



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

School: Marshall

Principal(s): Marie E. Hatwan

Submit Date: November 30, 2019

Status: Approved

Professional Development Focus Area(s):

Our focus in professional development for teachers will be for a thorough understanding of standards to provide a foundation for high quality differentiated instruction that results in all students meeting college and career readiness expectations. We will focus on aligning each lessons learning goal/intention and success criteria to the level of rigor indicated by the standards or above. We will have school-wide supports in all content areas using ELD Standards and Literacy Standards.

Within all instruction and lessons teachers will learn how to strategically plan for consistent use of formative assessment strategies allowing both teacher and students to collect evidence about where students are and to determine immediate next steps.

Expected Outcome:

All students will increase their learning and their achievement in both math and English Language Arts SBAC will be reflected in increased scores of 5% while subgroups of African Americans and English language learners will increase by 7%.

Scope and Sequence

Ln	Dates	Description	Data Measure(s)
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Scope and Sequence

Ln	Dates	Description	Data Measure(s)
1	08/26/2019 06/12/2020	Common Core State Standards (CCSS) Professional Development for all teachers to include but not limited to: site trainings by trained colleagues, Principal, Assistant Principal, Instructional Lead Team, District Personnel, or outside sources not limited to conventions, workshops, and trainings with LACOE, CAG, etc.. This includes administrator workshops, conferences, and trainings etc. Also included is the cost of attendance to said trainings outside of the district. Teachers will also meet on release days to analyze and create unit lessons using the High Level Team Actions (HLTA) protocol, rigorous activities, common rubrics, success criteria, homework and study student work (especially those of struggling learners).	Algebra Participation/Pass High School Readiness Core Curriculum

Person(s) Responsible: Principal
 Assistant Principal
 Department Heads
 Teachers

Frequency: Monthly

Identified Need: To ensure students are getting equity of instruction, teachers need time to do the following: Collaborative Planning Time, Common Assessment Development, Unpack Department Standards and Plan lessons accordingly. To accelerate student learning teachers need to continue their own professional development.

Target Group: Targeted Staff, All Students, African-American, English Learners

Monitoring: Administration

Personnel Summary: Substitute teacher full day (41) for 1 days - LCFF 100%
 Substitute teacher half day (35) for 1 days - LCFF 100%

Matl/Srv Summary: Services - LCFF 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 04/11/2019				
Certificated	10,313	2,269	0	12,582
Classified	0	0	0	0
Mtls/Srv	4,000			4,000



Long Beach Unified School District
1515 Hughes Way, Long Beach, CA 90810

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Ln	Dates	Description	Data Measure(s)
			Total
			16,582