

The Single Plan for Student Achievement

Willard Middle School

School Name

01-61143-6056865

CDS Code

Date of this revision:

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:

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Berkeley Unified School District

School District

Superintendent: William Huyett
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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: 2010 - 2011
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Summary of School Goals:

K-8 Site Plan Goals: 2010 - 2011

1. Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention with particular attention focused on closing the school's achievement gap
 - a. Improve the implementation and consistency of the academic programs, including humanities (including ELD), mathematics, science, and visual and performing arts.
 - b. Continue to develop early intervention strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle.
 - c. Improve transitions for students as they move from elementary to middle school and from middle school to high school.
 - d. Continue to develop 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 and socioeconomically disadvantaged students.

2. Strengthen the ability of Willard staff to educate a diverse student body and provide learning that focuses on the whole child.
 - a. Provide professional development to improve teaching methods and strategies of delivering universal access to the curriculum for students, and allow teachers to learn and implement a positive behavioral support system intended to increase student engagement and achievement and reduce inequities in discipline.
 - b. Support all teachers in developing programs to personalize the learning environment for students.
 - c. Identify successful models within the district to facilitate teachers learning from one another through an organized structure, for example, lesson study, walk throughs, or action research.
 - d. Provide opportunities and programs directed at educating the whole child in terms of physical, social, and emotional health and well-being.
 - e. Provide arts and technology integration and arts-based learning opportunities.

3. Partner meaningfully with parents, guardians, families as well as foster community partnerships.
 - a. Provide parent forums and educational events on topics identified as critical by diverse parent groups.
 - b. Assist parents and staff in their efforts to strengthen parent-school relationships.
 - c. Provide opportunities for parents to participate in institutes to help parents navigate our educational system and prepare their children for the future.
 - d. Pursue the possibility of a consultancy that would work with the school to engage and assist more families from the populations that are negatively affected by the achievement gap.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Susan M. Rubin	(Principal): Robert Ithurburn
(Co-Chair, if applicable): Kathy Burns	(Teacher): Mary Wrenn
Elena Eger	(Teacher): Carolyn Ruiz
Locke Jaeger	(Teacher): Jessica Lee
Howard Lunche	(Classified): Rolan (Zoey) Zotigh
Bonnie Rambob	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative: _____

DAC Representative (District Advisory Committee for EIA): _____

DELAC Representative (District English Learner Advisory Committee): _____

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 .

Robert Ithurburn

Principal

Signature

Date

Susan M. Rubin

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Monica Thyberg

Manager, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Assistant Superintendent, Educational Services

Signature

Date

III. School Vision and Mission

To put children first by putting instruction first.

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:

- Grade-level teams foster collegial and student support both academically and social/emotional
- Shared, school-wide goals that are linked to supporting and improving instruction
- Data systems that all teachers and students to identify what works and to adjust teacher practices to produce improved student results.
- Develop 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 and socioeconomically disadvantaged students.

IV. School Profile

Willard Middle School is a 6-8 grade school made up of approximately 480 students. The school is located in South Berkeley just a few short blocks south of the University of California. The student body population is a diverse group of students with no one ethnic group comprising more than 30% 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 of 29 teachers, two safety officers, two administrators, academic counselor, instructional assistants, classified staff, and instructional technicians all work 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 instruction in a differentiated practice that allows them to 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 and the development of the whole child.

Willard's students are 30% African American, 14% Latinos, 10% Asian/Pacific Islander, 25% Caucasian, and 19% Multi-ethnic 2% other. 56% of the students qualify for free or reduced lunch and less than 20% are English Language Learners. Willard's students have increased their state standardized test scores by 103 points over the past three years, with the greatest point growth for the socio-economically challenged students exceeding more than 100 point growth.

Willard provides a full-service school for students, providing universal breakfast in the morning; a school library, multiple computer labs, sports facilities (including a pool), theater, visual arts programs, foreign language, etc throughout the day; and an extended day program with many academic supports and enrichments for students to experience.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

Willard Middle School Data Analysis
2008 – 2009

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. This report will highlight areas where Willard is excelling in meeting our site goals and thus excelling in educating our students. It will also shine a light on those areas where the school needs to focus more attention towards meeting our goals. 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. Data from state standardized testing, district assessments, and data collected from the school's own data collection system has been summarized and included in the district's power point presentation. This data analysis 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, only three subgroups are considered significant in terms of the state's Academic Performance Index (API), and the federal Annual Yearly Progress (AYP). These three significant subgroups are the socio-economically disadvantaged students, the Caucasian students, and the African American Students. These groups are significant because of their percentage size in regard to the entire school population. Willard student population during the 2008-2009 academic year was comprised of: 54% students qualifying for Free and Reduced Lunch, 34% African American students, 25% Caucasian students, 18% multi-ethnic students, 14% Latino students, 8% Asian students, 1% other, 7% English Language Learner students, and 15% students with disabilities.

