



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

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

**School:** Henry                      **Principal(s):** Veronica Madrigal                      **Submit Date:** September 28, 2018                      **Status:** Approved

**Intervention Focus:**

Develop and maintain school-wide systems and programs that positively impact Henry's climate and culture. With assistance of admin. and counselor, staff will collaboratively implement best practices in student achievement, self-efficacy, engagement and parent involvement through goal setting and progress monitoring.

**Expected Outcome:**

Meet/exceed school academic goals as measured by state and district assessments, increase collaborative goal-setting through parent involvement in student at-risk meetings, classroom Guidelines for Success lessons, meet daily attendance and chronic absentee goals, decrease office referrals for behaviors, and continue to promote school-wide recognition systems for students and their families.

**Intervention Project Timeline**

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	08/28/2018 06/14/2019	Counselor will monitor attendance of students and communicate to families the impact on achievement; will assist staff in analyzing students with learning difficulties and work with our families to develop a course of action based in RTI; will assist staff in working with targeted students for behavioral challenges with the interventions necessary to improve social outcomes; conduct SST's in order to match students with the appropriate services and interventions for student achievement; collaborate with staff to implement and monitor the progress of intervention strategies; provide counseling to targeted students related to issues interfering with student achievement; provide Tier 1 services to all classrooms through the use of lessons designed upon the school's Guidelines for Success; design and implement incentive systems that promote student motivation and engagement.	Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent)

**Person(s) Responsible:** Principal

**Frequency:** Daily

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

**Identified Need:** Increased support through school-wide systems and structures for students and their families in the areas of social, emotional, behavioral, and academic achievement.

**Target Group:** English Learners, Identified At-Risk Students, GATE/Excel, Low SES, Special Education, Targeted Parents, Other Targeted Students, All Students

**Monitoring:** Principal  
Counselor

**Personnel Summary:** Counselor .3 FTE - Central 67%; LCFF 33%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> 02/27/2018	Certificated 31,561	6,221	6,220	44,002
<b>Subject:</b> Additional Interventions	Classified 0	0	0	0
	Mtl/Srvc 0			0
			<b>Total</b>	<b>44,002</b>



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Ln	Dates	Description	Data Measure(s)
2	08/30/2018 06/13/2019	An 80%, TOSA--Intervention Teacher will provide supplemental pull out, daily small group reading instruction to support struggling K-2 studetns (as identified by data) on a daily basis trimester by trimetser. In addition, the TOSA will provide supplemental push in, following RTI model to support struggling students in 3-5 classrooms, on a daily basis trimester by trimester. Additionally the TOSA-Intervention Teacher will coach individual teachers and grade levels to increase their proficiency wth implementation of Reading Small Group Instrucion practices within their own classrooms to foster more effective differentiated instrsion for students.	Elementary Reading - FRSA Elementary Reading - Benchmarks

**Person(s) Responsible:** TOSA-Intervention Teacher

**Frequency:** Daily

**SPSA/AM:** AM1 Rdg

**Identified Need:** Per multiple sources of data approximately 48.8% of Henry students are not proficient readers in English.

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

**Monitoring:** Principal, ELAC & SSC Members via Trimester DAta Reports

**Personnel Summary:** Teacher on Special Assignment (TOSA) .8 FTE - Central 100%

**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>SSC Approve Date:</b> SSC Approval not needed with funding used	<b>Certificated</b> 82,212	16,204	16,587	115,003
	<b>Classified</b> 0	0	0	0
<b>Subject:</b> Reading	<b>MtlS/SrvC</b> 0			0
			<b>Total</b>	<b>115,003</b>



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3	08/29/2018 06/14/2019	Provide additional support to ensure student safety and help students implement our Guidelines for Success in unstructure areas. Assist student in self-regulating and learn problem solving skills during unstructured times.	Culture-Climate Survey (Student-Staff)

**Person(s) Responsible:** Principal  
**Frequency:** Daily  
**Identified Need:** CORE surey, sense of belonging and safety  
**Target Group:** All Students  
**Monitoring:** number of referrals from playground  
**Personnel Summary:** Recreation Aide ( 7 ) for 495 hours annually - LCFF 100%  
**Matl/Srvc Summary:**

	Cost	Statutory Benefits	Health Benefits	Project Totals
<b>Certificated</b>	0	0	0	0
<b>Classified</b>	54,886	2,020	0	56,906
<b>MtlS/Srvc</b>	0			0
<b>Total</b>				<b>56,906</b>

**SSC Approve Date:** 05/22/2018

**Subject:** Additional Interventions