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

Continuous Improvement Expenditure Plan
2020-2021
INTERVENTION PLAN

School: Grant **Principal(s):** Veronica Madrigal **Submit Date:** January 15, 2021 **Status:** Approved

Intervention Focus:

To increase student achievement, including accelerating student achievement for our targeted subgroups (AA & EL/RFEP students by:
1. Provide supplemental pull-out/push-in daily small group instruction to targeted students (identified by data).
2. Coach teachers to increase their proficiency and accuracy with key instructional strategies.
3. Provide targeted support to behaviorally struggling students and chronically absent students

Expected Outcome:

To increase the number of students who are proficient/advance proficient readers, writers and mathematicians who meet or exceed grade level standards.

Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)

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Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
1	08/31/2020 06/14/2021	A full-time, TOSA Intervention Teacher will provide supplemental pullout/push-in daily small group instruction to support struggling students (as identified by data) on a daily basis trimester by trimester. Additionally, on an as needed basis (based on enrollment), new comer students will be provided daily, supplemental pull out support to address language acquistion needs which will accelerate their ability to learn to read in a new language. Furthermore, this full-time TOSA Intervention Teacher will support campus professional development needs by coaching individual teachers and grade levels to increase their proficiency with implementation of small group instruction reading practices within their own classrooms to foster more effective differentiated instruction for all students.	SBAC ELA Elementary Reading - FRSA

Person(s) Responsible: TOSA Intervention Teacher

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

Identified Need: Per multiple sources of data approximately 35% of Grant students are not proficient readers.

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

Monitoring: Classroom Teachers, Admin Team, Intervention Staff, Leadership Team Members (ELAC, SSC, Grant Leadership) via Trimester Data Reports from Interventio Staff

Personnel Summary: Teacher on Special Assignment (TOSA) .9 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	95,792	20,787	20,833	137,412
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**137,412**

SSC Approve Date: 02/11/2020

Subject: Reading

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Ln	Dates	Description	Data Measure(s)
2	08/31/2020 06/14/2021	A full-time, TOSA-Intervention Teacher w ill provide supplemental pull out/push-in daily small group reading instruction to support struggling Gr. 3-5 students (as identified by data) on a daily basis trimester by trimester. Additionally, this TOSA-Intervention Teacher w ill coach individual teachers and grade levels to increase their proficiency w ith implementation of small group instruction reading practices w ithin their ow n classrooms to foster more effective differentiated instruction for students.	SBAC ELA Elementary Reading - FRSA

Person(s) Responsible: TOSA-Intervention Teacher

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

Identified Need: Per multiple sources of data approximately 35% of Grant students are not proficient readers.

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

Monitoring: Admin Team, Intervention Staff and Leadership Team Members (ELAC, SSC, Grant Leadership) via trimester Data Reports from intervention staff.

Personnel Summary: Teacher on Special Assignment (TOSA) .9 FTE - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	95,792	20,787	20,833	137,412
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**137,412**

SSC Approve Date: 02/11/2020

Subject: Reading

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3	08/31/2020 06/14/2021	An additional .50FTE Assistant Principal w ill: Increase student achievement by: Coordinating and monitoring intervention services; Coaching teachers to increase their effectiveness w ith instructional practices; and Providing professional development to enhance teachers' use of strategies to engage students. Increase a positive school climate focused on learning by: Providing targeted support to chronic behaviorally struggling students; Lead Culture Climate Committee to ensure implementation of schoolw ide socio-emotional learning strategies and behavioral interventions to meet student needs; and Provide additional instructional resources and coaching teachers for positive relationship building w ith students and families. Enhance parental involvement by: Arranging and/or providing w orkshops for parents; Educating parents about the importance of regular school attendance; Assisting parents in obtaining uniforms and w eekend food resources; and Enriching categorical requirements w ith participation and direct involvement w ith ELAC and SSC.	SBAC ELA SBAC Math Suspension/Explusion Rate Culture-Climate Survey (Parent)

Person(s) Responsible: Assistant Principal

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

Identified Need: District and State assessments indicate MANY Grant students are not proficient readers or mathematicians. Office referrals, suspension and CORE Survey data indicates that MANY students struggle making good behavioral choices. Lunch eligibility data indicates that MANY families need $ assistance.

