



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

School: McKinley

Principal(s): Scott E. Tardibuono

Submit Date:

Status: New

Intervention Focus:

Data collected and analyzed by McKinley staff revealed a need for supplemental support to provide literacy intervention and to reduce class size in the intermediate grades (4th and 5th). Positions to be funded include paying for an additional classroom teacher(1.0 FTE) in the intermediate grades to reduce class size from 30.7 to 30.6 students, as well as funding a .40 FTE Literacy Specialist to focus on working with students struggling in the area of reading. This TOSA will implement Leveled Literacy Intervention (LLI) as part of the intervention. These supplemental positions directly address Student Achievement and Other Student Outcomes, two of the eight Areas of State Priority that fall under the Local Control and Accountability Plan (LCAP). McKinley will also fund a 1.0 Intervention TOSA whose day will be split between providing literacy support via LLI implementation (Student Achievement - (LCAP), as well as addressing areas of Student Engagement, School Climate and Parental Involvement. These three areas represent Engagement areas of LCAP. Finally, McKinley School will fund .10 FTE of the Librarian, .04 FTE of the Nurse, .496 FTE of the Counselor (to bring the total FTE to .80) and .20 of an IOA-Bilingual position (to bring the total FTE to 1.0).

Expected Outcome:

Implementation of the LLI intervention will help to decrease the number of students who read below grade level. The specific strategies and materials of the program expedite the process of students attain grade-level reading status. The TOSA Intervention position will help McKinley school attain LCAP accountability measures through daily work enhancing school climate, engaging students and enhancing parental involvement. McKinley's Librarian, Nurse, Counselor and IOA will continue to provide their respective services to students and families to maximize teaching and learning and continue to bridge the home-school connection.

Intervention Project Timeline

Ln	Dates	Description	Priority Area(s)
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Ln	Dates	Description	Priority Area(s)
1	09/02/2015 06/16/2016	McKinley's Counselor provides a number of important services to the students, families and staff of the school. On a regular basis the Counselor will work directly with students who are struggling both academically and socially. The Counselor provides guidance and support that helps students minimize time out of the classroom and maximize time on task in the room. The Counselor uses data to formulate counseling groups based on students with similar needs. Resources are provided to families that enhance support and enhance the home-school connection and connects families with vital outside agencies. The counselor supports teachers by coordinating IEP and SST meetings, as well as the annual standardized testing process. Counselor monitors attendance and coordinates the ACT program at McKinley. For the 2015-2016 school year McKinley will fund .496 FTE of the Counselor's position. This will supplement the .304 FTE funded by the District to bring the total Counselor FTE to .80	Parent Involvement Student Achievement Student Engagement Other Student Outcomes

Line Status: This line is approved.

Person(s) Responsible: Counselor, Principal

Frequency: Daily

SPSA/AM: AM2

Identified Need: McKinley School has a great number of at-risk youth determined from assessment data, as well as teacher referrals based on academic and behavior performances both in the classroom and on the playground. Families benefit from services provided by the Counselor both in school and within the community.

Target Group: All McKinley students and families; McKinley Staff

Monitoring: Regular meetings with Principal to review job performance; Attendance reports; Progress Monitoring of at-risk youth (Benchmarks, Math Facts, SST follow up, ACT follow up)

Personnel Summary: Counselor .5 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/05/2015				
Certificated	49,167	6,972	9,361	65,500
Classified	0	0	0	0
Mtls/Srvc	0			0



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Ln	Dates	Description	Priority Area(s)
			Total 65,500

Subject: Additional Interventions



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Ln	Dates	Description	Priority Area(s)
3	09/02/2015 06/16/2016	McKinley School will fund .04 FTE of the allotted .30 FTE of the Nurse position for 2015-2016. This will ensure McKinley School will continue to receive one and one half days of nursing services each week. McKinley's Nurse works with students and families on a daily basis addressing medical concerns, monitoring student immunization records and promoting the importance of healthy life styles. The Nurse administers medication on a daily basis and works with parents to ensure necessary medications for students are current and up to date. In terms of supplemental services, the Nurse connects families with health-related community resources and provides targeted support to the chronically absent.	Other Student Outcomes

Line Status: This line is approved.

Person(s) Responsible: School Nurse, Principal

Frequency: Daily

SPSA/AM: AM2

Identified Need: Multiple students are referred to the nurse's office on a daily basis for a number of medical reasons. Some students are required to take prescription medication on a regular basis. McKinley families reap medical benefits from resources provided by the school nurse.

