



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

**School:** Lafayette

**Principal(s):** Wendy R. Thompson

**Submit Date:** February 2, 2016

**Status:** Submitted

**Intervention Focus:**

To provide additional support to students, parents and staff to address the state's eight LCAP priority areas, Lafayette will add the following supplemental staff: 1.0 Vice Principal, 1.0 Intervention specialists, .20 counselor, 1.0 Librarian, .80 Nurse

**Expected Outcome:**

The expected outcomes are as follows: Improvement in the monitoring of the school's tiered support systems to eliminate students' academic and non-academic barriers to success; improved coordination of all outside resources and agencies; greater responsiveness in the delivery and progress monitoring of intervention; greater support for students with behavioral issues that are impacting their success at school; additional in-class coaching to support teachers with pedagogical approaches that ensure the success of all students; improved student achievement in reading, writing and mathematics including greater access to technology and the development of digital citizens with access to an ever-broadening course of study; improved school culture and climate with fewer suspensions and higher scores on the safe and civil surveys.

**Intervention Project Timeline**

Ln	Dates	Description	Priority Area(s)
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Ln	Dates	Description	Priority Area(s)
1	08/20/2015 07/25/2016	Provide additional support to improve the implementation and monitoring of the school's tiered support systems to eliminate students' academic and non-academic barriers to success; improve coordination of all outside resources and agencies; provide greater responsiveness in delivery and progress-monitoring of interventions; provide greater support with students of behavioral issues that are impacting their success at school; provide additional in-class coaching with pedagogical approaches that increase their effectiveness with all students; provide additional parent training to enhance the home school connection for targeted students. Time frame: daily and weekly objectives - frequency dependent on students', staff and parent need.	Student Achievement Student Engagement Other Student Outcomes

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

**Person(s) Responsible:** Vice Principal

**Frequency:** Daily

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

**Identified Need:** Cross-correlation of multiple data sources shows that students in tiers 2 and 3 need targeted help with both academic and non-academic barriers to success.

**Target Group:** All students in tiers 2-3 of the intervention pyramid; ell, low ses, special education

**Monitoring:** Multiple sources include:  
Intervention database  
Attendance reports  
Individual reports via knee to knees  
Monthly suspension/office referral log

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

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>Certificated</b>	54,422	7,717	9,361	71,500



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Ln	Dates	Description	Priority Area(s)				
			<b>Classified</b>	0	0	0	0
			<b>Mtls/Srvc</b>	0			0
			<b>Total</b>				<b>71,500</b>

**SSC Approve Date:** 03/06/2015

**Subject:** Additional Interventions



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Ln	Dates	Description	Priority Area(s)
2	09/04/2015 07/25/2016	The librarian in collaboration with the classroom teacher will ensure that all students have additional opportunity to learn using state of the art technology including access to e-books and online reading resources to support their proficiency with the CCSS. Through a collaborative inquiry and investigation model, the Lafayette Librarian will foster research, information literacy, technology and critical thinking skills by integrating a variety of resources into the students' learning program. Time and frequency: Bi-weekly time allocations for grades K-5	Student Achievement

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

**Person(s) Responsible:** Librarian

**Frequency:** Biweekly

**SPSA/AM:** AM1 Rdg

**Identified Need:** In order to help close the achievement the gap and mitigate the limited access students have to technology in their homes, students in grades K-5 will be provided with supplemental instruction in inquiry and research using PC and lpad technology to demonstrate proficiency with the CCSS.

**Target Group:** All students in grades K-5 including ELL, low SES and Special Education

**Monitoring:** Pre and post technologys standards assessment data  
Longitudinal SBAC data  
Formative assessment data including culminating unit projects

**Personnel Summary:** Librarian .1 FTE - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 03/06/2015	<b>Certificated</b> 9,133	1,295	1,872	12,300
	<b>Classified</b> 0	0	0	0
<b>Subject:</b> Reading	<b>MtIs/Srvc</b> 0			0
			<b>Total</b>	<b>12,300</b>



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Ln	Dates	Description	Priority Area(s)
5	09/04/2015 07/25/2016	Provide supplemental small group instruction for targeted students in grades 3-5 who are not proficient in reading and mathematics utilizing research-based best practice and the embedded use of technology to support proficiency with the CCSS. Provide supplemental professional development around the use of embedded technology to increase teachers' expertise and use of technology during direct instruction, student research and work product. Time frame: Daily lessons for students (time frame will be determined by ongoing formative assessment data)	CCSS Student Achievement Other Student Outcomes

