



Berkeley Unified School District
BSEP & Educational Services Departments

Willard Middle School Consolidated School Plan

2015 – 2016

The Single Plan for Student Achievement

Willard Middle School

School Name

01-61143-6056865

CDS Code

Date of this revision: May 13, 2015

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Debbie Dean
Position: Principal
Telephone Number: (510) 644-6330
Address: 2425 Stuart Street
Berkeley, CA 94705
E-mail Address: debbiedean@berkeley.net

Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: (510) 644-6206
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Willard Middle School	School Year: 2015-2016
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Summary of School Goals:

The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Dawn Paxson (Parent)	(Principal): Debbie Dean
(Co-Chair, if applicable):	(Teacher): Nina Ackerberg
Laura Cho (Alternate)	(Teacher): Ryan Chinn
August Fern	(Teacher): Jeb Evans
Lisa Handwerker	(Classified): Kemal Stewart
Catherine Huchting	(Teacher): Andrea Prichett
Wim Kees van Hout (Alt)	
Brianna Rogers	
Rocio Soto	

BSEP Planning & Oversight Committee Representative:

Catherine Huchting

Dawn Paxson

ELAC/DELAC (District English Learner Advisory Committee) Representative:

Rocio Soto

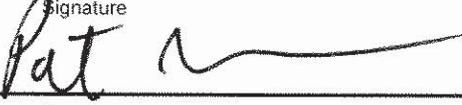
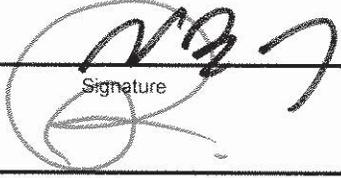
II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on May 13, 2015.

Debbie Dean Principal	 Signature	5/13/2015 Date
Dawn Paxson (Parent) School Governance Council Chair	 Signature	5-13-2015 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/8/15 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/8/15 Date
Pasquale Scuderi Assistant Superintendent, Educational Services	 Signature	5/13/15 Date

III. School Vision and Mission

Willard Middle School makes the academic needs of students the highest priority. Many systems within the school support the academic achievement of all students.

Transforming students' lives occurs when teachers provide experiences and instruction that foster change. The Willard faculty and staff will continue to focus their use of time, money, and professional development so that instruction produces measurable results. These results will be measured in student achievement, skills, knowledge, and character. To align the school with research on optimum performances and best practices Willard will continue the following interventions:

- Grade-level teams to foster collegial and student supports both academic and social/emotional
- Shared, school-wide goals that are linked to supporting and improving instruction
- Data systems that all teachers and students use to identify what works and to adjust teacher practices to produce improved student results.
- Co-curricular events and activities such as sports, drama, music, arts, cooking & gardening, etc. intended to allow students to express themselves, and to challenge them physically, intellectually, and developmentally.
- An inclusive school where all students are valued and respected; where all students are members of the general education classroom; and where all students have access to all support and services needed to be successful. The school is committed to improving the achievement of all students, particularly African-American, English language learners and socioeconomically disadvantaged students.

IV. School Profile

For additional school facts and information, please view the attachment titled: Willard School Information Sheet 2014-15.docx

*****PRINCIPALS: THIS SECTION NEEDS UPDATING*****

Willard Middle School serves grades 6-8 and has approximately 560 students. The school is located in South Berkeley just a few short blocks south of the University of California. The student body is a diverse group of students with no one ethnic group comprising more than 35% of the total student population. Willard prides itself on being a school of full-inclusion, providing universal access to the curriculum to all students. Willard's staff consists of: 37 teachers, two safety officers, two administrators, one academic counselor, a mental health counseling team, instructional assistants, classified staff, and instructional technicians. This team works together to provide students with a safe and challenging school experience.

Willard adheres to state approved curricula in all subject areas and works as a team to insure that students receive differentiated instruction so they can access the information appropriate for their learning levels and styles. Students are also exposed to arts, technologies, and a school-wide community garden and nutrition program that focuses on the development of the whole child. We hold many well-attended special academic events throughout the school year including Pi Week, the Science Fair and Math Night, as well as cultural events such as Black Excellence Night and Latino Families Night. A large proportion of our students participate in after school sports, a program with a variety of offerings throughout the year. In addition, Willard regularly provides students with advisory lessons that further their social and emotional development.