Target Group: McKinley students and families

Monitoring: Nursing Log, Weekly Logs and Time Distribution Reports

Personnel Summary: Nurse Inspector .04 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/05/2015	Certificated 3,513	498	749	4,760
Subject: Additional Interventions	Classified 0	0	0	0
	MtlS/Srvc 0			0
			Total	4,760



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Ln	Dates	Description	Priority Area(s)
4	09/02/2015 06/16/2016	McKinley will fund .10 FTE of the allotted .50 FTE of the Librarian for the 2015-2016 school year. This will ensure that McKinley students will continue to receive two and one half days of a Teacher Librarian each week during the school year, with supplemental services provided in the form of research-based inquiry. Students will visit the library either once a week or once every other week based on the number of students enrolled at McKinley.	Access to a Broad Curriculum Student Achievement Other Student Outcomes

Line Status: This line is approved.

Person(s) Responsible: Teacher Librarian; Principal

Frequency: Daily

SPSA/AM: AM2

Identified Need: The Teacher Librarian will ensure students have an opportunity to check out books on a regular basis, with an emphasis on students checking out an equal number of fiction (literature) and non-fiction (informational) titles. Students will acquire vital skills for utilizing library resources.

Target Group: All K-5 students at McKinley

Monitoring: Data lists of books checked out by students during the school year; informal/formal feedback from teachers and staff members

Personnel Summary: Librarian .1 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/05/2015	Certificated 9,133	1,295	1,872	12,300
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	12,300



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5	09/02/2015 06/16/2016	McKinley School will fund .20 FTE of the IOA-Bilingual position to supplement the .80 FTE of the position funded by the District. This will ensure that McKinley School will continue to receive a full 1.0 FTE of an Intermediate Office Assistant position during the 2015-2016 school year. On a daily basis the IOA works directly with the Office Supervisor to ensure the main office runs smoothly and efficiently. The IOA performs a number of clerical assignments including, but not limited to, updating and maintaining student cumulative records, maintaining accurate enrollment numbers and providing customer service to all visitors to the McKinley office. Specifically, the IOA assists those who have attendance and other issues.	School Climate Other Student Outcomes

Line Status: This line is approved.

Person(s) Responsible: Intermediate Office Assistant; Office Supervisor; Principal

Frequency: Daily

SPSA/AM: AM2

Identified Need: McKinley School enrolls over 700 students each year. Serving this number of students and families requires a minimum of two full time office staff. The 1.0 FTE IOA works directly with the Office Supervisor to address the daily office needs.

Target Group: Students and families; McKinley staff

Monitoring: The Office Supervisor meets with the IOA on a regular basis to discuss job performance and make recommendations for enhanced job performance when necessary and appropriate. Feedback from parents and visitors to the school is used to monitor the IOA's job performance.

Personnel Summary: Intermediate Office Assistant .2 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/05/2015	0	0	0	0
Subject: Additional Interventions	8,062	1,794	3,744	13,600
	0			0
			Total	13,600



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Ln	Dates	Description	Priority Area(s)
6	09/29/2015 06/16/2016	Data collected and analyzed by McKinley staff and stakeholders revealed a need for supplemental support to provide literacy intervention for struggling readers who are reading below grade level and are in danger of being retained. To remedy this McKinley School will fund a .40 FTE TOSA who will provide literacy intervention to identified struggling readers. The TOSA will implement a small group intervention pull out program titled Leveled Literacy Intervention (LLI). The primary target group of students will be comprised of students in grades three through five.	Access to a Broad Curriculum Student Achievement Other Student Outcomes

Line Status: This line is approved.

Person(s) Responsible: TOSA Literacy Intervention

Frequency: Weekly

SPSA/AM: AM1 Add. Int.

Identified Need: Current Benchmark Data and other formative assessments reveal a number of McKinley students who are reading significantly below grade level.

Target Group: Students reading significantly below grade level identified through LROIX data and teacher input. Primary target group is students in the intermediate grades.

Monitoring: Student reading progress will be measured throughout the year using both LBUSD Benchmark Book Assessments, as well as the LLI Benchmark Assessment System (BAS). The BAS uses an A-Z leveling system that allows teachers to identify students' precise reading levels.

Personnel Summary: Teacher on Special Assignment (TOSA) .4 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/05/2015	Certificated 37,232	5,280	7,489	50,001
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	50,001



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Ln	Dates	Description	Priority Area(s)
7	09/02/2015 06/16/2016	McKinley staff prioritized to allocate site funds to reduce class size in fourth and fifth grade for the 2015-2016 school year. With the site funding a 1.0 FTE classroom teacher the student to teacher ratio will reduce from 34.7 students per each 4th and 5th grade class to 30.6 students per each 4th grade and 5th grade class. Reducing class size in 4th and 5th grade will allow for teachers to meet and work with students in small group and individual settings with greater frequency. Having an additional teacher in the intermediate grades address LCAP areas of state priority Student Outcome and Other Student Outcomes.	Access to a Broad Curriculum Basic Services (Williams) CCSS Student Achievement Student Engagement Other Student Outcomes

Line Status: This line is approved.