Schoolwide and Subgroup Academic Data

School wide Willard Middle School has shown growth in our API scores since 2005 when our score was 669. Since 2006, Willard has shown an overall growth of 76 points in the school's API scores, and an overall growth of 59 points since 2003. The significant subgroups each have shown a growth since the test in 2003.

Willard API

	2005	2006	2007	2008	2009	Point Change
Overall	669	669	721	745	772	+103
African American	520	515	583	608	644	+124
Caucasian	861	889	896	926	932	+71
Economically Disadvantaged	561	557	637	679	703	+142

Schoolwide Willard has also met the Annual Yearly Progress (AYP) as set out by No Child Left Behind, but remains as a school in Program Improvement status because only the Caucasian and multi-ethnic subgroups met the AYP goals in math and English Language Arts. Neither the African American subgroup nor the Socio-economically disadvantaged subgroup met the minimum percentage of students achieving proficient or advanced on CST math or CST Language Arts assessments.

The graph above shows that Willard has a tremendous achievement gap. This is not uncommon across the state. However, our API data also shows that over the past three years Willard's significant subgroups of socio-economically disadvantaged students and African American students have shown greater point growth on their API than did the third significant group of Caucasian students. Over the past five years, Willard's African American students showed a significant point growth, and our socio-economically disadvantaged students doubled the growth of our highest performing subgroup on the California Standards Test. All that stated, there is still a 288 point gap between the highest performing subgroup and the lowest performing subgroup on the CST assessment.

On the district writing assessments, all three grades more than doubled their proficiency rate from the fall assessment to the spring assessment. Although all three grades trailed the proficiency rates of the district on the fall assessment, both the 6th grade and 7th grade surpassed the district proficiency rate by the spring assessment.

90% of English Learners at Willard who took the CELT test showed at least one level of growth whereas only 61% of students in the district taking the same assessment showed a growth level of at least one.

Non Academic Data

In non-academic data the 7th graders did not score as well as other middle school students in the district on the physical fitness test in all categories. However more than 50% of students were proficient in all sub categories of the testing. In an attempt to address these numbers, PE instructors have altered their lessons to included testing practices, skills, and preparation.

Berkeley Unified School District sets an attendance target for secondary school of 95% positive attendance. Willard only met that goal five times during the 2008 – 2009 academic year. Students never fell below an attendance rate of 94% the entire year.

Four years ago, Willard implemented a program of 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 incidences of suspension at the school by more than 44% from the 2006 – 2007 school year to the 2007 – 2008 school year and another 14% from the 2007 - 2008 year to the 2008 - 2009 year.

Conclusion

Willard Middle School is pleased with the overall point increase earned by students on the CST over the past few years. Many Willard students are performing above the District and the State in ELA and/or math. In the Class of 2009, 85% of students maintained or increased their proficiency level from grade 6 to 8 in ELA. 61% percent maintained or increased their proficiency level in Math.

7th graders increased the percentage of students testing proficient or above from 12% to 65% over the past 5 years on the California Standards Test for writing. School-wide API has increased by 103 points over the past three years.

Even with all this improvement, an achievement gap of 288 points between our highest and lowest performing subgroups indicates that our focus should be on further closing that gap. Programs, practices and funding need to have a component directly addressing the gap.

With an achievement gap of 288 points between the highest and lowest performing subgroup on the CST, Willard is committed to providing improved supports and curriculum to address the gap. Willard staff needs to focus on the achievement of African American students and those who are socio-economically disadvantaged. These subgroups are making the progress needed to close the achievement gap and will continue to do so if we maintain our focus to seek out ways to better address these populations. Based on observable data, more needs to be done to involve and assist the families of the aforementioned groups so that may bring their expertise to the table and allow us to better serve all our students. Although pleased with the improvement over the past three years, greater attention to these subgroups can only help make Willard a stronger school all around.