Willard's students are 25% African American, 11% Latinos, 10% Asian/Pacific Islander, 39% Caucasian, 14% multi-ethnic and 2% other. 49% of the students qualify for free or reduced lunch and less than 6% are English Language Learners. Willard's students are being taught the California State Standards and will be taking the Smarter Balanced Assessments at the end of the 2014-15 school year.

Willard is a full-service school for students, providing universal breakfast in the morning; a school library, multiple computer labs, sports facilities, theater, visual arts programs, foreign language, garden and nutrition, etc throughout the day; and an extended day program with many academic supports and enrichment including athletics for students to experience after school.

V. Comprehensive Needs Assessment Components

A. Data Analysis

[For detailed school performance data analysis see two attachments: 1) Document: Willard Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf and 2) Power Point: Willard SGC Data presentation fall 2014.pptx. The analysis was presented to the School Governance Council in the fall of 2014 and includes CELDT, district assessments, attendance, and suspension data.]

Willard Middle School Data Analysis
2011 – 2014

Introduction

Annually, the Governance Committee of Willard Middle School reviews various data intended to assess the school's progress towards meeting the goals set out in the school's site plan. The basis of the data analysis was the PowerPoint presentation given to the Site Governance Committee by Berkeley Unified School District's Department of Evaluation and Assessment. This data analysis and the change to the task of educating students on the California Common Core State Standards will be the basis for the majority of the goals and funding in the new Site Plan.

Willard is comprised of a diverse student population. However, five subgroups are considered significant in terms of the state's Academic Performance Index (API), and the federal Annual Yearly Progress (AYP). These significant subgroups are the students who are socio-economically disadvantaged, Caucasian, African American, Latino or students with disabilities. These groups are significant because size relative to the entire school population. The Willard student population during the 2013-2014 academic year was comprised of: 50% students qualifying for Free and Reduced Lunch, 29% African American students, 33% Caucasian students, 14% multi-ethnic students, 21% Latino students, 12% Asian students, 3% other, 16% English Language Learners, and 14% students with disabilities.

Schoolwide and Subgroup Academic Data

Willard Middle school has shown growth in our API school wide and in each sub group in 2013. The following will highlight the score in 2012 and 2013. The goal is for students to perform proficient which is 800 on the California Standardized Test.

School-wide: 814 (2012) to 835 (2013), Growth of 21

African American students: 686 (2012) to 698 (2013), Growth of 12

Latino students: 774 (2012) to 793 (2013), Growth of 19

White students: 939 (2012) to 954 (2013), Growth of 15

Socio-economically disadvantaged students: 766 (2012) to 732 (2013), Growth of 34

Students with Disabilities: 651 (2012) to 654 (2013), Growth of 4

All of the above groups met the growth target goal except for students with disabilities. The socio-economically advanced the most. The white students are the only sub group that showed to be proficient on the CST. While the other sub groups improved and made academic gains, students are still not at grade level.

Non Academic Data

Berkeley Unified School District sets an attendance target for secondary school of 95% positive attendance. As of March 2014, Willard has an attendance rate of 97.2% for the 2013-14 school year.

Willard implements Positive Behavior Support to address student behavior. The program is intended to alter adult behavior toward students and thus alter unwanted student behavior. As a result of changes in expectations, rewards and acknowledgments, and staff behavior towards students, Willard decreased the incidence of suspension. To date during the 2013-14 school year there have been 26 students suspensions.

B. Surveys

Surveys are given to the Willard families. Results inform SGC and PTA funding decisions and a wide variety of interventions and activities.

C. Classroom Observations

Classrooms are reflective of our academically focused culturally inclusive environment. Student work is displayed, the three school expectations are visible, and there is a schedule or daily agenda posted in each classroom. The administrative team consistently observes powerful teaching and learning, in an environment where the students feel safe to learn and explore the curriculum. Willard's two computer labs and two mobile labs allow students to maximize technology in their learning.

