



**Continuous Improvement Expenditure Plan
 2018-2019
 INTERVENTION PLAN**

School: Barton

Principal(s): Richard W. Littlejohn

Submit Date: October 2, 2018

Status: Approved

Intervention Focus:

Support the school's behavior management system, attendance rates, supervision, parent involvement, teacher supervision, and other Culture/Climate factors. Increase parent involvement through parent education workshops, Parent Nights, and PTO support. Monitor and management of chronically absent students through incentive programs, contracts, and parent conferences. Utilize the Intermediate Office Assistant in the Attendance Program. Provide professional development to teachers and support implementation of research-based instructional practices in the classroom through supervision, strategy and planning, and evaluations. Support FRSA and Benchmark growth, Reading Recovery Small Group Instructional Group implementation, teacher supervision in Grades K-2, and at-risk students in Grades K-2. School librarian to support the SBAC ELA Claim areas of Writing and Research/Inquiry for students in Grades 3-5. Teacher librarian will serve African-American and ELL subgroup to provide opportunity to read, inquire, research, and write. Teacher librarian will use SBAC Targets and the SBAC Claim information to plan for intervention groups and implement lessons for 10 students in each session. Intervention group will have the opportunity to compare sources, have collaborative conversations, receive focused and guided instruction, and use technology in the library to support and provide evidence for their claims. After school interventions will be provided for targeted students to provide additional educational minutes/hours at the site. After school programs will support growth in both ELA and Math. ELL subgroup and African-American subgroup have an achievement gap when compared to other subgroups. Suspension rate for African-American students at 10% and Chronic Absenteeism percentage of 18.6% last year.

Expected Outcome:

Increase SBAC ELA proficiency by 6% in Grades 3-5 as compared to 2016-2017 school year. Increase SBAC Math proficiency by 6% in Grades 3-5 as compared to 2016-2017 school year. Total number of suspensions to decrease by 10% and reduce percent of students suspended by 2%. Increase CORE Safety category by 12% in staff and 5% for students. Increase by 5% on the Student CORE Survey b Decrease total number of chronic absentee students by 10%. SBAC ELA Claim Area growth in Writing and Research/Inquiry for student intervention group tracked on LROIX's Intervention Tracking system.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	08/10/2018 06/30/2019	Assistant Principal to support the school's behavior management system, attendance rates, supervision, and other Culture/Climate factors. Increase parent involvement through parent education workshops, Parent Nights, and PTO support. Utilize the Intermediate Office Assistant and Counselor in the Attendance Program. Provide professional development to teachers and support implementation of research-based instructional practices in the classroom through supervision, strategy and planning, and evaluations. Support FRSA and Benchmark growth, Reading Recovery Small Group Instructional Group implementation, teacher supervision in Grades K-2, and at-risk students in Grades K-2. Assistant principal will manage the positive incentive program, referrals to the office, and organization/management.	SBAC Math Attendance/Chronic Absenteeism Rate Suspension/Exclusion Rate Culture-Climate Survey (Student-Staff)

Person(s) Responsible: Assistant Principal

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: ELA SBAC Female to Male subgroup proficiency is a 22% gap. Math SBAC Female to Male subgroup proficiency is 10%. Assistant Principal intervention decreasing total suspension numbers. Attendance need support due to high Chronic Absenteeism at 17.6%. ELA/Math subgroups show significant difference.

Target Group: All Parents, All Staff, Identified At-Risk Students

Monitoring: Improve Scale Score Growth by 30 points for targeted African-American and ELL Males. Close the Achievement Gap between Female and Male Subgroup. Math from 10% to 2% gap and ELA from 22% to 10% differential. Increase CORE Safety by 5% in staff and 5% for students.

Personnel Summary: Asst. Principal Elementary .5 FTE - LCFF 1%; Title 1 99%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/20/2018	Certificated 57,634	11,360	10,367	79,361
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	79,361



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2	08/10/2018 06/30/2019	School librarian to support the SBAC ELA Claim areas of Reading and Research/Inquiry for students in Grades 3-5. Teacher librarian will serve African-American and ELL subgroups to provide opportunity to read, inquire, research, and write. Teacher librarian will use SBAC Targets and the SBAC Claim information to plan for intervention groups and implement lessons for 10 students in each session. Intervention group will have the opportunity to compare sources, have collaborative conversations, receive focused and guided instruction, and use technology in the library to support and provide evidence for their claims. Listening Claim and Research Claim will be area of focus.	SBAC ELA Other

Person(s) Responsible: Principal, Teacher Librarian

Frequency: Weekly

SPSA/AM: AM1 Rdg

Identified Need: SBAC performance on ELA Claim Areas for Research and Inquiry and Reading showed the least amount of growth in ELA. ELL Subgroup had only 1% growth in SBAC ELA. African American Students grew 8% in ELA but still performing below District average.