B. Surveys

The School Governance Committee created an online surveys using Survey Monkey for parents to complete. We had 26% completed by our parents/families. The survey focused on our current academic program, enrichment(during the school and afterschool), comprehensive mental health service model, Positive Behavior Support(PBS) and overall campus safety and cleanliness.

The SGC felt that the low return rate of the surveys made it difficult for the committee to use the information / data to make spending decision and set goals for our comprehensive site plan and safety plan for the 2010 - 2011 year.

The 2008 - 2009 parent surveys indicated that overall there were positive parent attitudes and support toward existing programs at Willard. Greater efforts needs to be made to increase the participation in the annual survey.

C. Classroom Observations

Classrooms are reflective of our academic 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 the learning. Our extensive video productions allow students to then display and share all that they've learned.

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 order of teaching the standards, and to reteach areas where there is an identified need.

E. Analysis of Current Instructional Program (See Appendix C)

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VI. Description of Barriers and Related School Goals

- Limited resources
- Class size that exceed 25 students
- Ever changing technology
- Knowledge of existence of Research-Based interventions targeting the middle school student
- Emotional health of students
- Lack of planning time for staff
- Length of school day and academic year is insufficient
- Lack of teachers of color
- Need more professional development on providing Universal Access, and Culturally Relevant Teaching and Learning
- Limited parent involvement

Willard has seen success in math by partnering with students from Berkeley High School and Cal students to provide small group instruction to students after school. In the area Reading, Willard has seen good growth for students who are in the Read 180 reading class. Across the school, classrooms where core subject teachers teach in partnership with RSP teachers students are showing signs of increased performance on district and state assessments.

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.

VII. School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	447	437		99	100		163	147		42	48	
Growth API	746	772		926	932		610	644				
Base API	721	751		896	920		582	614				
Target	5	5		A	A		11	9				
Growth	25	21		30	12		28	30				
Met Target	Yes	Yes		Yes	Yes		Yes	Yes				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	62	58		67	71		248	192		53	54	
Growth API							680	703				
Base API							636	688		552		
Target							8	6				
Growth							44	15				
Met Target							Yes	Yes				

VII. School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Annual Testers	962	995				
Percent with Prior Year Data	90.5%	88.5%				
Number in Cohort	871	881		450	450	
Number Met	511	532		182	200	
Percent Met	58.7%	60.4%		40.4%	44.4%	
NCLB Target	50.1%	51.6%		28.9%	30.6%	
Met Target	Yes	Yes		Yes	Yes	

VII. School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100		100	100		100	99		100	100	
Number At or Above Proficient	206	233		82	85		35	41		24	24	
Percent At or Above Proficient	46.2	53.8		82.8	85.0		21.5	28.3		57.1	50.0	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes		Yes	Yes		No	Yes		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	100		100	100		100	100		99	97	
Number At or Above Proficient	22	26		17	23		83	73		3	15	
Percent At or Above Proficient	36.1	45.6		25.4	32.9		33.6	38.6		5.8	30.0	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	--	--		Yes	Yes		Yes	Yes		--	--	

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

VII. School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	100		100	100		99	99		100	100	
Number At or Above Proficient	172	194		75	83		19	23		23	30	
Percent At or Above Proficient	38.7	44.5		75.8	83.0		11.8	15.8		54.8	62.5	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes		Yes	Yes		No	No		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	100		100	100		99	100		95	99	
Number At or Above Proficient	19	22		23	34		58	58		3	8	
Percent At or Above Proficient	31.1	37.9		34.3	47.9		23.6	30.4		6.0	15.1	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	--	--		Yes	Yes		Yes	Yes		--	--	

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	3	23	2	15	4	31	3	23	1	8	13
7	5	38	4	31	2	15	2	15			13
8	4	40	4	40	2	20					10
Total	12	33	10	28	8	22	5	14	1	3	36

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: Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention with particular attention focused on closing the school's achievement gap

Goal Statement:

- a. Improve the implementation and consistency of the academic programs, including humanities (including ELD), mathematics, science, and visual and performing arts.
- b. Continue to develop early intervention strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle.
- c. Improve transitions for students as they move from elementary to middle school and from middle school to high school.
- d. Continue to develop 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 and socioeconomically disadvantaged students.

