



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

**School:** Grant

**Principal(s):** Kimberley J. Baril

**Submit Date:** December 15, 2015

**Status:** Approved

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**Intervention Focus:**

Accountability Measures 1-4

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**Expected Outcome:**

- \* To increase student achievement with supplemental, pull out, small group instruction.
  - \* To increase student achievement/knowledge and ability levels of how to use technology as a learning tool.
  - \* To increase student achievement by coordinating and monitoring the effectiveness of interventions, increase teacher proficiency via on-site coaching, and enhance school-home communication and parent involvement.
  - \* To increase student achievement by increasing student engagement w/daily attendance, decrease office referrals and assist parents with connecting to available community resources when needed (including but not limited to SBMH w/ChildNet.)
  - \* To increase student achievement and student behavior by improving the health needs of our student and enhance school-home communication in the areas of health.
  - \* To increase student achievement by increasing supplemental reading material access for students by a literacy expert.
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**Intervention Project Timeline**

<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	09/02/2015 07/26/2016	Via an Intervention Teacher for K-2 students provide supplemental pull out, daily small group direct instruction in reading to support struggling students (as identified by data) on a daily basis trimester by trimester. On an as needed basis, Newcomer students will also be provided support to address language acquisition needs on top of their learning to read needs.	CCSS Student Achievement Student Engagement			
<b>Person(s) Responsible:</b> Intervention Teacher						
<b>Frequency:</b> Daily		<b>SPSA/AM:</b> AM1 Rdg				
<b>Identified Need:</b> Per multiple sources of data approximately 55% of Grant students are not proficient readers.						
<b>Target Group:</b> Struggling readers in Grades K-2, as identified by data. Services will be prioritized first for those students who have not met promotional criteria, followed by students who have not met grade level standards.						
<b>Monitoring:</b> Admin Team						
<b>Personnel Summary:</b> Teacher on Special Assignment (TOSA) .9 FTE - LEP 25%; Title 1 75%						
<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> 02/24/2015		<b>Certificated</b>	83,771	11,879	16,850	112,500
<b>Subject:</b> Reading		<b>Classified</b>	0	0	0	0
		<b>MtIs/Srvc</b>	0			0
		<b>Total</b>				<b>112,500</b>



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Ln	Dates	Description	Priority Area(s)			
2	09/02/2015 07/26/2016	Via an Intervention Teacher for Grade 3-5 students provide supplemental pull out, small group direct instruction in reading for struggling students (as identified by data) on a daily basis trimester by trimester. On an as needed basis, Newcomer students will be provided support to address language acquisition needs on top of their learning to read needs.	CCSS Student Achievement Student Engagement			
<b>Person(s) Responsible:</b> Intervention Teacher						
<b>Frequency:</b> Daily		<b>SPSA/AM:</b> AM1 Rdg				
<b>Identified Need:</b> Per multiple sources of data approximately 55% of Grant students are not proficient readers.						
<b>Target Group:</b> Struggling readers in Grades 3-5 as identified by data. Services will be prioritized for those students who have not met promotional criteria first, followed by students who have not met grade level standards.						
<b>Monitoring:</b> Admin Team						
<b>Personnel Summary:</b> Teacher on Special Assignment (TOSA) .9 FTE - LEP 20%; Title 1 80%						
<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> 02/24/2015		<b>Certificated</b>	83,771	11,879	16,850	112,500
		<b>Classified</b>	0	0	0	0
<b>Subject:</b> Reading		<b>Mtls/Srvc</b>	0			0
				<b>Total</b>		<b>112,500</b>



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3	09/02/2015 07/26/2016	To increase student achievement by teaming a Computer expert (Instructional Assistant Computer Resource Person) alongside the classroom teacher to deliver technology lessons to all students thus increasing the adult to student ratiom in order to increase student knowledge and ability levevl of how to use technology and navigate the computer as a learning tool so students can "show what they know".	CCSS Student Achievement Student Engagement

**Person(s) Responsible:** Instructional Assistant Computer Resource Person  
Classroom Teacher

**Frequency:** Weekly

**SPSA/AM:** AM1 Add. Int.

**Identified Need:** Per CCSS students need to be able to use technology as a learning tool and currently many teachers are not tech savy enough to ensure students can acquire the necessary tech skills alone.

