



**Continuous Improvement Expenditure Plan
 2019-2020
 INTERVENTION PLAN**

School: Webster

Principal(s): Sarah E. Forrester

Submit Date: December 14, 2019

Status: Approved

Intervention Focus:

The interventions provided in this plan are the representation and result of our efforts to provide students with a leveled support system that will best meet the diverse needs and help them to reach their full potential in the areas of academics, behavior, and social/emotional wellness. This plan is designed to support all Webster students, with specific focus on supporting our most at-risk students: English language learners, African American students, and RSP students. Our plan is to provide timely and meaningful interventions in the areas of Reading, Math, Writing, and Social/Emotional learning in order to:

- Close the achievement gap between all of our students and our most significant subgroups, including ELL and African American students
- Enhance our students' abilities to cope with social/emotional pressures, develop healthy coping skills, and build our students self efficacy and growth mindset
- Provide supplemental, research based opportunities which will enhance and extend the core curriculum
- Intervene with chronic absenteeism and tardiness which hinders our students' access to academic success

Our school data reflects the need to increase student proficiency levels in ELA and Math, and to monitor and provide incentives/interventions for students attendance, academics, behavior, and parent involvement.

Expected Outcome:

Increased academic success as measured on the SBAC by at least 7% increase in the areas of ELA and Mathematics. Close the achievement gap by 50% for our English Language Learners and our African American students. Increase overall attendance to 96%. Decrease chronic absenteeism by 5%. Decrease the amount of missed educational opportunities by reducing office referrals. Increase overall Self Efficacy and Growth Mindset of students by at least 5% so that they have the personal fortitude to persevere through adversity. Increase student accessibility to research based materials which will accelerate their learning. Professional development to align curriculum to CCSS implementation among all classrooms to increase student achievement. Increased percent of EL students who are reclassified in grades 3-5. Ensure that discipline/intervention programs positively impact school climate, students' academic success, pupil engagement, and parent involvement. Increased parental involvement, student attendance, and student achievement by decreasing excessive absences and tardies.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
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Ln	Dates	Description	Data Measure(s)
1	08/28/2019 06/11/2020	A certificated retired teacher to provide intervention support in order to accelerate the learning of Webster's At-Risk students including English Language Learners and African American students, in the areas of ELA and Mathematics through interventions including small group intensive instruction, Linda-Mood Bell, Reading Recovery strategies, and one-on-one support as needed.	SBAC ELA SBAC Math Elementary Reading - FRSA Elementary Math - Math Facts EL Reclassification

Person(s) Responsible: Retired Certificated Teacher

Frequency: Weekly

SPSA/AM: AM1 Rdg

Identified Need: Increase student achievement and close the achievement gap for our English Language Learners and our African American students

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

Monitoring: LROIX intervention tracking and data summaries will be shared monthly with administrator and classroom teachers. Other monitoring data will include:
 ELL Reclassification
 Attendance of identified students
 Flexible groupings lists
 ELA/Math Synergy Unit Assessments

Personnel Summary:

Matl/Srvc Summary: Services - Title 1 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/12/2019	Certificated 0	0	0	0
	Classified 0	0	0	0
Subject: Reading	Mtls/Srvc 50,000			50,000
			Total	50,000



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2	08/28/2019 06/11/2020	Augment the ELA and other content areas by providing supplementary instruction to include but not limited to: literary analysis, themes and genres of literature, features of expository text, reference skills (print and electronic), evaluation of websites, and use of the online catalog to improve student outcomes on Benchmarks, ELA Unit Assessments, and 3-5 SBAC. Supplement most at-risk ELA students' access to literature and informational text, provide readers' advisory, and database and technology instruction to support content area standards. Supplement primary students' literary knowledge development and comprehension skills through narrative presentation, identifying genres, connecting themes, identifying story elements and modeling fluency. Supplement ELA instruction by providing mini-lessons that are aligned to Common Core standards, and augment the ELA and other content area instructional programs by providing supplemental instruction in close read and text dependent questions. The librarian will provide instruction in the library 3 days a week to serve all Webster classrooms. Library time will also serve as an additional opportunity for teachers to provide targeted small group intervention to their at-risk students.	SBAC ELA SBAC Math Elementary Reading - Benchmarks