D. Student Work and School Documents

District Assessments are given four to six times per year. Teachers use the data from these assessments to align their teaching to the standards, and to reinforce areas where there is an identified need.

E. Analysis of Current Instructional Program

During the 2013-14 school year there has been a shift in teaching at Willard Middle School. Teachers are beginning to use curriculum that incorporates the California Common Core State Standards (CCSS). There are fewer standards in the subject areas of English Language Arts and math. Students are expected to have an in-depth understanding of the standards. There are district coaches and professional development days to support teachers in this transition.

The current math curriculum is Engage NY and all of the math teachers are using this program. Teacher routinely meet with their grade level partners and discuss both the curriculum and how to best teach it to the students.

VI. Description of Barriers and Related School Goals

- Limited resources
- Class size that exceed 25 students
- Technology is limited
- Professional development time is limited
- Behavioral/emotional/developmental issues affecting students
- Lack of planning time for staff
- Insufficient length of school day and academic year
- Teachers' ethnic make up does not match many of the students
- Insufficient professional development on Universal Access, and Culturally Relevant Teaching and Learning
- Limited parent involvement
- Wide range of academic skills in classrooms
- Limited resources available to many students outside of school..
- Inadequate mental health resources to meet the needs of all students.
- Tardiness
- Absences

Willard has successfully partnered with students from Berkeley High School and U.C. Berkeley students to provide small group math instruction to students after school. Students who are two or more years below grade level in English Language Arts have Read 180. This is a targeted intervention to improve reading comprehension for students struggling in English Language Arts. Writers' Coaches support 8th grade students in the developing writing and expressions. Additionally, resource teachers co-teach with core teachers so that students with special needs are able better access the grade level curriculum. This model for supporting students improves the academic performance of students with special needs.

Greater opportunities for team teaching within the classroom and decreased class size could increase the effectiveness of teachers and the academic success of students. Also, greater access to interventions for a greater number of students. Increased assistance for and involvement from families of the lower performing subgroups will improve the communication and relationship among all adults working to improve the academic success of students.

ADDED FOR 2015:

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district's strategic plan. Berkeley's LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These “big” goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district’s stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD’s Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

- | | | |
|---|---|-----------|
| v Great, Culturally Competent Teachers Fluency | v Grade Level Literacy & Math Proficiency | v English |
| v Career and College Goals Engagement with School | v Graduation Success | v Full |
| v Social-Emotional Skills & Mental Health | v Schools and Families to Partner | |

Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen “targeted” goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures

Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district’s low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, far in excess of the \$2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: \$2.4 million in 2014-15, \$3.6 million in 2015-16, and \$4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices

- v Actively recruit, support and retain African-American and Latino teachers

- v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- v Increase targeted interventions with students and families
- v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- v Expand the Bridge program for African-American students at all three middle schools
- v Expand the AVID program to support middle and high school students on the path to college
- v Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site
- v Provide and support RtI2 teacher coaches at all elementary schools
- v Plan and monitor college and career path for high school students needing academic support
- v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement ("School Plan") and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley's Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Willard Middle School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	44	33	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	44	33	
Number Met	33	20	
Percent Met	75.0%	60.6%	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	6	40	10	28		
Number Met	--	26	--	--		
Percent Met	--	65.0%	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	Yes	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	852	789	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	839	777	
Number Met	527	533	
Percent Met	62.8	68.6	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	737	323	689	317		
Number Met	217	201	217	189		
Percent Met	29.4	62.2	31.5	59.6		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	2	20	3	30	4	40	0	0	1	10	10
7	3	27	5	45	2	18	1	9	0	0	11
8	2	17	5	42	2	17	1	8	2	17	12
Total	7	21	13	39	8	24	2	6	3	9	33

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: High Quality Instruction and Curriculum

LCAP Goal:

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:

All Sixth through Eighth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.(AMAO 1),

1.4 Grade Level Math Proficiency: Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal. The percentage of Eighth Graders scoring at grade level in math on the state standards-aligned test will increase annually by 5% or more for all students and by 7% or more for identified sub=groups beginning with the 2015 test administration.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

