



**Continuous Improvement Expenditure Plan  
2015-2016  
INTERVENTION PLAN**

**School:** Garfield

**Principal(s):** Claire M. Alvarez

**Submit Date:**

**Status:** New

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**Intervention Focus:**

Interventions at Garfield will focus on Tier 2 programs that provide specialized support to students who are struggling to meet academic standards derived from the CCSS. Student achievement data from Foundational Reading Skills Assessments, Reading Benchmarks, CCSS formative assessments, and math fluency assessments will be used to design literacy classes and intervention groups to best meet student needs and support student progress towards grade level proficiency. Student interventions will also be designed for students demonstrating social

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**Expected Outcome:**

Students in the literacy classes will have individualized literacy goals for Foundational Reading Skills and Reading Benchmarks developed from their baseline assessments. At least 80% of students in the literacy classes are expected to make 1.5 or more years growth in their benchmark level. All students in literacy classes are expected to achieve proficient levels on FRSA for their grade level.

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**Intervention Project Timeline**

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<b>Ln</b>	<b>Dates</b>	<b>Description</b>	<b>Priority Area(s)</b>
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**Intervention Project Timeline**

Ln	Dates	Description	Priority Area(s)
1	09/01/2015 06/17/2016	Garfield School will implement a literacy class program model in Kindergarten through Grade 5. Literacy class teachers will provide intensive and extended reading and writing instruction to students who are below grade level standards in literacy and/or have shown limited progress in their English Language Development. Literacy class teachers will implement an integrated model of literacy to ensure growth in Foundational Reading Skills, fluency, reading comprehension, and English language development. Teachers will use students' individualized needs based on FRSA, reading benchmarks, oral language assessments and independent writing skills assessments to design best practices for the literacy instructional time. Teachers will use both whole group, small group and 1:1 instruction throughout the instructional day based on students' needs. Teachers will also provide mathematics instruction based on their grade level curriculum. Literacy classes will be comprised of a smaller number of students (kinder 16:1, 1st-3rd 20:1, and 4/5 combination 27:1). Literacy class teachers will be responsible for setting goals that support proficiency with grade level standards. Literacy teachers will monitor students' progress towards goals and use a professional learning community model to reflect, share and plan best practices for students struggling with learning how to read (decoding and fluency) or how to read for information (reading for meaning).	Student Achievement
<b>Line Status:</b> This line is approved.			
<b>Person(s) Responsible:</b> 3 Literacy teachers will serve as full-time teachers for literacy classes.			
<b>Frequency:</b> Daily		<b>SPSA/AM:</b> AM1 Rdg	
<b>Identified Need:</b> Students in grades kindergarten through grade 5 demonstrate less than adequate skills as measured by CCSS aligned assessments. These students require intensive literacy interventions based on their learning needs.			
<b>Target Group:</b> Each grade level team will identify students in need of the literacy class placement by analyzing performance data including FRSA, BM, CELDT, and formative assessments used in the classroom.			
<b>Monitoring:</b> Literacy class teachers will administer baseline assessments in FRSA, reading comprehension, oral language development, and written expression. Progress goals will be shared with students, parents, and aggregately with staff/stakeholders. Monthly updates will be reviewed by the principal.			
<b>Personnel Summary:</b> Teacher - Elementary 1 FTE - Title 1 100% Teacher - Elementary 1 FTE - Title 1 100% Teacher - Elementary 1 FTE - Title 1 100%			
<b>Matl/Srvc Summary:</b>			



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Ln	Dates	Description	Priority Area(s)				
			<b>Cost</b>	<b>Statutory Benefits</b>	<b>Health Benefits</b>	<b>Project Totals</b>	
			Certificated	279,237	39,597	56,166	375,000
			Classified	0	0	0	0
			Mtls/Srvc	0			0
					<b>Total</b>	<b>375,000</b>	