Person(s) Responsible: Librarian
Frequency: Weekly **SPSA/AM:** AM1 Rdg
Identified Need: School data shows that students need supplemental instruction to meet the CCSS for reading. They need greater access to Literature and Informational text, along with additional mini-lessons to supplement Common Core instruction. Students do not have the necessary skills for accessing research/tech
Target Group: All Students
Monitoring: The Principal will monitor the data measures: Monthly report to principal to include number and genre of books ordered and used by students, surveys, student CORE survey data
Personnel Summary: Librarian .1 FTE - Title 1 100%
Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/12/2019	10,013	2,159	2,184	14,356
	0	0	0	0



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

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Ln	Dates	Description	Data Measure(s)	
			Mtls/Srvc	0
			Total	<u>0</u> 14,356

Subject: Reading



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Ln	Dates	Description	Data Measure(s)
3	08/28/2019 06/11/2020	The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent) Basic Services

Person(s) Responsible: School Nurse (with oversight from Principal)

Frequency: Daily

SPSA/AM: AM2

Identified Need: TK-5th grade students (general education and special education), families, and teachers need resources in order to provide and monitor their child's health and increase attendance and academic success at school.

Target Group: All Students, All Parents

Monitoring: Monthly log to track referrals to nurse, data on school uniforms, medical health referrals. Monthly tracking of overall schoolwide attendance, at-risk student attendance, and chronic absenteeism. LROIX intervention tracking will be used as well.

Personnel Summary: Nurse Inspector .1 FTE - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/12/2019	Certificated 8,708	1,877	2,184	12,769
Subject: Additional Interventions	Classified 0	0	0	0
	Mtls/Srvc 0			0
			Total	12,769



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4	08/28/2019 06/11/2020	The counselor will provide intervention and will coordinate our Response to Intervention for our most at-risk students including our ELL and African American students. The counselor will be able to reduce class size on a rotational basis by providing Sanford Harmony and Guidance lessons while to classes, allowing teachers the flexibility to pull small groups for at-risk interventions in ELA and/or math. The counselor will provide specific monitoring of our students' academic, social/emotional, behavioral, and attendance data. Students not meeting the standards will be identified for early intervention including guidance lessons provided by the counselor, in class differentiated instruction, School Based Mental Health Services, Student Success Team, and small group counseling sessions (including the use of Sanford Harmony) to address social/emotional needs. The counselor will monitor data points including academic data in ELA and Math, aide in creating warm and demanding relationships between our teachers, support staff, students, and family members. The counselor will also help to build a stronger home/school connection that increases attendance and creates a consistent and supportive environment for our students. In addition, the counselor will continue to build a school culture that keeps students in class and at school, engaged in the learning process with creative alternatives to suspension when behaviors errors allow for flexibility, and hold families accountable for attendance and tardies that lead to missed learning opportunities. Attendance for students in TK-5th grade will be monitored on a weekly basis, and parent calls will be made to ensure student attendance and success.	EL Reclassification Attendance/Chronic Absenteeism Rate Suspension/Expulsion Rate Culture-Climate Survey (Student-Staff) Core Curriculum

Person(s) Responsible: Counselor

Frequency: Daily

SPSA/AM: AM2

Identified Need: TK-5th grade data shows students need improved overall academics (focused on ELA and Math), attendance, and social/emotional support. There is also a need for increased classroom and individual attendance incentives, as well as attendance conferences to decrease our chronic absenteeism.