- CCSS Training: Professional Development Sign-In
- CCSS Professional Development Evaluations from Teachers
- Annual Teacher Survey
- District Benchmark Assessments for ELA and Math
- Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
- California English Language Development Test (CELDT)
- School Accountability Report Card
- California English Language Development Test (CELDT)
- Re-Designation (RFEP) Records
- Eighth Grade Math Proficiency
- Illuminate Student Access/Enrollment Report

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Student Academic Support: Humanities</p> <p>Willard also funds the Writers' Coach Connection to assist students with writing. The program serves all 8th graders. Willard will explore more targeted delivery of support with coaches addressing students at their specific level of achievement. The Writers' Coach Connection will also be trained on working with students around the Common Core State Standards and Writing.</p> <p>Student will also learn annotation skills from the online Program Newsela. This program provides text based on student lexile scores.</p> <p>Money is being set-aside for the Humanities department to purchase materials that may be needed for special projects throughout the year. Materials will be purchased based on the approval of the school's Leadership Committee.</p> <p>A section of AVID at both the 8th grade and 7th grade level will continue to stress the importance of building a bridge to college and an emphasis on Cornell notes to assist students in achieving success in their core subjects.</p> <p>If available, money will be set-aside for teacher hourly to provide teachers compensation for working with students on academics outside the academic school day.</p> <p>Teachers will focus on target intending to increase</p>	<p>August 2015 - June 2016</p>	<p>5800 Contracted Services (inc software subscriptions)</p> <p>4300 Materials and Supplies</p> <p>4300 Materials and Supplies</p> <p>1116 Certificated Hourly</p>	<p>Writer Coach Connection</p> <p>Instructional Materials (Newsela)</p> <p>Instructional Materials (Newsela)</p> <p>Teacher Hourly/Subs</p>	<p>Title I A - Basic Funding</p> <p>BSEP</p> <p>Title I A - Basic Funding</p> <p>BSEP Carryover</p>	<p>9,000</p> <p>2,000</p> <p>500</p> <p>3,500</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
performance and address the achievement gap.					
<p>2. Student academic support - Mathematics/Science</p> <p>It is the intent of this action to provide support for students needing additional assistance in mathematics and science.</p> <p>Willard runs an after school tutorial program in partnership with Berkeley High School where student can come for an hour and a half a week to receive additional math instruction from a credentialed teacher or tutoring from a Berkeley High School student. If funds are available, money will be set aside for teacher hourly for the teachers that work with students in the afterschool math programs.</p> <p>Money is being set-aside for the math department to purchase materials that may be needed for special projects throughout the year. Materials will be purchased based on the approval of the school's Leadership Committee.</p> <p>If available, money will be set-aside for teacher hourly to provide teachers compensation for working with students on academics outside the academic school day.</p> <p>Willard will seek out professional development opportunities to better implement California Common Core State Standards in math and science.</p> <p>There will be math nights for students to showcase their work for parents an the larger Willard Community.</p> <p>Teachers will focus on target students intending to increase performance and address the achievement gap.</p>	August 2015 - June 2016	<p>1116 Certificated Hourly</p> <p>4300 Materials and Supplies</p>	<p>Teacher Hourly</p> <p>Instructional Materials</p>	<p>BSEP Carryover</p> <p>BSEP Carryover</p>	<p></p> <p>5,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
3. Student Academic Support: Counseling Students often utilize the school counselors to assist with academic achievement. The counselors assist with study skills, crisis intervention, ongoing support so that student spend the maximum amount of time in their classes achieving their academic benchmarks.		1102 Certificated Monthly	.90 Counselor (.54 FTE BSEP)	BSEP	61,100
		1102 Certificated Monthly	(.16 FTE Title I)	Title I A - Basic Funding	17,854
		4380 Other/Reserve	Personnel Variance	BSEP	5,068
		4380 Other/Reserve	Personnel Variance	Title I A - Basic Funding	893
5. Travel for conference		5200 Travel and Conference	Professional Development	Other	2,655

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Student groups and grade levels to participate in this goal:

All 6-8th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

2.1 Cultural & Linguistic Relevance: By 2016-17, 90 percent of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners, and use effective strategies that address students' multiple intelligence.