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

**Person(s) Responsible:** Intervention/Technology Specialist - Intermediate

**Frequency:** Daily

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

**Identified Need:** Students in grades 3-5 who are not proficient on LBUSD reading benchmarks or math facts  
Students in grades K-5 who have not met CCSS expectations for digital citizenship and proficiency with the technology standards at each grade level

**Target Group:** All students in grades 3-5 who have not met CCSS ELA or math standards including the standards for digital citizenship. This includes students who are ELL, low SES and special education

**Monitoring:** LBUSD benchmark and math facts reports from LROIX  
Pre and post technology standards data related to digital citizenship  
SBAC results

**Personnel Summary:** Teacher on Special Assignment (TOSA) 1 FTE - Title 1 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 03/06/2015	<b>Certificated</b> 93,079	13,199	18,722	125,000
	<b>Classified</b> 0	0	0	0
<b>Subject:</b> Additional Interventions	<b>Mtls/Srvc</b> 0			0
			<b>Total</b>	<b>125,000</b>



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Ln	Dates	Description	Priority Area(s)
8	09/05/2015 07/25/2016	The school nurse will serve as part of the school's tiered support systems to eliminate students' academic and non-academic barriers to success by providing supplemental individual support for students and their families on issues relating to student health; the nurse will case manage outside support providers such as Lion's Club eyeglass program, Assistance League dental and orthodontic program, St. Mary's Low Vision Center, etc. The coordination of these services under her direction will improve the responsiveness in delivery and progress monitoring of these interventions. She will case manage students whose attendance is adversely impacted by health related issues and keep all stakeholders apprised of those interventions. The nurse will also provide students and their families with additional resources on good nutrition and health-related fitness to combat the health risks associated with childhood obesity.	Other Student Outcomes

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

**Person(s) Responsible:** Nurse

**Frequency:** Daily

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

**Identified Need:** Many Lafayette students have limited access to primary health care. Attendance and overall student achievement is negatively impacted when chronic health issues go untreated. The nurse will provide supplemental support and education in those areas.

**Target Group:** Students with health issues that are negatively impacting their attendance and achievement.

**Monitoring:** Pre and post attendance data on specific students identified at risk  
SST follow up information (Intervention Database)

**Personnel Summary:** Nurse Inspector .56 FTE - Title 1 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 03/06/2015	<b>Certificated</b> 49,181	6,974	10,484	66,639
	<b>Classified</b> 0	0	0	0
<b>Subject:</b> Additional Interventions	<b>Mtls/Srvc</b> 0			0



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Ln	Dates	Description	Priority Area(s)
			<b>Total</b>
			<b>66,639</b>

9	03/06/2015 07/25/2015	To support students' in the processes and proficiencies related to the standards for mathematical practice, all students will have the opportunity to participate in the MIND lab for two 45-minute sessions per week.	CCSS Student Achievement
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**Line Status:** This line is approved.

**Person(s) Responsible:** Classroom teachers

**Frequency:** Weekly

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

**Identified Need:** Students in grades 3-5 need the opportunity to make sense of problems and persevere in solving them; they need to continue to grow in their ability to reason abstractly

**Target Group:** All students in grades 3-5 including ELL, Low SES and special education

**Monitoring:** The MIND software affords the ability to disaggregate student success data on a daily, weekly and quarterly basis

**Personnel Summary:**

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

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 03/06/2015	0	0	0	0
	0	0	0	0
<b>Subject:</b> Additional Interventions	3,999			3,999
			<b>Total</b>	<b>3,999</b>



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Ln	Dates	Description	Priority Area(s)
10	09/05/2015 07/25/2016	The counselor will provide small group and 1:1 support to English Language Learners to help eliminate some of their non-academic barriers to success. These sessions will focus on supporting students with their social-emotional development relating to grief and loss, anger management, self-regulation and anxiety. Additionally, the counselor will provide support to the families of ELL students by helping coordinate services for these students with outside service providers such as Starview, Childnet, Assistance League, etc. The counselor will serve as case manager for the most at-risk ELL students. The counselor will also provide monthly trainings to the parents of English Language Learners to capacity build their knowledge of how to support their children's success at school.	Student Achievement Student Engagement Other Student Outcomes

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

**Person(s) Responsible:** Counselor

**Frequency:** Weekly

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

**Identified Need:** Through the Knee to Knee process, ELL students with non-academic barriers to success were identified. The counselor will help support these students and their families as a means of closing the achievement gap for all students.