Target Group: Other Targeted Students, African-American, English Learners, Low SES, Identified At-Risk Students

Monitoring:



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Ln	Dates	Description	Data Measure(s)
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- Monitor data by site administrator with particular attention to academic data, attendance, office referral, and SEL data.
- LROIX intervention tracking
- SST follow through and meeting logs
- Small group intervention
- SBMH Referrals
- EL Reclassification
- School Climate Survey results

Personnel Summary: Counselor .6 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/12/2019	Certificated 62,359	13,445	13,103	88,907
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 0			0
			Total	88,907



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Ln	Dates	Description	Data Measure(s)
5	08/28/2019 06/13/2020	Supplemental funding (2 days per week) of a Health Assistant to increase our "nurse's office" coverage to 5 days per week. Health Assistant will focus on improving student achievement by increasing attendance rates and decreasing absenteeism due to medical and health concerns. The Health Assistant will also help improve school climate by decreasing classroom interruptions and increasing student self efficacy and social emotional well being.	Attendance/Chronic Absenteeism Rate

Person(s) Responsible: Health Assistant

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: There is a need for both students with special needs (diabetes, seizures, severe allergies, asthma, g-tubes), as well as the general student population to increase attendance.

Target Group: All Students

Monitoring: Weekly monitoring will be primarily recorded on nurse log and health files. Monthly meetings with site administrator/nurse to share monitoring data. Attendance rates and survey results will be shared at stakeholder meetings.

Personnel Summary: Health Assistant .285 FTE - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/12/2019				
Subject: Additional Interventions				
	Certificated	0	0	0
	Classified	11,297	417	11,714
	Mtls/Srvc	0		0
			Total	11,714



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Ln	Dates	Description	Data Measure(s)
6	08/28/2019 06/14/2020	The IOA will translate for academic intervention parent workshops, and make phone calls regarding academic progress, attendance and behaviors as needed. The IOA will also translate for parent conferences and IEPs to help explain academic progress and interventions to parents. The IOA will facilitate home-school communication by contacting parents, at the request of school personnel, to discuss attendance, behavior, and academic concerns; schedules and participates in conferences, meetings, and the presentations for staff, students, and their parents/guardians to support student academic achievement. He/she will meet with students and parents to translate and address attendance, behavior, and academic concerns to increase student achievement and student engagement. The IOA will meet daily/weekly with attendance at risk students to positively reinforce attendance. This positive reinforcement is developed by administrative staff and teachers.	Attendance/Chronic Absenteeism Rate Basic Services

Person(s) Responsible: IOA

Frequency: Daily

SPSA/AM: AM1 Add. Int.

Identified Need: Select families in grades K-5 have inconsistent attendance patterns and/or tardies, need uniform assistance, and are in need of an intervention to increase academic needs. Parents of these students need a liaison to increase home-school connection and parental involvement.

Target Group: Identified At-Risk Students, Other Targeted Students, Targeted Parents

Monitoring: The Principal and Assistant Principal will monitor data measures. The Office Manager will directly supervise the IOA.

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

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 02/12/2019	Certificated 0	0	0	0
	Classified 8,710	2,650	4,368	15,728
Subject: Additional Interventions	Mtls/Srvc 0			<u>0</u>



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Ln	Dates	Description	Data Measure(s)
			Total 15,728



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Ln	Dates	Description	Data Measure(s)
7	08/30/2019 06/15/2020	The IOA will facilitate home-school communication by contacting ELL parents, at the request of school personnel, to discuss attendance, behavior, and academic concerns. He/she will meet with EL students and parents to translate and address attendance, behavior, and academic concerns to increase student achievement and student engagement. The IOA will meet daily/weekly with attendance at risk students to positively reinforce attendance.	Attendance/Chronic Absenteeism Rate Culture-Climate Survey (Student-Staff) Culture-Climate Survey (Parent)

Person(s) Responsible: IOA

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

Identified Need: As of May, 2019, 18.8% of our EL students have an attendance rate of less than 90%. Furthermore, Webster is in need of increasing parental involvement in and out of the classrooms throughout the school year. IOA focus will be on increasing ELL parent support and academic scores.