Person(s) Responsible: Classroom Teacher; Principal

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Current enrollment trends at McKinley have all 4th and 5th grade classrooms filled to capacity (35 students) on a consistent basis. With classrooms at capacity teachers have less time to work with students in small groups and on an individual basis.

Target Group: Students in intermediate grades

Monitoring: LROIX data (Benchmarks and Math Facts), Formative, Interim and Summative Assessment data collected and analyzed by teacher; SBAC results

Personnel Summary: Teacher - Elementary 1 FTE - LCFF 58%; LEP 20%; SCE 22%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/05/2015	Certificated 93,079	13,199	18,722	125,000
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	125,000



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8	09/02/2015 06/16/2016	McKinley School will fund a 1.0 FTE TOSA Intervention Specialist position for the 2015-2016 school year. This position will directly address 5 of the Areas of State Priority under the LCAP as the assignment will be evenly split between providing additional literacy support for struggling readers (Student Achievement and Other Student Outcomes under LCAP) and providing school-wide support in the areas of Student Engagement, School Climate and Parental Involvement. The Literacy support portion of the position will focus primarily on providing LLI support to struggling readers in the intermediate grades. The school-wide support portion of the position will focus on working with students and staff to revise and restructure behavioral expectations systems to minimize the amount of lost instructional time with student being sent out of class. This position will also work to increase and enhance parental involvement within the McKinley community.	Access to a Broad Curriculum Basic Services (Williams) CCSS Parent Involvement Student Achievement School Climate Student Engagement Other Student Outcomes

Line Status: This line is approved.

Person(s) Responsible: TOSA Intervention Specialist; Principal

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Academic and Behavioral data collected by McKinley staff and stakeholders reveals a need for a position that can dually support students' reading needs, as well as Engagement and Culture/Climate needs of the school.

Target Group: All McKinley students, families and staff

Monitoring: Benchmark Book and LROIX Data; CORE Survey data; TOSA and Principal will work closely to ensure identified needs are being addressed. Regular meetings between Principal and TOSA, as well as regular updates to staff, will take place.

Personnel Summary: Teacher on Special Assignment (TOSA) 1 FTE - LCFF 70%; Title 1 30%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 03/05/2015	Certificated 93,079	13,199	18,722	125,000
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0



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Ln	Dates	Description	Priority Area(s)
			Total 125,000



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Ln	Dates	Description	Priority Area(s)
9	10/19/2015 06/16/2016	McKinley teachers in grades 3-5 have received extensive professional development and training from a national Heinemann consultant in using the Fountas & Pinnell Benchmark Assessment System (BAS) to supplement LBUSD Benchmark data for determining specific reading levels for students. These same teachers have also received the same level of training in implementation of a supplemental reading intervention program called Leveled Literacy Intervention. To address the reading needs of our most at-risk 3rd-5th grade students McKinley School will hire a Long Term Substitute to release a teacher who has extensive experience teaching reading and who has successfully implemented LLI in several local school districts including Long Beach to teach LLI on a daily basis. This intervention will be tried on a short term basis (8-12 weeks) with the potential to extend through the end of the school year pending positive growth in student reading levels.	Access to a Broad Curriculum CCSS Student Achievement

Line Status: Waiting for plan to be submitted.

Person(s) Responsible: Teacher specifically trained to provide Leveled Literacy Intervention (LLI); Principal

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

Identified Need: SBAC results from the 2014-2015 school year indicated that 25% of 3rd-5th grade students at McKinley met or exceeded the established target goal for proficiency in the area of ELA. This result indicates a 13% lower rate of proficiency as compared to all elementary schools in LBUSD for ELA.

Target Group: Students selected to receive LLI intervention will be 3rd-5th grade students who are reading significantly below grade level based on data collected from SBAC results, District Bench Mark data and Benchmark Assessment System (BAS) reading levels as determined by Fountas & Pinnell

Monitoring: Principal will work closely with the teacher who provides the LLI reading intervention

Personnel Summary: Substitute teacher full day (1) for 147 days - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 10/15/2015	Certificated 21,309	3,022	0	24,331
	Classified 0	0	0	0
Subject: Reading	Mtls/Srvc 0			0



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Ln	Dates	Description	Priority Area(s)
			Total
			24,331