Target Group: African-American, English Learners

Monitoring: SBAC ELA Claim Area increase of Listening and Research. Student intervention group tracked on LROIX's Intervention Tracking and will show growth. SBAC ELA Listening and Reseach Claims will show growth and ELA Scale Score will increase by 20 points for each student served.

Personnel Summary: Librarian .2 FTE - EL Support 25%; Title 1 75%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 01/30/2018	Certificated 19,513	3,846	4,147	27,506
Subject: Reading	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	27,506



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Ln	Dates	Description	Data Measure(s)
3	08/10/2018 06/30/2019	School psychologist for an additional day to total 3 days as an intervention to support students in small groups. Provide support for Male and Female African-American subgroups who may cause persistent disruption and emotional reactions to normal situations. Support to be provided through small group intervention such as Anger Management, Emotions with Learning, Anxiety with Learning, etc. School psychologist to encourage gathering of data on students, review classroom management, recommend instructional strategies, recommend assistive technology, recommend scaffolds and structures in the classroom and playground, and provide student/teacher support through classroom observations. School psychologist to provide support and recommendations in SST's for implementation in the classroom and playground that may support student growth and create additional steps and scaffolds that may prevent assessment plans for both Male Subgroup and African-American subgroup. African-American Male Subgroup will be specifically targeted for support with CORE Areas such as Self-Management, Social Awareness, and Self-Efficacy. 0.2FTE will be funded from LCFF.	Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent) SEL Survey

Person(s) Responsible: School Psychologist, Assistant Principal, Counselor, Principal

Frequency: Weekly

SPSA/AM: AM1 Add. Int.

Identified Need: Students with high needs that are currently not receiving services for anxiety, anger, and high emotional reactions to normal situations.

Target Group: African-American, Identified At-Risk Students, Male, Female

Monitoring: School psychologist will keep on record permission slips signed by the parent, a log of students and dates of small group intervention, and log of classroom visits.

Personnel Summary: Psychologist .2 FTE - LCFF 50%; Title 1 50%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 01/30/2018	Certificated 21,760	4,289	4,147	30,196
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0



Long Beach Unified School District
1515 Hughes Way, Long Beach, CA 90810

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Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
			Total
			30,196



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Ln	Dates	Description	Data Measure(s)
4	08/10/2018 06/30/2019	Intermediate Office Assistant has supported teachers this year with phone calls of students who are in danger of becoming Chronically Absent. IOA will support with our Chronic At-Risk Students using the 5-10 Chronic Accountability Cards as the next level of Attendance Enforcement after teachers. IOA position will help with phone calls, sending notices, and setting up parent conferences for students at the beginning of the year who are on a list for Attendance Phone Calls. At the beginning of every trimester, "At Risk Student Attendance" Data will be given to the IOA to identify students who will be targeted for phone calls and parent conferences. IOA will support this project on the supplemental day. In addition, IOA will support after school tutoring programs to increase to at least 95% average attendance. IOA will have target students from the ELL subgroup to ensure their attendance at school.	Attendance/Chronic Absenteeism Rate

Person(s) Responsible: Office Supervisor, Assistant Principal

Frequency: Weekly

SPSA/AM: AM1 Add. Int.

Identified Need: Kindergarten percentage for 2017-18 is the lowest among all grade levels. Grade 1 has the next lowest percentage. Our primary grade students need to attend school to learn and grow in academics. Attendance percentage is below 95% for the year.