2.3 English Fluency for English Learners: By 2016-17, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test (AMAO1). By 2016-17, the percent of long-term English learners demonstrating proficiency on the state English proficiency test will increase by 3% annually (AMAO2).

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Teacher Professional Development:</p> <p>Throughout the course of an academic year, teachers will seek out a variety of professional growth trainings aimed at challenging all students to greater achievement with a focus on the lowest performing populations. These trainings may be subject specific, age-level directed, achievement gap related, behaviorally aimed, or intended to assist teachers in presenting the state standards and district adopted curriculum in a more culturally relevant format. Such trainings will help educators in addressing the needs of all students.</p> <p>The appropriateness of any professional development would be determined by the school Governance Committee or the school's Leadership Committee.</p> <p>Success of any trainings would be evaluated by review reports made to the Governance Committee or Leadership Committee following any such trainings, and by teacher survey.</p> <p>Funding may be used for Positive Behavior Support trainings and implementation, including incentives for students.</p> <p>Funding set-up for teacher hourly as described in Goal 1, action Items 1 and 2 can also be utilized for curriculum development in the goal statement above</p>	August 2015 - June 2016	1116 Certificated Hourly	Professional Development/Substitutes	Title I A - Basic Funding	3,262
<p>2. Co-curricular activities - After school athletics for a 1.0 FTE Athletic Director</p> <p>In an effort to address the needs of the whole child, Willard has built and will maintain a well-developed athletics program. The program includes 14-17 teams in 9 different sports for boys and girls, and 3-4 ongoing, after-school sports clinics for students who do not participate in the interscholastic sports teams. In addition, the academic eligibility requirement of a 2.0 GPA is in place to tie the athletics program into the academics of the school. Homework completion</p>	August 2015 - June 2016	2102 Classified Monthly	1.0 Inst. Spec. - Athletic Director (.20 FTE PTA)	PTA	14,032
		2102 Classified Monthly	(.40 FTE BSEP)	BSEP	28,062
		2102 Classified Monthly	(.40 FTE Other)	Other	28,062

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>is an expectation for any students involved in the interscholastic portion of the athletics program.</p> <p>The athletic director will also monitor the academic progress of the athletes. The athletic director will create a sports program during the lunch period of the school day at least twice a week.</p> <p>The athletics program will be assessed annually through the parent/student survey. Coaches will also be surveyed to see how the program is performing and what can be improved.</p>					
<p>3. Student health and well-being - Nutrition and gardening In addressing the whole child, Willard maintains a strong cooking/gardening program where students learn the importance of healthy nutrition along with the science of agricultural food production.</p> <p>Americorp workers work with students in the garden teaching about agriculture and nutrition.</p> <p>The cooking/garden staff also support the school by providing nutritional meals for many of our parent academic nights and cultural celebrations.</p>	August 2015 - June 2016	5800 Contracted Services (inc software subscriptions	Americorps Workers - Bay Area Community Resources (BACR) contract	BSEP	28,000
<p>4. PBIS, Advisory, S.N.A.P, and student development committees</p> <p>Willard will focus on improving school culture so that all students can achieve at high levels. PBIS and Advisory lessons will be an integral part of the school day.</p> <p>Resources may be appropriated for the planning, development, and production of curriculum for advisory classes, Students' Needs Assistance Program, and student development committees intended to address the behavioral, social and emotional development of the whole child.</p>	August 2015 - June 2016	1102 Certificated Monthly	.90 FTE School Counselor (0.54 FTE BSEP, .16 FTE Title I)		

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
5. Willard is committed to maintaining and expanding the Arts program for students. Resources will be allocated to pay the .04 FTE for the Jazz Band instructor to maintain the Jazz Band.	August 2015 - June 2016	1102 Certificated Monthly	Jazz Band Teacher (.04 FTE BSEP)	BSEP	4,800

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Student groups and grade levels to participate in this goal:

All 6-8th grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

3.1 Social-Emotional Skills and Mental Health: Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually. Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems (PBIS) and mental health services.