Student groups and grade levels to participate in this goal:

All students in all grades depending on actions stated above.

Anticipated annual performance growth for each group:

- 85% of students will make at least one year's growth in English/Language Arts and 70% will make at least one year's growth in Mathematics, and the number of students performing at a proficient or higher level will increase their scores as measured by the CST.
- 55% of African-American and Latino students will score at level 3 or above on the BUSD math final (analyzed in separate ethnic groups)
- 70% of students scoring a 4 or below on the district writing assessments will improve their writing scores by an average of 1 point.
- 70% of students will improve their science and math assessment scores from baseline to end-of-year by one level.
- Students working above grade level will continue to perform at an accelerated level.

Means of evaluating progress toward this goal:

Review of CST data at the beginning of the school year. Students will then take district math and writing assessments, and teacher generated assessments throughout the course of the year, as well as any designated state tests. All data will be accessible in Datawise, and staff will meet twice a month in grade-level or department teams to review and discuss ongoing data in an effort to change teaching accordingly. Teachers will consider students' proficiency and HOW marks quarterly. Students determined to need additional intervention as a result of data analysis will be referred to the school's SNAP (ULSS) team for review and monitoring. Students needing additional intervention may be enrolled in READ 180 or one of Willard's intervention programs. Students above grade level will continue to participate in programs that will challenge them intellectually, and present them with opportunities for growth.

Group data to be collected to measure academic gains:

- BUSD Writing Assessment
- BUSD Mathematics Assessment
- CST
- CELDT
- GPA
- Homework
- Teacher assessments
- Student work
- Student proficiency and HOW marks

Total Expenditures in this Goal: 117,192.00

Description of Specific Actions to Meet This Goal

Action #1:

Student Academic Support: Humanities

It is the intent of action item to address student achievement directly related to reading and writing. In the area of Reading, Willard funds a .8 FTE reading specialist to meet students' needs. This reading specialist teaching three sections of Read 180 to students who are below grade level in reading up to three years below. 1000 will be allocated to buy the workbooks for students served in this class. It is expected that these students will increase their reading lexile by an average of more than 100 points while in the program. The reading specialist will also coach other teachers on reading strategies to be used in their teaching. Finally, the reading specialist will also assess students throughout the year to determine if they could benefit from additional reading intervention.

Willard also funds the Writers' Coach Connection to assist students with writing. The program serves all 8th graders. It is expected that 60% of all 8th graders will produce a proficient score as determined by one of the district writing assessments. Willard will explore more targeted delivery of support with coaches addressing students at their specific level of achievement.

Willard will partner with UC Berkeley in a program that matches at-risk students up with one-on-one mentors from UC Berkeley. Youth Support Program mentors spend three hours a week on campus with their mentees helping them with their school work. Some mentors will also facilitate after school support classes for any student struggling in their language arts class. Success of the program will be measured by the parent and student surveys that families are asked to complete.

Willard implemented the new ELA/ELD Program in 2009 - 2010 aligning 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.

In an effort to provide students with high interest reading materials, 1000 will be allocated if funds are available to the school library for the purchase of books. There is a focus on high interest books aimed at English Language Development. Evaluation of this will be determined by an increase of 10% in the number of books checked out over the course of the year.

Finally, 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.

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Read 180 Instructor	41060	11397	12495			18046			
Writer's Coach Connection						9000			
Instructional Materials									1500
rbooks									1000
Youth Support Services						9873			

Action #2:

Student academic support - Mathematics/Science

It is the intent of this action to provide support for students needing additional assistance in mathematics and science.

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. In addition, Willard maintains a M3 sports program for young men whereby they receive additional instruction in math from university students. These two programs are evaluated by the parent/student surveys.

Willard will partner with UC Berkeley in a program that matches at-risk students up with one-on-one mentors from UC Berkeley. These Youth Support Program mentors spend three hours a week on campus with their mentees helping them with their school work. Some mentors will also facilitate after school support classes for any student struggling in their math and/or science classes. Success of the program will be measured by the parent and student surveys that families are asked to complete.

Willard implemented the Holt Math Program during the 2008 - 2009 academic year. Teachers, along with teachers from the other two 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 Math Standards and to regularly assess the students. Datawise will house all of our student achievement data, and it will be easily accessible to the teachers for use with instruction.