Target Group: All Parents, All Students, Homeless, Identified At-Risk Students, Targeted Parents

Monitoring: Next year's Grade 1 will increase attendance percentage from 93.4% to 95.4% and Homeless/Foster decrease to 25%. Chronic absenteeism will be below 12% for the 2018-2019 school year. Daily attendance percentage will increase to 96%. CORE STAFF Survey favorability rating will improve from 33% to 50%

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

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 01/30/2018				
Subject: Additional Interventions				
	Certificated	0	0	0
	Classified	8,567	2,376	15,090
	Mtls/Srvc	0		0
			Total	15,090



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5	07/01/2018 06/30/2019	Counselor additional FTE of 0.5. Counselor to provide support services for students to help improve the student CORE areas. Culture/Climate improvements are needed through actual service provided for students. Counselor to meet with students to support self-management, social awareness, and academic counseling. Self-management and social awareness to support student Productive Struggle during Guided Instruction, Collaborative Learning, and Independent Learning. This will increase student participation, student production, student engagement, and teacher's ability to formatively assess students to determine next steps for instruction and differentiation. Tier 3 Intervention will be provided for students through small group academic counseling support, self-management related to the CORE deficit areas, self-efficacy, and social awareness that focuses on collaboration. Monitor and management of chronically absent students through incentive programs, contracts, and parent conferences. Implement programs that support students in the improvement of student attendance and struggling in CORE areas.	Culture-Climate Survey (Student-Staff) SEL Survey Other

Person(s) Responsible: Counselor, Principal, SSC and ELAC

Frequency: Weekly

SPSA/AM: AM1 Add. Int.

Identified Need: Student CORE results from 2017 show below than acceptable responses in Self-Management and Social Awareness. Student support groups, programs and systems are needed to improve student productive struggle, self-management, social awareness, and self-efficacy.

Target Group: African-American, Identified At-Risk Students

Monitoring: Improvement in productive struggle displayed through walkthrough data collected. Lowest performing areas in Self-Management, Social Awareness, Self-Efficacy and Growth Mindset will improve by 6% on the CORE.

Personnel Summary: Counselor .5 FTE - LCFF 10%; Title 1 90%

Matl/Srv Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/20/2018	Certificated 52,602	10,368	10,367	73,337
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0



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Ln	Dates	Description	Data Measure(s)
			Total
			73,337



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Ln	Dates	Description	Data Measure(s)
6	08/30/2018 06/30/2019	Retired or part time teacher to provide ELA and Math intervention by providing small group intervention support for English Language Learner students and At-Risk African-American subgroup students. Teacher will work with Grade 4 and Grade 5 students only. 1. Build procedural fluency from conceptual understanding in Math. Build Reading Fluency and comprehension using multiple text as resources. Effective teaching builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual problems. Teacher will also support in small group intervention student use and connections with mathematical representations. Support student engagement in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.	SBAC ELA SBAC Math Other

Person(s) Responsible: Principal, Assistant Principal

Frequency: Weekly

SPSA/AM: AM1 Rdg

Identified Need: SBAC ELA Proficiency at 30% ELL Subgroup growth of only 1% proficiency on the SBAC ELA. ELL Subgroup decrease of 8% in Math SBAC proficiency. 0% of ELL students are proficient in Math SBAC in Grades 4-5.

Target Group: English Learners

Monitoring: Pre, Mid, and Post assessment data collected by the intervention teacher to monitor student progress for students receiving this intervention. Math unit assessments will track student progress in Mathematics. Claim area pre, mid and post assessment data to be collected in ELA.

Personnel Summary: Teacher Hourly P Schedule (1) for 400 hours annually - EL Support 30%; LCFF 20%; Title 1 50%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/20/2018	Certificated 23,384	4,609	0	27,993
Subject: Reading	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	27,993



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Ln	Dates	Description	Data Measure(s)
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7	08/30/2018 06/30/2019	After school tutoring to use academic language and discourse in Mathematics to support students who need additional exposure for success and to build in opportunity to reach proficiency. Students who perform "Nearly Met" will be targeted. African-American, Hispanic/Latino, and Male subgroups will be targeted. Class up to a 15 to 1 ratio per teacher. 6 week session 2 days a week or 12 week session 1 day a week for 45 to 60 minutes a day in Grade 1-3. Pay at Schedule P.	SBAC Math
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Person(s) Responsible: Assistant Principal, Principal, Counselor

Frequency: Weekly

SPSA/AM: AM1 Math

Identified Need: Largest group of students are in the "Nearly Met" category for Math. 75% of our students are not proficient in Math. Red color on CA growth model.

