Continuous Improvement Expenditure Plan
2015-2016
INTERVENTION PLAN

School: Muir **Principal(s):** Sophia L. Griffieth **Submit Date:** November 18, 2015 **Status:** Approved

Intervention Focus:

Our focus will be the success of all students with regard to Common Core implementation, with a specialized concentration on the English Language Learners sub-group. To that end, two of the proposed additional personnel are primarily concerned with the achievement of this sub-group: an Assistant Principal and the English Learner Support Teacher. Additionally, our Counselor will be key in designing appropriate supports for this sub-group as well as for other students with special needs. We will also be continuing class size reduction in first grade to address the particular academic and developmental challenges associated with a rigorous curriculum. Lastly, in support of Common Core and our new computer labs, we will contiue to fund an Instructional Assistant for work with teachers as they build computer literacy among their students for college and career readiness.

Expected Outcome:

* Increase student achievement, especially for English Language Learners.
* Increase teacher proficiency with strategies designed to support struggling students; student engagement, small group instruction and differentiation.
* Decrese suspensions/office referrals; increase student attendance and engagement.
* Provide appropriate support using research-based methods for students with special needs.
* Build technological literacy among all grade levels and staff, especially for English Language Learners and students performing below grade level.

Intervention Project Timeline

Ln	Dates	Description	Priority Area(s)

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Intervention Project Timeline

Ln	Dates	Description	Priority Area(s)
1	09/02/2015 06/16/2016	The English Learner Support teacher will provide appropriate interventions and scaffolding to enable English Learners to make one or more year's growth toward fleuncy through engagement with Common Core standards. He will work with fourth graders. He will collaborate with classroom teachers to implement specific strategies to better engage English Learners, resulting in higher student achievement and better attendance.	Access to a Broad Curriculum CCSS Student Achievement

Person(s) Responsible: English Learner Support teacher; Administration.

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

Identified Need: Three of the seven goals identified by the LBUSD under "student achievement" are related to English Learners. Slightly less than half of Muir's student body is comprised of English Learners (342 ELs, with an additional 15% Redesignated Fluent.) EL progress is related to high school dropout rates.

Target Group: Fourth grade English Learners performing below grade level in English Language Arts and Literacy (reading and writing).

Monitoring: Administration will monitor formative assessments, district assessments and SBAC interim tests.

Personnel Summary: Teacher on Special Assignment (TOSA) 1 FTE - LCFF 10%; Title 1 90%

Matl/Srvc Summary:

	Cost	Statutory Beneflts	Health Beneflts	Project Totals
Certificated	93,079	13,199	18,722	125,000
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**125,000**

SSC Approve Date: 02/23/2015

Subject: Reading

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Ln	Dates	Description	Priority Area(s)
2	08/14/2015 06/24/2016	The full time instructional Assistant Principal will provide academic support to at-risk fifth graders in English Language Arts by pulling small groups 3-4 days per week; provide professional development to teachers and classified staff in Common Core implementation with a particular emphasis on differentiation for English Language Learners; oversee Safe and CIvil implementation; develop and carry out systems for school-wide interventions.	CCSS Student Achievement School Climate

Person(s) Responsible: Assistant Principal

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

Identified Need: Students performing below grade level and English Language Learners require scaffolding/differentiation in order to access Common Core. Approximately half of Muir's student body is English Language Learners.

Target Group: Students performing below grade level in a variety of subgroups; students whose behavior or attendance interferes with learning.

Monitoring: Student data : SBAC, Benchmarks, Math Fluency, district assessments, attendance/suspensions; district surveys; classroom teacher identification of struggling students; coaching logs.

Personnel Summary: Asst. Principal Elementary 1 FTE - LCFF 50%; Title 1 50%

Matl/Srvc Summary:

	Cost	Statutory Beneflts	Health Beneflts	Project Totals
Certificated	108,844	15,434	18,722	143,000
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**143,000**

SSC Approve Date: 02/23/2015

Subject: Additional Interventions

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Ln	Dates	Description	Priority Area(s)
3	09/01/2015 06/17/2016	A .20 Teacher Librarian will provide supplementary instruction using informational text, digital and hardcopy, to support research and the implementation of the Common Core curriculum for Kidergarten through fifth grade. The Teacher Librarian will collaborate with classroom teachers to support units of instruction in ELA and Literacy.	CCSS Student Achievement

Person(s) Responsible: Teacher Librarian, classroom teachers, Administration.

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

Identified Need: The Common Core State Standards mandate a balance between informational text and literature. This is a departure from former state standards, requiring explicit instruction for optimal access and comprehension.

Target Group: Grades K-5.

Monitoring: Montioring will be by Administration through informal observations.

