level School/Parent Compact

## Attendance Improvement Program

### Attendance Improvement Implementation Plan

School: Marshall Fundamental Secondary School	Principal: Mark Anderson, PhD
School Number: 095	Counselor: Cristina Diaz
Date Completed: 05/17/16	Principal Signature:

**Goal:** Increase the percentage of students attending at 96% or higher.

2014-2015 Current ADA Percentage	2015-2016 ADA Short Term Goal	2016-2017 ADA Long Term Goal
98.24%*	98.5%*	98.5%*

#### GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
1. Celebrate good attendance with positive incentives and recognition.	Students	Monthly	Meet ADA goal monthly
2. Use ParentPortal and SchoolMessenger as a tool to provide immediate attendance communication to families.	Parent/guardian	Daily	Increased use of ParentPortal and decreased attendance calls from SchoolMessenger
	Parent/guardian	Ongoing, as needed	
3. Address with students and families specific issues that are impeding good attendance and provide support to issue when possible.	Parent/guardian	Monthly	Improved attendance for select students
4. Hold regular meetings with parents of students who are habitually absent.			Improved attendance for selected students

#### GOAL 2: TEACHING ATTENDANCE

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Inform and educate parents, families, and students about excused and unexcused	Parent/guardian Students	Daily	Decrease in the number of daily period absences

absences in parent meetings and assemblies. Discourage nonemergency absences, such as vacation, medical appointments that can be held outside of school hours, and family events. Use a student contract that ties attendance to participation in extracurricular activities.			
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**GOAL 3: PREVENTION & INTERVENTION**

<b>Strategy &amp; Activity Description</b>	<b>Target Audience/s</b>	<b>Frequency</b> Daily/Weekly/Monthly/Yearly	<b>Measure of Success</b>
<p>Create a positive incentive program to acknowledge and reward students with perfect attendance (monthly and annually).</p> <p>Use the established SART/SARB process to assist students with attendance issues</p>	<p>Students</p> <p>Students</p> <p>Parent/guardian</p>	<p>Monthly</p> <p>Monthly</p>	<p>Increased number of students receiving incentive awards</p> <p>Decrease in chronic absenteeism</p>



Pasadena Unified School District  
**Instructional Services**  
 GIFTED AND TALENTED EDUCATION

**GATE Principal's Checklist**

The grey portions detail State requirements of school districts for GATE programs. The white portions that follow are ways that the District expects the schools to implement the state requirements in the grey. Please review this revised Checklist that is now aligned with the current District GATE Plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the School GATE program in alignment with the District GATE Plan.

**Rubric**

- 1 = This is an established practice that has been in place since before the current school year.
- 2 = This practice is being implemented for the first time during the current school year.
- 3 = This practice is being developed now to be implemented during the upcoming school year.

**Section 1: Program Design**

- 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
- 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
- 1:3 The program is articulated with the general education programs.

Does the school administrative leadership team have access to and review the LEA GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	X		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	X		
Are GATE services provided to students during the regular instructional school day?	X		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?		X	
Are all parents informed of the GATE Parent Education Workshops offered by the District?	X		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately	X		

**Section 1: Program Design**

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			
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**Section 2: Identification**

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification? Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	X		
Does the plan inform parents and teachers of the GATE referral window of September – December?	X		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of November – January?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?			

**Section 3: Curriculum and Instruction**

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

<b>Elementary</b>	<b>1</b>	<b>2</b>	<b>3</b>
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the November parent conference for GATE students?		X	
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	X		
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> <li>• Individual Learning Plan</li> <li>• Independent projects</li> <li>• GATE clusters</li> <li>• Curriculum compacting</li> <li>• Vertical subject-matter acceleration</li> <li>• Grade skipping</li> </ul>	X		

<b>Section 3: Curriculum and Instruction</b>			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
<ul style="list-style-type: none"> <li>• Outside tutoring</li> <li>• IB program</li> </ul>			
<b>Middle School</b>	X		
Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	X		
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> <li>• Honors class</li> <li>• Pre-AP classes</li> <li>• IB classes</li> <li>• Enrichment classes</li> <li>• Vertical subject-matter acceleration</li> </ul>	X		
<b>High School</b>	X		
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Are Advanced Placement classes available?	X		
Is the IB diploma program available?			X
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?	X		
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> <li>• Honors classes</li> <li>• AP classes</li> <li>• IB classes</li> <li>• Career Pathways classes</li> </ul>	X		
<b>All Grades</b>	X		
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent) to review and modify the GATE Principals Checklist annually as needed?	X		
Does the School Site Council review and approve the GATE Principals Checklist annually?	X		
Is the GATE Principals Checklist developed in response to the specific and varied learning needs of the individual school population?	X		