Target Group: African-American, English Learners, Male

Monitoring: Improve upon Red Color on CA growth model. Decrease Nearly Met student percentage and improve Met or Exceeded percentage. 80% of student in Math after school tutoring will improve in their SBAC Scale Score in Grades 4-5 by 50 points in Math.

Personnel Summary: Teacher Hourly P Schedule (10) for 8 hours annually - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/20/2018				
Subject: Math				
	Certificated	4,677	922	0
	Classified	0	0	0
	MtIs/Srvc	0		0
			Total	5,599



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Ln	Dates	Description	Data Measure(s)
8	10/01/2018 06/30/2019	After school intervention program to increase Reading and Research/Inquiry. READING ONLINE tutorial utilizing Lexia CORE 5, PebbleGo, Khan Academy, and ST Math in Grade 1-3. Service will focus on African American subgroup, ELLsubgroup, and other targeted students. This tutorial is for students who are "strugglers" in reading. A workshop setting that services 10 students per group. Small group instruction will be provided to students. Math or ELA will be the focus based on student performance data and "needs" identification. After school tutoring in Grades 1-3 in small group after school using leveled text. 45 minutes per session for 2 days a week. Students who are at-risk for retention, low FRSA performance, and low academic performance will be targeted. Students will work on FRSA skills.	SBAC ELA Other

Person(s) Responsible: Principal, Assistant Principal

Frequency: Weekly

SPSA/AM: AM1 Rdg

Identified Need: 1% growth for ELL subgroup on ELA SBAC. ELL and at risk student population need more support with Reading. Only 30% of students are proficient on the SBAC ELA. Over 50% of students are below target in ELA Research Inquiry and Reading.

Target Group: African-American, English Learners, Identified At-Risk Students

Monitoring: Increase on SBAC ELA Overall in Grades 3-5 and Reading Benchmarks by 5% as compared to the year before. District ELA Unit Assessments will be used to compare the PebbleGo and/or RazKids data. Research/Inquiry will increase by 8% for students in the program.

Personnel Summary: Teacher Hourly P Schedule (10) for 8 hours annually - LCFF 50%; Title 1 50%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/20/2018	Certificated 4,677	922	0	5,599
Subject: Reading	Classified 0	0	0	0
	MtIs/Srvc 0			0
			Total	5,599



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Ln	Dates	Description	Data Measure(s)
9	10/01/2018 06/30/2019	After school tutoring in Grades 1-3 in small group after school using leveled text. Guided reading small group process to be used. 3 teachers for 6 weeks serving up to 10 students per group. 45 minutes per session for 2 days a week. Students who are at-risk for retention will be targeted. Students will work on FRSA skills. This is specifically for students to learn decoding skills.	Elementary Reading - FRSA Elementary Reading - Benchmarks

Person(s) Responsible: Assistant Principal

Frequency: Weekly

SPSA/AM: AM1 Rdg

Identified Need: Grade 1-3 need additional support in Reading after school with text at their instructional level. FRSA support for students that are at-risk for retention. ELL, African-American, and Latino Subgroups may need additional tutorial support with FRSA and Reading Comprehension.

Target Group: Identified At-Risk Students, English Learners

Monitoring: Pre and post assessment improvement for each student. FRSA assessment to be completed for all students in tutorial for Grades 1-3. Students will also receive their next Reading Benchmark assessment at least once during the session.

Personnel Summary: Teacher Hourly P Schedule (3) for 12 hours annually - EL Support 80%; LCFF 20%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/20/2018				
Subject: Reading				
	Certificated	2,105	415	0
	Classified	0	0	0
	Mtls/Srvc	0		0
			Total	2,520



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Ln	Dates	Description	Data Measure(s)
10	08/15/2018 06/30/2019	Recreation aide supervision to provide safety and supervision for students. Additional professional development related to safety and school systems will also be provided for recreational staff.	Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent)

Person(s) Responsible: Assistant Principal, Principal

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: CORE Safety data for students is less than 70%.

Target Group: All Students

Monitoring: CORE Safety data will improve by 5%.

Personnel Summary: Recreation Aide (9) for 473 hours annually - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 09/12/2018				
Subject: Additional Interventions				
	Certificated	0	0	0
	Classified	67,431	2,481	69,912
	Mtls/Srvc	0		0
			Total	69,912