Personnel Summary: Librarian .2 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Beneflts	Health Beneflts	Project Totals
Certificated	18,266	2,590	3,744	24,600
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**24,600**

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4	09/10/2015 06/17/2016	This one additional day of a Counselor is to supplement the district's portion (80%). With a full week, she can support a 96.5 attendance rate or higher through weekly monitoring of students with declining attendance. Through the SST/IEP/504 process, she will collaborate with the School Psychologist, teachers, parents and administration to design and implememnt appropriate interventions that support individual student academic and behavioral goals. She is the School Based Mental Health liaison, working colsely with community agencies to further serve our students.	Student Achievement School Climate Student Engagement

Person(s) Responsible: School Counselor

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

Identified Need: In order to align with the eight areas of LCAP, attendance must be maintained at a high rate. When studnets feel valued and successful, they are more inclined toward self-efficacy and responsibility for their own learning; when behavioral obstacles are addressed, learning can occur.

Target Group: Students with IEPs, SSTs, 504s; students who had 10 or more absences the previous year or declining enrollment next year; those with a pattern of suspensions/detentions.

Monitoring: Parent contact logs, attendance runs, SST/IEP/504 minutes; email and live conversations with Long Beach Child Guidance Center, Counselor and Administration; review of data at monthly meetings; Achievement Reports; anecdotal data; student surveys.

Personnel Summary: Counselor .2 FTE - LCFF 34%; LEP 28%; SCE 38%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	19,667	2,789	3,744	26,200
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**26,200**

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Ln	Dates	Description	Priority Area(s)
5	09/01/2015 06/17/2016	A .16 Nurse Inspector will provide small group counseling based upon student need (i.e., obesity, health, hygiene, behavioral issues). She will also provide supplemental health information to parents at parent meetings/workshops, assist them in obtaining information and appointments for medical, dental and vision services, and teach supplemental health lessons related to health standards and student need, per requests from teachers and support staff.	Parent Involvement School Climate Other Student Outcomes

Person(s) Responsible: School Nurse Inspector.

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

Identified Need: Many of Muir's studnets live below the poverty line. Parents and students need access to health information critical to well-being and optimal development, foundational to learning.

Target Group: K-8 students.

Monitoring: Monitoring by Administration, informally and formally.

Personnel Summary: Nurse Inspector .16 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Beneflts	Health Beneflts	Project Totals
Certificated	14,052	1,993	2,996	19,041
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**19,041**

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6	09/02/2015 06/16/2016	A full time Instructional Assistant will work in both SBAC computer labs (splitting time between both), providing small group and individual assistance to students and assisting with whole class lessons, in collaboration with classroom teachers. She will assist students with small group instruction in ELA, Math and research projects in literacy, using technology and web-based resources. Additionally, the Instructional Assistant will conduct mini-professional development in technology for teachers, as needed.	Access to a Broad Curriculum CCSS Student Achievement

Person(s) Responsible: Instructional Assistant.

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

Identified Need: Upper grade students who are below grade level in ELA and Math will benefit from "push-in" small group instruction while teacher is instructing in labs. Primary students need to develop basic computer skills; all students need computer literacy for college and career readiness.

Target Group: K-8 students, especially those below grade level in ELA and Math.

Monitoring: Administration and classroom teachers will monitor computer-based assignments.

Personnel Summary: Instructional Assistant Computer Resource .75 FTE - LCFF 94%; Title 1 6%

Matl/Srvc Summary:

	Cost	Statutory Beneflts	Health Beneflts	Project Totals
Certificated	0	0	0	0
Classified	29,005	6,454	14,042	49,501
Mtls/Srvc	0			0
Total				**49,501**

SSC Approve Date: 02/23/2015

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7	09/01/2015 06/17/2016	An Additional first grade teacher will lower class size to 25-1 to improve student achievement in ELA and in Math; decrease numbers of students at risk for retention; maintain a minimum attendance rate of 96.5 most school months. A ratio of 25-1 will also facilitate a more seamless transition to upper grades for English Learners and students with special needs through increased parent/teacher communication and involvement.	CCSS Parent Involvement Student Achievement

Person(s) Responsible: Class size reduction teacher.

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

Identified Need: First graders often struggle with the rigor of Common Core, particularly in ELA, and need daily small group instruction.

Target Group: First graders.

Monitoring: Monitoring by Administration.

Personnel Summary: Teacher - Elementary 1 FTE - LCFF 8%; Title 1 92%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	93,079	13,199	18,722	125,000
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**125,000**

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8	11/30/2015 06/16/2016	Interventions will be provided to English Language Learners beyond the school day to support the achievement of grade level standards.	Access to a Broad Curriculum Student Achievement

Person(s) Responsible: Principal, assistant principal, and selected teachers

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

Identified Need: English Language Learners are performing below other subgroups

Target Group: English Language Learners in grades K-8 who are performing below grade level in English Language Arts

Monitoring: Pre-data and post-data will be collected to monitor the effectiveness of the intervention. The principal and assistant principal will monitor the instruction and data collection.

Personnel Summary: Teacher Hourly P Schedule (8) for 18 hours annually - LEP 55%; SCE 45%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	7,831	1,110	0	8,941
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**8,941**

SSC Approve Date: 11/10/2015

Subject: Reading