**Target Group:** All students

**Monitoring:** Computer Lab Schedule  
Admin Team

**Personnel Summary:** Instructional Assistant Computer Resource 1 FTE - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 02/24/2015	0	0	0	0
<b>Subject:</b> Additional Interventions	38,673	8,605	18,722	66,000
	0			0
			<b>Total</b>	<b>66,000</b>



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4	09/02/2015 07/26/2016	Via additional (.50) Assistant Principal time increase student achievement by: Coordinating and monitoring intervention services, Coaching teachers to increase their effectiveness with instructional and student engagement strategies, and enhance school-home communication (and student achievement) by working directly with parents and meetings and workshops.	CCSS Parent Involvement Student Achievement Student Engagement

Person(s) Responsible: Assistant Principal

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Per multiple sources of data Grant students are not proficient readers or mathematicians thus effective classroom and pull out interventions are necessary. Grant teachers need instructional PD/coaching as we continue of journey of CCSS implementation as a site.

Target Group: Struggling students  
Parents of struggling students  
Classroom teachers.

Monitoring: Trimester Data Reports  
Parent Meeting/Workshop Flyers/Sign in Rosters  
Site PD Calendar/Plan

Personnel Summary: Asst. Principal Elementary .5 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/24/2015	54,422	7,717	9,361	71,500
Subject: Additional Interventions	0	0	0	0
	0			0
			<b>Total</b>	<b>71,500</b>







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Ln	Dates	Description	Priority Area(s)
7	09/02/2015 07/26/2016	Via additional (.204) Librarian time increase student achievement by: Providing increase access to the site library and reading materials, increase student engagement by providing the knowledge of how to select the right text for reading level and/or for a specific topic/theme so students can use the library as a tool to increase their knowledge and "show what they know" from the another source - the library.	CCSS Student Achievement School Climate Student Engagement

**Person(s) Responsible:** Teacher Librarian

**Frequency:** Biweekly                      **SPSA/AM:** AM1 Rdg

**Identified Need:** Per CCSS students need to utilize multiple resources, including those found in a library to gather information and show what they know.

**Target Group:** All students

**Monitoring:** Library Schedule  
Admin Team  
Classroom Teacher/Librarian Collaboration

**Personnel Summary:** Librarian .204 FTE - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 02/24/2015	<b>Certificated</b> 18,631	2,642	3,819	25,092
<b>Subject:</b> Reading	<b>Classified</b> 0	0	0	0
	<b>MtIs/Srvc</b> 0			0
			<b>Total</b>	<b>25,092</b>







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Ln	Dates	Description	Priority Area(s)
9	01/04/2016 07/08/2016	Provide supplemental AfterSchool Tutoring, via ST Math Computerized Program for identified struggling EL learners in grades 3, 4 and 5. Tutoring sessions will operate for 6-8 weeks per trimester in the computer lab, tutoring sessions will be 1 hour per week (per grade level).	CCSS Student Achievement

**Person(s) Responsible:** Computer Resource Instructional Aide

**Frequency:** Weekly      **SPSA/AM:** AM1 Math

**Identified Need:** SBAC data illustrates that our EL learners are in need of more support.

**Target Group:** Grade 3, 4, & 5 EL students who are struggling with grade level math concepts.

**Monitoring:** Admin Team  
Computer Resource Instructional Aide  
Classroom Teachers

**Personnel Summary:**

**Matl/Srvc Summary:** Services - Title 1 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 10/16/2015	<b>Certificated</b> 0	0	0	0
	<b>Classified</b> 0	0	0	0
<b>Subject:</b> Math	<b>MtlS/Srvc</b> 4,205			<u>4,205</u>
			<b>Total</b>	<b>4,205</b>



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10	11/08/2015 07/08/2016	Via a part time, hourly intervention teacher provide supplemental, pull out, small group reading instruction to support struggling readers in grade 1. Intervention tutoring will be provided to identified struggling students 5 days a week, for 30 minutes.	CCSS Student Achievement

**Person(s) Responsible:** Hourly Intervention Teacher

**Frequency:** Daily      **SPSA/AM:** AM1 Rdg

**Identified Need:** Historical benchmark data shows a significant drop of proficient readers from kinder to first grade.

FRSA, DRA and Benchmark data will be used to select students of need.

**Target Group:** Struggling first grade readers

**Monitoring:** Admin Team  
Intervention Team  
Hourly Intervention Teacher  
First Grade Classroom Teachers

**Personnel Summary:** Teacher Hourly P Schedule ( 1 ) for 390 hours annually - Title 1 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 10/27/2015	<b>Certificated</b> 21,208	3,007	0	24,215
<b>Subject:</b> Reading	<b>Classified</b> 0	0	0	0
	<b>Mtls/Srvc</b> 0			0
			<b>Total</b>	<b>24,215</b>