



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

**Continuous Improvement Expenditure Plan
 2020-2021
 INTERVENTION PLAN**

School: Henry **Principal(s):** Adilis R. Vitetta **Submit Date:** July 29, 2020 **Status:** Approved

Intervention Focus:

Develop and maintain school-wide systems and programs that positively impact Henry's climate and culture. With assistance of administration 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 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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|----|--------------------------|---|---|
| 1 | 09/01/2020 06/16/2021 | An 100%, TOSA--Intervention Teacher will provide supplemental push in, following RTI model to support Early Intervention in the primary grades K-2. Providing early intervention in Spanish/English will allow students who are learning Spanish as a second language transfer FRSA skills to English in grade 3. In addition, the TOSA will support our sub group of EL in ensuring they are receiving designated English instruction in the Dual Immersion program by providing professional development to staff. The TOSA will support teachers with the implementation of instructional practices within their own classrooms to foster more effective differentiated instruction for students. The TOSA will provide intervention and support with our Social Emotional Learning needs based on CORE Survey data. | Elementary Reading - FRSA Culture-Climate Survey (Student-Staff) |

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

Monitoring: Principal, ELAC & SSC Members via Trimester Data Reports

Personnel Summary: Teacher on Special Assignment (TOSA) 1 FTE - Central 100%

Matl/Srvc Summary:

| | Cost | Statutory Benefits | Health Benefits | Project Totals |
|--|----------------------|--------------------|-----------------|----------------|
| SSC Approve Date: SSC Approval not needed with funding used | Certificated 106,435 | 23,096 | 23,148 | 152,679 |
| Subject: Reading | Classified 0 | 0 | 0 | 0 |
| | Mtls/Srvc 0 | | | 0 |
| | | | Total | 152,679 |



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|----|--------------------------|--|--|
| 3 | 10/01/2020 04/30/2021 | Teachers will provide before/after school intervention (tutoring) in Spanish reading. Teachers will focus on early intervention in Spanish by supporting At-Promise Spanish Language Learners to decode, build fluency and comprehension skills in target language. In Gr. 3-5 teacher will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments. | Elementary Reading - FRSA Core Curriculum |

Person(s) Responsible: Teachers
Frequency: Weekly **SPSA/AM:** AM1 Rdg
Identified Need: Students needing additional support with target language comprehension skills.
Target Group: Identified At-Risk Students
Monitoring: Principal
Personnel Summary: Teacher Hourly P Schedule (2) for 25 hours annually - LCFF 100%
Matl/Srvc Summary:

| | Cost | Statutory Benefits | Health Benefits | Project Totals |
|-------------------------------------|---------------------------|--------------------|-----------------|----------------|
| SSC Approve Date: 01/27/2020 | Certificated 3,095 | 681 | 0 | 3,776 |
| Subject: Reading | Classified 0 | 0 | 0 | 0 |
| | Mtls/Srvc 0 | | | 0 |
| | | | Total | 3,776 |



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|---|--------------------------|--|--|
| 4 | 08/17/2020 06/24/2021 | Counselor will address social emotional learning based on CORE Data from stakeholders. Areas of focus will be student connection to school, building safe/learning environment in classroom setting. In addition, counselor will work with principal, parents and students to establish workshops to address subgroup needs as well as well African American students. Curriculum used in classroom will be Sanford & Harmony. Counselor will support staff and students with Tier 1, 2, 3 intervention/process. | Culture-Climate Survey (Student-Staff) SEL Survey English Learners |
| Person(s) Responsible: Counselor | | | |
| Frequency: Daily | | SPSA/AM: AM2 | |
| Identified Need: Core Survey Data: Social Emotional Learning, Sense of Belonging, Feeling Safe at School | | | |
| Target Group: Low SES, All Students | | | |
| Monitoring: Using CORE survey as well as site developed surveys for students and staff. Survey distribution Oct, Dec and Feb. School Culture Climate Action plan will also include measures. | | | |
| Personnel Summary: Counselor .4 FTE - LCFF 100% | | | |
| Matl/Srvc Summary: | | | |

| | Cost | Statutory Benefits | Health Benefits | Project Totals |
|--|--------|--------------------|-----------------|----------------|
| SSC Approve Date: 01/13/2020 | 41,969 | 9,107 | 9,259 | 60,335 |
| Subject: Additional Interventions | 0 | 0 | 0 | 0 |
| | 0 | | 0 | 0 |
| | | | Total | 60,335 |