3.2 Consistent Attendance: The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. [*number will be adjusted based on enrollment]

3.3 Positive Supports, Effective Discipline: The number of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth, court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (*number will be adjusted based on enrollment)

3.4 Family Partnership: Beginning with 2014-15, the percentage of students and families who are English learner, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

California Healty Kids Survey (CHKS)/Healthy Kids Climate Report

Family Connectedness Survey

District LCAP Survey

CALPADS

District Indicators Report: Attendance Information; chronic absenteeism

Special Education Information System (SEIS) Reports

PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs

Family Affinity and Focus Group Meetings.

Family involvement in district/school acitivites (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Middle School Drop out Report

Suspension, expulsion and truancy rates

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Family curriculum nights</p> <p>All families are invited to an evening at the beginning of the year where the principal highlights the academic goals for the year.</p> <p>Willard will hold curriculum nights where parents and students come together to explore student learning. Some of these nights include: The Culture Fair, and Family Math Night.</p>	<p>August 2015 - June 2016</p>	<p>4380 Other/Reserve</p>	<p>Curriculum Nights food, child care and materials</p>	<p>Title I A - Parent Involvement</p>	<p>748</p>
<p>2. The school will work to electing a SGC that reflects the student population. The ethnic groups of the school will be included and stakeholders in the School Governance Council.</p>	<p>August 2015-June 2016</p>				

BUDGET SUMMARY 2015-16

Willard Middle School (131)			BSEP Site Funds Resource 0852		Title I Resource 3010		PTA Resource 9110 (DDF 906)		LCAP Resource 0500		Other Resources		Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Budget Item	Obj	DDF	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
ELD Teacher	1102									0.20			0.20
ELD Teacher	1102									0.20			0.20
Music Teacher	1102		4,800	0.04									0.04
Counselor	1202	000									1.00		1.00
Counselor	1202	000	61,100	0.54	17,854	0.16					0.20		0.90
Certificated Hourly - Subs, PD	1116	000			3,262								
Instructional Specialist - Garden	2182		28,062	0.23			14,032	0.09				0.41	0.73
Parent Involvement					748								
Contract - Americorps	5800		28,000										
Contract - Writer Coach	5800				9,000								
Contract - Newsela	5800		2,000		500								
Unallocated Reserve			5,068		893								

Total Expenditures

129,030

32,257

14,032

Revenue Allocation

129,030

32,257

Carryover Priorities

Materials & Supplies

5,000

Teacher Hourly

3,500

Total Carryover Priorities

8,500

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	31,509	0.00
Title I A - Parent Involvement	748	0.00
BSEP	129,030	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	129,030.00
BSEP Carryover	8,500.00
Other	30,717.00
PTA	14,032.00
Title I A - Basic Funding	31,509.00
Title I A - Parent Involvement	748.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	83,754.00
1116 Certificated Hourly	6,762.00
2102 Classified Monthly	70,156.00
4300 Materials and Supplies	7,500.00
4380 Other/Reserve	6,709.00
5200 Travel and Conference	2,655.00
5800 Contracted Services (inc software subscriptions)	37,000.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	65,900.00
2102 Classified Monthly	BSEP	28,062.00
4300 Materials and Supplies	BSEP	2,000.00
4380 Other/Reserve	BSEP	5,068.00
5800 Contracted Services (inc software	BSEP	28,000.00
1116 Certificated Hourly	BSEP Carryover	3,500.00
4300 Materials and Supplies	BSEP Carryover	5,000.00
2102 Classified Monthly	Other	28,062.00
5200 Travel and Conference	Other	2,655.00
2102 Classified Monthly	PTA	14,032.00
1102 Certificated Monthly	Title I A - Basic Funding	17,854.00
1116 Certificated Hourly	Title I A - Basic Funding	3,262.00
4300 Materials and Supplies	Title I A - Basic Funding	500.00
4380 Other/Reserve	Title I A - Basic Funding	893.00
5800 Contracted Services (inc software	Title I A - Basic Funding	9,000.00
4380 Other/Reserve	Title I A - Parent Involvement	748.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,570.00
Goal 2	106,218.00
Goal 3	748.00

Appendix I - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Students are identified for services, by CST Data, BUSD Writing Scores, BUSD Mathematics Assessments, Grades and CELTD (if an ELL). Using state, district and teacher generated assessments, students performing below grade level in reading or math will be considered for the Read 180 class or another in-school reading/math intervention, or encouraged to join one of our afterschool intervention programs.