Target Group: English Learners, Targeted Parents, Other Targeted Students

Monitoring: Monthly Attendance Reports
 "Contact Logs"
 Parent participation in school committee, VIPS, and Workshops

Personnel Summary: Intermediate Office Assistant .2 FTE - EL Support 30%; Par Inv 20%; Title 1 50%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
Classified	8,710	2,650	4,368	15,728
MtIs/Srvc	0			0
			Total	15,728

SSC Approve Date: 02/12/2019

Subject: Additional Interventions



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8	08/28/2019 06/12/2020	EL students will be provided additional support and practice with English. EL students will be supported with college aides guiding/helping to apply skills with phonemic awareness, decoding strategies, sight word development, vocabulary and comprehension. College aides will provide frequent progress monitoring, as well as both 1:1 and small group support.	EL Reclassification Core Curriculum

Person(s) Responsible: Administrator
 Classroom Teacher
 College aides

Frequency: Weekly

SPSA/AM: AM1 Add. Int.

Identified Need: EL students demonstrate gaps in knowledge of phonemic awareness, phonics, sight words, vocabulary, and comprehension.

Target Group: English Learners

Monitoring: The FRSA will be used as an interim assessment checkpoint. Lexia CORE 5 will be used as ongoing formative assessment and to progress monitor.

Personnel Summary: College Student Aide (2) for 280 hours annually - EL Support 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
Classified	9,307	372	0	9,679
MtIs/Srvc	0			0
			Total	9,679

SSC Approve Date: SSC Approval not needed with funding used

Subject: Additional Interventions



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Ln	Dates	Description	Data Measure(s)
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9	08/28/2019 06/12/2020	Kinder and 1st grade students will be provided additional support and practice with early literacy skills. Students will be supported with college aides guiding/helping to apply skills with phonemic awareness, decoding strategies, sight word development, vocabulary and comprehension. College aides will provide frequent progress monitoring, as well as both 1:1 and small group support.	Elementary Reading - FRSA Core Curriculum
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Person(s) Responsible: Administrator
 Classroom Teacher
 College aides

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

Identified Need: EL students demonstrate gaps in knowledge of phonemic awareness, phonics, sight words, vocabulary, and comprehension.

Target Group: Other Targeted Students

Monitoring: The FRSA will be used as an interim assessment checkpoint. Lexia CORE 5 will be used as ongoing formative assessment and to progress monitor.

Personnel Summary: College Student Aide (2) for 280 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
Classified	9,307	372	0	9,679
Mtls/Srvc	0			0
			Total	9,679

SSC Approve Date: 05/21/2019

Subject: Additional Interventions



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Ln	Dates	Description	Data Measure(s)
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10	08/29/2019 06/14/2020	Selected students and classes will be provided additional support to provide instructional assistance and ensure safety of students. Students in our SDC classes will be supported with instructional aides guiding/helping to apply skills and ensure safety of all students, including and especially students with Behavior Support Plans and/or safety plans.	Basic Services
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Person(s) Responsible: Administrator
 Classroom Teacher
 Instructional aides

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

Identified Need: Specific students demonstrate additional needs in self management and behavior support.

Target Group: Special Education

Monitoring: Behavior Support Plan and Safety plan goals and data will be collected

Personnel Summary: Hourly - Instructional Aide (4) for 80 hours annually - LCFF 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 05/21/2018				
Subject: Additional Interventions				
	Certificated	0	0	0
	Classified	7,686	2,306	9,992
	Mtls/Srvc	0		0
			Total	9,992



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Ln	Dates	Description	Data Measure(s)
11	12/09/2019 06/13/2020	California Conference for Equality and Justice (CCJE) to provide SEL support to targeted classrooms in order to increase the self- efficacy, self-empathy, and self- management of selected at-risk students including English Language Learners and African American students.	Culture-Climate Survey (Student-Staff) Basic Services

Person(s) Responsible: CCJE staff
 Principal
 Teacher

Frequency: Other

SPSA/AM: AM1 Add. Int.

Identified Need: CORE survey and office referral data show s selected students need improved overall social/emotional support in order to improve academics (focused on English and Math) and attendance.

Target Group: Identified At-Risk Students, Other Targeted Students

Monitoring: Student list
 Teacher anecdotal
 Office referral data

Personnel Summary:

Matl/Srvc Summary: Services - LCFF 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
SSC Approve Date: 12/09/2019	Certificated 0	0	0	0
	Classified 0	0	0	0
Subject: Additional Interventions	Mtls/Srvc 3,000			3,000
			Total	3,000