Math and science teachers will collaborate to design and present an integrated, problem-based challenge for all 8th grade students as a pilot to be implemented school-wide in later years if successful.

Finally, money is being set-aside for the Mathematics 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.

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Teacher Hourly	1321								
Instructional Materials									1500
Youth Support Services						10000			

Action #3:

- If funds are available, Willard will set money aside money to expand and enrich the visual and performing arts programs available for all students. Materials will be purchased based on the approval of the Governance Committee.

Start and Completion Date:

Aug 2010 - June 2011

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal:	42,381.00	11,397.00	12,495.00			46,919.00			4,000.00

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Strengthen the ability of Willard staff to educate a diverse student body and address the needs and growth of the whole child.

Goal Statement:

- a. Provide professional development to: improve teaching methods and strategies of delivering universal access to the curriculum for students, and allow teachers to learn and implement a positive behavioral support system intended to increase student engagement and achievement and reduce inequities in discipline.
- b. Support all teachers in developing programs to personalize the learning environment for students.
- c. Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk throughs, or action research.
- d. Provide opportunities and programs directed at educating the whole child in terms of health and well-being.
- e. Implement and maintain programs that create a greater tie to the school for the student.

Student groups and grade levels to participate in this goal:

All students in all grades depended on actions stated above

Anticipated annual performance growth for each group:

- Willard middle school will increase the API scores of the lowest performing subgroup by 25 points in an effort to address the achievement gap.
- A 20% decrease in the number of incidences resulting in disciplinary referrals to the office and student suspensions from school.
- The average Habits of Work (HOW) grade point average will be 3.0 or above for each of the ethnic groups at Willard (white, African-American, Latino, multi-ethnic) each quarter of the 2010 -2011 school year.

Means of evaluating progress toward this goal:

Review of CST data at the beginning of the school year. Students will then take district math and writing assessments, and teacher generated assessments throughout the course of the year, as well any designated state tests. All data will be accessible in Datawise, and staff will meet twice a month in grade-level or department teams to review and discuss ongoing data in an effort to change teaching accordingly. Students determined to need additional intervention as a result of data analysis or as determined by grade-level teachers will be referred to the school's SNAP (ULSS) team for review and monitoring.

Student interviews

Student/staff surveys

Willard Parent Survey

Berkeley LEARNS Survey

Office referral and suspension data

Attendance data

Group data to be collected to measure academic gains:

BUSD Writing Assessment

BUSD Mathematics Assessment

CST

CELDT

Homework

Teacher assessments

Student work

Results of the California Healthy Kids Survey

Any information or surveys gathered from the California Nutrition Network, BUSD Nutrition Services, and/or the Willard cooking/gardening program

School attendance records

School discipline records

SNAP Referrals

SST numbers

Student academic failure reports

Total Expenditures in this Goal: 65,287.00

Description of Specific Actions to Meet This Goal

Action #1:

Teacher Professional Development:

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.

The appropriateness of any professional development would be determined by the school Governance Committee or the school's Leadership Committee.

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.

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Professional Development	2000								

Action #2:

Co-curricular activities - After school athletics for a .4 FTE Athletic Director

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 centers or tutorials are an expectation for any students involved in the interscholastic portion of the athletics program.

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.

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Athletic Director .4 FTE						28450			
Coaches & Referees									

Action #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. 6th grade students (168) receive instruction through the program 100 minutes every two weeks, and 7th/8th graders (approx. 90) have the option of continuing their education in health and nutrition through the elective system. In addition, students can participate in cooking/gardening through the after-school program (approx. 20).

AmeriCorps workers work with students in the garden teaching about agriculture and nutrition.

The garden coordinator manages the garden and coordinates with 6th grade teachers to teach nutrition lessons in 6th grade classes. 1.0 FTE allows us to maintain the coordinator as a 1.0 FTE.

The cooking/garden staff also support the school by providing nutritional meals for many of our parent academic nights and cultural celebrations.

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
AmeriCorps Workers						26000			
Garden Coordinator .1 FTE						6837			

Action #4:

Organizational tools and supplies for teachers and students

In the transition to middle school, many students experience challenges with organization. For many, it is the first time they have multiple teachers in multiple classrooms. Willard tries to aid in this transition by putting systems into place designed to help with organization and communication. BUSD will implement a new school to home communication system through the computer system of Powerschool. However, for students who do not have access to computers at home, Willard will supply them with student organizers designed to assist them to be organized for their classes if funds are available.