Willard is also implementing a four-day-a-week advisory class where students needing additional academic or organizational support will have the opportunity to receive extra instruction from subject specific teachers.

Student progress is monitored by the grade level case manager, who meets weekly with the ULSS Team to monitor student progress.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Willard is using the Engage New York math curriculum. Willard teachers, along with teachers from the two other middle schools, aligned our District Math Assessments to the new math adoption. This alignment allows teachers to develop the best possible sequential strategies to expose and teach the key California Common Core Math Standards and to regularly assess the students. Willard also implemented the new ELA/ELD Program in 2009 - 2010 that aligned the district assessments with the new text. Datawise will house all of our student achievement data and it will be easily accessible to the teachers for use with instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Willard teachers are all NCLB compliant.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The Principal and/or Vice Principal will attend all required trainings for English Language Arts and Mathematics.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

The majority of the Willard mathematics department was fully trained by the start of the school year.

All of the English Teachers participate in the required training prior to the start of the school year.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

BUSD will support site based Professional Development as they review student achievement data and identify areas of need in order to develop and ensure improved student achievement.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our Leadership Team consists of content experts who lead Professional Developments, model lessons in classrooms and provide ongoing instructional assistance.

8. Teacher collaboration by grade level (EPC)

Teachers have two hours per month for each; collaboration and grade level meetings. This time is spent planning, developing lessons looking at data, and work with district wide peers to calibrate the instructional program.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All curriculum and adopted materials are aligned with the state standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Students receive daily instruction in all subjects, which satisfies the required state instructional minutes.

11. Lesson pacing schedule (EPC)

With established district and state assessments, teacher are required to sequence their instructional program as recommended by the district and state.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All of our students have the necessary/required instructional materials.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Every teacher is using the adopted middle school curriculum.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

The students have access to additional support in the regular class setting, in small groups in nearby classrooms, and in support classes.

15. Research-based educational practices to raise student achievement at this school (NCLB)

The Leadership Team and site administrators ensure that effective instructional strategies are occurring in the classrooms at all times.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Willard offers Intervention Classes during the school day and after school. There is also academic support in The EDP.

17. Transition from preschool to kindergarten (Title I SWP)

N/A

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Tutoring, Parent Education, Computer Access, EDP Scholarships, Community Services and Counseling

19. Strategies to increase parental involvement (Title I SWP)

Actively improving communication with parents. Increase distribution of PTA Newsletter from bi-monthly to monthly. Pursue the possibility of a consultant that would work with the school to engage and assist more families from the populations that are negatively affected by the achievement gap. Planning parent forums to better understand barriers faced by families of students experiencing the achievement gap.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Provide opportunities for parents, students and staff to engage. (e.g.: Family Math Night, Culture Fair, Black Excellence, Science Fair).

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Site funds are allocated to best serve all students; expenditures place high priority on those that are underperforming.

22. Fiscal support (EPC)

We need additional resources for supplies and staffing to make significant progress to further close the achievement gap.

Appendix J - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

As a Willard Student I pledge to:
Be Responsible,
Be Respectful,
Be Safe

Parents Pledge:

As a Willard Parent I pledge to:
provide my child with a quiet study space at home;
check my child's planner on a daily basis or Powerschool on a weekly basis;
attend Back to School Night, Open House and Parent Teacher Conference;
communicate with my child's teachers on a regular basis, not just when there is a problem;
and support the school with educating my child.

Staff Pledge:

As a member of The Willard Staff, I pledge to:
follow the district required curricular program;
provide a safe learning environment;
work with students and parents to ensure a high level of academic success;
respect the culture of my students and their families;
and Keep students and parents informed of students' progress and challenges.