**Section 4: Social and Emotional Development**

4:1 Actions to meet the affective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

Do schools provide enrichment activities that foster social interaction among GATE students?	X		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?	X		
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?		X	

**Section 5: Professional Development**

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

Does the Principal schedule time for the GATE Coordinator to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> <li>• PUSD GATE Program Overview</li> <li>• GATE Identification Process</li> <li>• Characteristics of Gifted Learners from Diverse Populations</li> <li>• How to get or renew GATE Certification</li> <li>• How to create and use the Individual Learning Plan</li> </ul>	X		
Does the Principal schedule other GATE-related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> <li>• Kaplan's Icons of Depth and Complexity</li> <li>• Kaplan's Content Imperatives</li> <li>• Tiered Assignments</li> <li>• Curriculum Compacting</li> <li>• Flexible Grouping</li> <li>• Dabrowski's Over-excitabilities</li> <li>• Other</li> </ul>		X	

**Section 6: Parent and Community Involvement**

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?		X	
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?		X	
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?	X		
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?	X		

**Section 6: Parent and Community Involvement**

- 6:1 Open communication with parents and the community is maintained.
- 6:2 An active GATE advisory committee with parent involvement is supported by the district.

Is the School GATE Plan shared with parents and the community effectively and systematically?	X		
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**Section 7: Program Assessment**

- 7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

Do all stakeholders (GATE PAC, administrators, teachers, community members and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	X		
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**Name of School Site:** Marshall Fundamental Secondary School

**Principal:** Mark Anderson, PhD

**School Site Council Chair (typed):** Augustin Zuniga

**Date Approved By GATE Site Advisory Council:** \_\_\_\_\_

**Date Approved By School Site Council** 10/15/14

**Dates and times of calendared site GATE Advisory meetings  
2012-2013:**

<b>Mandatory</b>
<b>1st</b> <u>TBD</u>



**Pasadena Unified School District  
Kindergarten Transition Plan and Objectives**

<b>Objective</b>	One of the major challenges children have to faces in their early childhood years is the transition to kindergarten. It sets the tone and direction of a child’s school career. In 2006, the Pasadena Unified School District convened a Transition to Kindergarten Focus Committee in conjunction with the City of Pasadena’s Childcare Office, Head Start, and the Los Angeles Office of Childcare. PUSD representation on this committee includes preschool and Kindergarten teachers and administrative leadership.
<b>Mission</b>	The mission of this committee is to collaborate with educators and members of the community in order to plan and develop policies that will serve to provide effective transitions from preschool to Kindergarten.
<b>Findings</b>	Findings by the National Center for Early Development and Learning indicate a need for greater communication among Kindergarten teachers, families and the school. With the support of Transition to Kindergarten Focus Committee, the PUSD organized an informational forum for parents whose children were transitioning to Kindergarten and developed Kindergarten Readiness Packets that are distributed annually each spring to families.
<b>Actions</b>	<p>Instruction is provided to families, in English and Spanish, on the use of the materials in the kit. Materials included: pamphlets on activities parents and children could do together to get ready for Kindergarten, arts and craft supplies, transition booklet, PreK literature selections from Open Court, picture books and much more. Our plan is to improve and expand this effort to provide support and instruction to parents combined with engaging school readiness materials that are given to graduating PUSD preschool students.</p> <p>A key component of our Early Reading First plan is to expand promising practices to support the language development and literacy of English learners (ELs), we continue looking to expand the promising practices being developed at our three English Learner Acquisition and Development Pilot Program schools; Longfellow, Washington and Willard. PUSD utilizes the lessons learned from these promising English learner strategies as well as from a successful Reading First program. We continue to seek to improve alignment, continuity and the sharing of best practices in language development and literacy for preschool and elementary schools, our proposed professional development plan includes training teachers in the adopted reading program (now Open Court, with potential new adoption anticipated next year) as well as training for English learner strategies and providing ongoing coach support.</p> <p>Increased communication between our preschool and Kindergarten teachers will also strengthen the transition to Kindergarten and the types of promising practices being used at our elementary schools, including the development of Individual Learning Plans, newcomer support, intervention strategies, Reclassification, and follow-up.</p>