



**Continuous Improvement Expenditure Plan  
2019-2020  
PROFESSIONAL DEVELOPMENT PLAN**

**School:** MacArthur

**Principal(s):** Maria X. Yeppez

**Submit Date:** October 16, 2019

**Status:** Approved

**Professional Development Focus Area(s):**

There will be an emphasis in LBUUSD's Understandings and focus on Understanding 1 and Understanding 4.

U1: A thorough understanding of standards provides a foundation of high quality differentiated instruction that results in all students meeting college and career readiness expectations.

U4: The strategic planning and consistent use of formative assessment strategies allow teachers and students to collect evidence about where students are and to determine immediate next steps.

**Expected Outcome:**

Teachers will engage in regular, on-going, purposeful planning, reflection and feedback that will lead to high quality claims/targets/standards driven instruction. They will receive professional development during staff meetings and grade level release days in providing high quality, standards based, differentiated lessons. Teachers will continue to post learning targets ensuring that it is standards based, purposeful, and the success criteria is clear to the students. Students can communicate what they are learning and why. They understand the success criteria and can verbalize what success looks like. They are encouraged to apply their learning in their communities and make a difference in the world.

Purposeful continuous improvement will follow the PDSA cycle with data reflection and analysis to occur during 1:1 meetings with teacher and principal. This meeting will focus on monitoring student progress and determining lesson progression and student support, especially with students listed in LROIX intervention tracking. Data will drive PD, collaboration among teachers, and targeted intervention during small group instruction and workshop. Data to be used: daily formative assessments + End of Unit Mathematics Assessment Data, SBAC interim assessment blocks, Synergy ELA and Math assessments, and RAPID screener results.

**Scope and Sequence**

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	08/28/2019 06/11/2020	Instructional Leadership Team (ILT) will participate in both the Collaborative Inquiry Visit (CIV) and School Wide Learning Walks (LW). This will promote the consistent use for best teaching practices in aligning our School-wide Shared Commitments with the Common Core State Standards. This will also result in continuous improvement by staff to implement the Common Core State Standards.	SBAC ELA SBAC Math Core Curriculum

**Person(s) Responsible:** Principal and ILT (other select teachers)

**Frequency:** Quarterly

**Identified Need:** The staff has an identified need for more time for collaboration and observation of best practices aligned with the CCSS in reading, writing, mathematics, and the 4 Understandings.

**Target Group:** All Students, All Staff

**Monitoring:** Principal, Principal supervisor, ILT

**Personnel Summary:** Substitute teacher full day ( 2 ) for 5 days - LCFF 100%  
 Substitute teacher half day ( 2 ) for 3 days - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>Certificated</b>	2,277	501	0	2,778
<b>Classified</b>	0	0	0	0
<b>Mtls/Srvc</b>	0			0
			<b>Total</b>	<b>2,778</b>

**SSC Approve Date:** 10/09/2019



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Ln	Dates	Description	Data Measure(s)
2	08/28/2019 06/11/2020	Teachers will meet with principal each quarter to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX.	SBAC ELA SBAC Math Elementary Reading - FRSA Elementary Math - Math Facts Other

**Person(s) Responsible:** Teachers, Principal

**Frequency:** Trimester

**Identified Need:** ELA: 57% of grades 3-5 students are not meeting/nearly meeting GL standards as measured by SBAC.

Math: 58% of grades 3-5 students are not meeting/nearly meeting GL standards as measured by SBAC.

**Target Group:** All Students, English Learners, White, Identified At-Risk Students

**Monitoring:** End of Unit ELA and Math Synergy Assessments, RAPID Screener, Math Facts, Math End of Unit Assessments (ETK-Grade 2)

**Personnel Summary:** Substitute teacher full day ( 1 ) for 11 days - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals	
<b>SSC Approve Date:</b> 10/09/2019	Certificated	1,883	414	0	2,297
	Classified	0	0	0	0
	Mtls/Srvc	0			0
			<b>Total</b>		<b>2,297</b>



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Ln	Dates	Description	Data Measure(s)
3	08/28/2019 06/11/2020	Principal will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.	SBAC ELA SBAC Math Core Curriculum

**Person(s) Responsible:** Principal, Teachers

**Frequency:** Trimester

**Identified Need:** ELA: 57% of grades 3-5 students are not meeting/nearly meeting GL standards as measured by SBAC.

Math: 58% of grades 3-5 students are not meeting/nearly meeting GL standards as measured by SBAC.

**Target Group:** All Students, English Learners, Identified At-Risk Students, White

**Monitoring:** Synergy ELA and Math Assessments  
 Grades 3-5 interim assessments in ELA and Math

**Personnel Summary:** Substitute teacher full day ( 13 ) for 3 days - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>Certificated</b>	6,676	1,469	0	8,145
<b>Classified</b>	0	0	0	0
<b>Mtls/Srvc</b>	0			0
			<b>Total</b>	<b>8,145</b>

**SSC Approve Date:** 10/09/2019