**SSC Approve Date:** 03/24/2015

**Subject:** Reading



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Ln	Dates	Description	Priority Area(s)
2	08/31/2015 06/17/2016	A school nurse will serve Garfield students two days per week (.40 FTE) to address the health needs which negatively impact students' education. The nurse will assess student health needs and coordinate with teachers, families and health service providers so that students' health needs are addressed and absenteeism reduced. The nurse will participate in the SST process to determine how to mitigate any health issues that are affecting a student's progress at school.	Other Student Outcomes
<b>Line Status:</b> This line is approved.			
<b>Person(s) Responsible:</b> School Nurse			
<b>Frequency:</b> Weekly		<b>SPSA/AM:</b> AM3	
<b>Identified Need:</b> Some students have barriers to learning such as excessive absences due to asthma, lack of adequate health care or unmet needs due to health issues and therefore unable to engage fully in their learning.			
<b>Target Group:</b> Students in TK-5 with health concerns			
<b>Monitoring:</b> Attendance rates for students with a history of chronic absenteeism, attendance improvement plans, SST intervention plans			
<b>Personnel Summary:</b> Nurse Inspector .4 FTE - LCFF 100%			
<b>Matl/Srvc Summary:</b>			
		<b>Cost</b>	<b>Statutory Benefits</b>
		<b>Health Benefits</b>	<b>Project Totals</b>
<b>SSC Approve Date:</b> 03/26/2015		<b>Certificated</b> 35,130	4,982
		<b>Classified</b> 0	0
<b>Subject:</b> Additional Interventions		<b>MtlS/Srvc</b> 0	0
		<b>Total</b>	<b>47,601</b>



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Ln	Dates	Description	Priority Area(s)
3	09/01/2015 06/17/2016	A school counselor will plan and coordinate interventions designed to meet the needs of students with social-emotional-behavioral difficulties that are affecting their ability to engage effectively in their learning environment. The counselor will support the schoolwide Response to Intervention plan that connects targeted students with Tier 2 interventions that meet students' specific social, emotional or behavioral needs. The expected outcomes of the counselor's work in these areas include increasing the engagement of targeted students with on-task learning in all classrooms and progress towards goals for students participating in Response to Intervention programs.	School Climate

**Line Status:** This line is approved.

**Person(s) Responsible:** School Counselor

**Frequency:** Weekly

**SPSA/AM:** AM3

**Identified Need:** Student surveys, teacher input, parent input and attendance/discipline records indicate that some students struggle to behave respectfully, productively and/or appropriately in the classroom learning environment. This negatively impacts progress for these students.

**Target Group:** Students making no or limited progress in academic/behavior goals will participate in targeted intervention for social-emotional-academic supports.

**Monitoring:** SST referrals, SST goal and monitoring documents, participation rates in Site-based Counseling, CORE Surveys, student discipline referrals.

**Personnel Summary:** Manager Additional Assignment ( 1 ) for 800 hours annually - Title 1 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 05/19/2015	<b>Certificated</b> 59,200	8,395	0	67,595
	<b>Classified</b> 0	0	0	0
<b>Subject:</b> Additional Interventions	<b>Mtls/Srvc</b> 0			0
			<b>Total</b>	<b>67,595</b>



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Ln	Dates	Description	Priority Area(s)
4	09/01/2015 06/17/2016	A school teacher-librarian will plan and coordiante visits to the library for all students in kindergarten through fifth grade. The teacher-librarian will provide CCSS aligned reading lessons in the areas of genre, author's purpose, informational text and technology literacy. The site funded FTE will enable all students to check-out books and access lessons in the library.	Student Achievement
<b>Line Status:</b> This line is approved.			
<b>Person(s) Responsible:</b> Teacher-Librarian			
<b>Frequency:</b> Weekly		<b>SPSA/AM:</b> AM1 Rdg	
<b>Identified Need:</b> Students need access to informational and literay texts.			
<b>Target Group:</b> All students Kindergarten-fifth grade			
<b>Monitoring:</b> Leasons taught in the library			
<b>Personnel Summary:</b> Librarian .1 FTE - LCFF 100%			
<b>Matl/Srvc Summary:</b>			
		<b>Cost</b>	<b>Statutory Benefits</b>
		<b>Health Benefits</b>	<b>Project Totals</b>
<b>SSC Approve Date:</b> 04/21/2015		<b>Certificated</b> 9,133	1,295
		<b>Classified</b> 0	0
<b>Subject:</b> Reading		<b>Mtls/Srvc</b> 0	0
		<b>Total</b>	<b>12,300</b>