**Target Group:** Identified ELL students and families (conference support documents with student outcome data)

**Monitoring:** Principal will meet with the counselor weekly to discuss student outcomes

**Personnel Summary:** Counselor .4 FTE - LEP 90%; SCE 10%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 07/15/2015	<b>Certificated</b> 39,334	5,578	7,489	52,401
<b>Subject:</b> Additional Interventions	<b>Classified</b> 0	0	0	0
	<b>MtlS/Srvc</b> 0			0
			<b>Total</b>	<b>52,401</b>





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Ln	Dates	Description	Priority Area(s)
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11	01/25/2016 03/23/2016	Students in grades K-2 who are not proficient with their Foundational Reading Skills (FRSA) in English or Spanish will be provided with 20 hours of additional tutorial before school.	Student Achievement
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**Line Status:** Waiting for EACCR Office review.

**Person(s) Responsible:** K-2 Classroom Teachers

**Frequency:** Weekly

**SPSA/AM:** AM1 Rdg

**Identified Need:** After completing the first round of FRSA assessments, there are students identified in each K-2 class who are not yet proficient with each portion of the FRSA

**Target Group:** K-2 students not proficient in FRSA

**Monitoring:** Principal  
Vice Principal  
Classroom Teachers

**Personnel Summary:** Teacher Hourly P Schedule ( 16 ) for 20 hours annually - LCFF 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 11/20/2015	<b>Certificated</b> 17,402	2,468	0	19,870
<b>Subject:</b> Reading	<b>Classified</b> 0	0	0	0
	<b>Mtls/Srvc</b> 0			0
			<b>Total</b>	<b>19,870</b>



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Ln	Dates	Description	Priority Area(s)
12	09/25/2015 03/23/2015	Students in grades 3-5 who are in retention danger and/or at the nearly met level on the SBAC ELA exam will be participating in a 20-hour tutorial before school.	Student Achievement
<b>Line Status:</b> Waiting for EACCR Office review.			
<b>Person(s) Responsible:</b> Classroom teachers			
<b>Frequency:</b> Weekly		<b>SPSA/AM:</b> AM1 Rdg	
<b>Identified Need:</b> Students who have not met LBUSD reading benchmark promotion standards in grades 3-5 need additional opportunity to learn; the 30 students in grade 4 and 28 students in grade 5 who scored nearly met last year on their ELA SBAC need the additional opportunity to develop reading proficiency			
<b>Target Group:</b> 3-5 Retention candidates 30 students in grade 4 28 students in grade 5			
<b>Monitoring:</b> Principal Vice Principal Classroom Teacher			
<b>Personnel Summary:</b> Teacher Hourly P Schedule ( 16 ) for 20 hours annually - 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> 11/20/2015		<b>Certificated</b> 17,402	2,468
		<b>Classified</b> 0	0
<b>Subject:</b> Reading		<b>Mtls/Srvc</b> 0	0
		<b>Total</b>	<b>19,870</b>



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Ln	Dates	Description	Priority Area(s)
13	09/25/2016 01/25/2017	To provide every student K-5 with additional opportunity to develop reading proficiency through use of the LightSail computer program which tailors an ebook library and embedded assessments to monitor students' daily progress with CCSS aligned questions (in grades 3-5 only).	Student Achievement Student Engagement

**Line Status:** Waiting for EACCR Office review.

**Person(s) Responsible:** Classroom teachers

**Frequency:** Daily

**SPSA/AM:** AM1 Rdg

**Identified Need:** Students need opportunities daily to sustain in text at their independent reading level to grow in fluency, acquisition of new vocabulary and content.

**Target Group:** All students in grades K-5

**Monitoring:** Principal  
Vice Principal  
Classroom Teacher

**Personnel Summary:**

**Matl/Srvc Summary:** Materials - LCFF 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 11/20/2015	Certificated 0	0	0	0
	Classified 0	0	0	0
<b>Subject:</b> Reading	Mtls/Srvc 10,000			10,000
			<b>Total</b>	<b>10,000</b>