Target Group: All Staff, All Parents, All Students, Other Targeted Students

Monitoring: Principal
Trimester Data Reports to Culture Climate Committee and SSC/ELAC

Personnel Summary: Asst. Principal Elementary .5 FTE - LCFF 62%; Title 1 38%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	60,719	13,176	11,574	85,469

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Ln	Dates	Description				Data Measure(s)	
			Classified	0	0	0	0
SSC Approve Date:	02/11/2020		**Mtls/Srvc**	0			0
Subject:	Additional Interventions					**Total**	**85,469**

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Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
4	08/31/2020 06/14/2021	The School Counselor w ill: * Provide Tier 2 and Tier 3 social-emotional support via group and individual counseling sessions to targeted, at-promise Grant students. * Provide Tier 1 Stanford Harmony Program implementation support to classroom teachers (w ho provide the Tier 1 instruction to students). *Create and monitor intervention plans for chronically absent students and familes *Provide PD to teachers on socio-emotional learning, trauma informed practices, behavioral interventions, and restorative practices.	Attendance/Chronic Absenteeism Rate Suspension/Explusion Rate Culture-Climate Survey (Student-Staff)

Person(s) Responsible: Admin Team, including couselor
Referring Classroom Teachers

Frequency: Biw eekly **SPSA/AM:** AM1 Add. Int.

Identified Need: referral and discipline data reflect a need for behavioral interventions

Target Group: Identified At-Risk Students

Monitoring: Admin Team
culture climate team
ELAC and SCC Parent Leadership Teams

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

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	62,954	13,661	13,889	90,504
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**90,504**

SSC Approve Date: 02/11/2020

Subject: Additional Interventions

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Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
5	08/31/2020 06/14/2021	Provide Recreation Aides to supervision students during breakfast and lunch hour in the cafe and playgrounds to ensure students are safe.	Suspension/Explusion Rate Culture-Climate Survey (Student-Staff)

Person(s) Responsible: Assistant Principal

Frequency: Daily **SPSA/AM:** AM2

Identified Need: For optimal safety students require supervision during breakfast and lunch periods in the cafe and on playgrounds.

Target Group: All Students

Monitoring: Assistant Principal
Office Supervisor (payroll clerk)

Personnel Summary: Hourly - Recreation Aide (10) for 420 hours annually - LCFF Rec 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
Classified	67,872	2,715	0	70,587
Mtls/Srvc	0			0
			Total	**70,587**

SSC Approve Date: SSC Approval not needed w ith funding used

Subject: Additional Interventions

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Intervention Project Timeline

Ln	Dates	Description	Data Measure(s)
6	09/01/2020 06/15/2021	Retired teacher w ith specialized literacy training to provide supplemental, pull out , small group reading instruction to suport struggling readiers in grades K-3. Five days a w eek for 30 min. sessions for 8-11 w eeks per trimester.	Elementary Reading - FRSA Other

Person(s) Responsible: Principal

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

Identified Need: Reading data illustrated a need to provide intervention to students performing below grade level

Target Group: Identified At-Risk Students

Monitoring: Principal, Teacher, TOSAs

Personnel Summary: Teacher Hourly P Schedule (1) for 450 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	27,851	6,127	0	33,978
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**33,978**

SSC Approve Date: 01/29/2020

Subject: Reading

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Ln	Dates	Description	Data Measure(s)
7	09/01/2020 06/15/2021	Retired teacher w ith specialized literacy skills w ill provide supplemental pull out, small group reading instruction to support struggling readers in Kdg-1st grade. e days a w eek for 30 min sessions.	Elementary Reading - FRSA Other

Person(s) Responsible: principal

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

Identified Need: student reading data indicates a need for intervention in reading

Target Group: Identified At-Risk Students

Monitoring: principal

Personnel Summary: Teacher Hourly P Schedule (1) for 300 hours annually - Title 1 100%

Matl/Srvc Summary:

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	18,567	4,085	0	22,652
Classified	0	0	0	0
Mtls/Srvc	0			0
			Total	**22,652**

SSC Approve Date: 01/29/2021

Subject: Reading

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8	01/25/2021 01/31/2022	To provide and increase student participation w ith collaborative activities, and formative assessments. Teachers w ill utilize formative assessment to provide feedback and differeniate instruction based on data. The digital reading programs w ill provide a Tier 1 and Tier 2 intervention for students in the area of English language arts. Digital Resources that w ill be purchased to support Tier 1 & 2 intervention are: NearPod, RazKids, A-Z Reading.	Elementary Reading - FRSA Core Curriculum

Person(s) Responsible: Teachers
Principal

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

Identified Need: Low engagement and participation
Improve teacher feedback to students
Improve formative assessment to differeniate SGI instruction
A need to access leveled books for students in primary grades to utilize at home during virtual learning.

Target Group: All Students

Monitoring: Principal
Assistant Principal

Personnel Summary:

Matl/Srvc Summary: Materials - LCFF Rec 100%
Materials - LCFF Rec 100%
Materials - LCFF Rec 100%

	Cost	Statutory Benefits	Health Benefits	Project Totals
Certificated	0	0	0	0
Classified	0	0	0	0
Mtls/Srvc	12,116			12,116

SSC Approve Date: SSC Approval not needed w ith funding used

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Ln	Dates	Description	Data Measure(s)

Total **12,116**

Subject: Reading