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Ln	Dates	Description	Priority Area(s)
5	12/07/2015 06/10/2016	Garfield School will implement a literacy class program model at each grade level K-5. Literacy class teachers will provide intensive and extended reading and writing instruction to students who are below grade level standards in literacy and/or have shown limited progress in their English Language Development. Literacy Class teachers will implement an integrated model of literacy to ensure growth in Foundational Reading Skills, Fluency, Reading Comprehension and English Language Development. Teachers will use students' individualized needs based on FRSA, Benchmarks, Oral Language Assessments, and independent writing skills assessments to design best practices for the literacy instruction block. Literacy teachers will use both whole group, small group and 1:1 instruction throughout the instructional day based on students' needs. Teachers will also provide mathematics instruction based on their grade level curriculum. Literacy classes will be comprised of a smaller class size (kinder 16:1, 1st-3rd 20:1 and 4th-5th 23:1). The kindergarten literacy class teacher will provide intervention in the area of English Language Development for students in grades 2-5 who are at the beginning level of English acquisition. Literacy Class Teachers will also supervise a college aide who will provide direct service to students in their class via small group or 1:1 instruction in the area of literacy. Literacy class teachers will be responsible for setting progress goals that support proficiency with grade level standards in reading and writing. Literacy class teachers will monitor students' progress towards goals and share regularly with parents and students. Literacy Class teachers will collaborate with each other using a professional learning community model to reflect, share and plan best practices for students struggling with learning how to read (decoding and fluency) or how to read to learn (reading for meaning).	Student Achievement
<b>Line Status:</b> Waiting for plan to be submitted.			
<b>Person(s) Responsible:</b> Literacy Class Teacher Principal			
<b>Frequency:</b> Daily		<b>SPSA/AM:</b> AM1 Rdg	
<b>Identified Need:</b> Students in grades kindergarten through grade 5 demonstrate less than adequate skills as measured by CCSS aligned assessments. These students require intensive literacy interventions based on their learning needs.			
<b>Target Group:</b> Below-grade-level readers English Language Learners			
<b>Monitoring:</b> FRSA aligned assessments BM level progress, FRSA Proficiency progress			



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Ln	Dates	Description	Priority Area(s)
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**Personnel Summary:** College Student Aide ( 5 ) for 300 hours annually - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 09/30/2015				
<b>Subject:</b> Reading				
	Certificated	0	0	0
	Classified	21,300	735	22,035
	Mtls/Srvc	0		0
			<b>Total</b>	<b>22,035</b>





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6	02/16/2016 05/15/2016	Students in grade 1-5 who have not made progress	Student Achievement
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**Line Status:** Waiting for plan to be submitted.

**Person(s) Responsible:** Principal, one teacher for each grade level 1-5

**Frequency:** Weekly

**SPSA/AM:** AM1 Rdg

**Identified Need:** Students struggling to make progress in their reading development as evidenced by CELDT scores, Reading Benchmark progress and Foundational Reading Skills analysis

**Target Group:** English Learners  
Below-Grade Level Readers

**Monitoring:** Benchmark progress  
Foundational reading skills progress

**Personnel Summary:**

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> SSC Approval not needed with funding used				
<b>Subject:</b> Reading				
	<b>Certificated</b>	0	0	0
	<b>Classified</b>	0	0	0
	<b>MtIs/Srvc</b>	0	0	0
			<b>Total</b>	<b>0</b>