Throughout the school year, teachers, departments and grade level teams have projects and needs for materials and services. Traditionally, Willard has established funding for such materials and services through our BSEP funds. Examples of such expenditures could be for copy cost of student produced newspapers or poetry books. It could also pay supplies that students use in the creation of projects and activities.

Use any BSEP carryover up to 15,000 for materials and services.

Also, use up to 1000 of BSEP carryover for student planners.

Start and Completion Date:

August 2009 - June 2010

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Student Planners									
Instructional Materials and services									

Action #5:
Advisory

Resources may be appropriated for the planning, development, and production of curriculum for advisory classes intended to address the behavioral, social and emotional development of the whole child.

Start and Completion Date:
August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Teacher Hourly	2000								

Action #6:
Willard is committed to maintaining and expanding the Arts program for students

Start and Completion Date:

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal:	4,000.00					61,287.00			

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Partner meaningfully with parents, guardians, families as well as foster community partnerships.

Goal Statement:

Provide parent forums and educational events on topics identified as critical by diverse parent groups.

Assist parents and staff in their efforts to strengthen parent-school relationships.

Provide opportunities for parents to participate in institutes to help parents navigate our educational system and prepare their children for the future.

Pursue the possibility of a consultancy that would work with the school to engage and assist more families from the populations that are negatively affected by the achievement gap.

Student groups and grade levels to participate in this goal:

Parents of all students particularly of students most in need of support

Anticipated annual performance growth for each group:

- All parents will have spoken to a teacher, administrator, or counselor about the progress of their child.
- 75% of parents will have been on campus for a conference, a curriculum event, a performance or to volunteer at school.
- At least 50% of parents will respond to the parent survey.

Means of evaluating progress toward this goal:

Teacher/Admin/Counselor meeting logs

Main desk sign-in log

Returned parent surveys

Issues brought up at PTA and Governance meetings

Group data to be collected to measure academic gains:

Willard community surveys.

Student Achievement data listed in other goals

Attendance records

Discipline records

Numbers of parents at school

Total Expenditures in this Goal: 1,950.00

Description of Specific Actions to Meet This Goal

Action #1:

Family curriculum nights

Willard will hold curriculum nights where parents and students come together to explore student learning. Some of these nights include: The Culture Fair, Family Math Night, and the Science Night.

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Curriculum Nights food, child care and materials	500								

Action #2:

Parent/guardian education programs and parent forums

Meeting and parent forums targeting specific topics or groups to bring parent together to educate and answer questions about the school, curriculum, developmental level of the child, and issues pertinent to the families. Such meetings include: Latino Family forums, Achievement Gap discussions, informational nights concerning a child's development, safety and college preparation. Willard will also allow opportunities for families to come together to provide input on things affecting the Willard community. Willard will work in partnership with the PTA to provide meetings on any topic of interests to families.

Use any BSEP carryover up to 300 for child care at parent meetings

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Parent Programs	1450								
Child care									
Food for meetings									

Action #3:

Pursue the possibility of a consultancy that would work with the school to engage and assist more families from the populations that are negatively affected by the achievement gap.

Use carryover from categorical and/or BSEP to fund this.

Start and Completion Date:

August 2010 - June 2011

Action #4:

SGC is committed to creating a council that reflects the demographics of the school community.

Start and Completion Date:

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal:	1,950.00								

Appendix A - Program Summary: Willard Middle School

Goal 1	
Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention with particular attention focused on closing the school's achievement gap	
Title I	42,381.00
EIA-LEP	11,397.00
EIA-SCE	12,495.00
SLIP	
GATE	
BSEP	46,919.00
ELAP	
PTA	
Other	4,000.00
Total	117,192.00

Goal 2	
Strengthen the ability of Willard staff to educate a diverse student body and address the needs and growth of the whole child.	
Title I	4,000.00
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	61,287.00
ELAP	
PTA	
Other	
Total	65,287.00

Goal 3	
Partner meaningfully with parents, guardians, families as well as foster community partnerships.	
Title I	1,950.00
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
Total	1,950.00

Total Expenditures	
Title I	48,331.00
EIA-LEP	11,397.00
EIA-SCE	12,495.00
SLIP	
GATE	
BSEP	108,206.00
ELAP	
PTA	
Other	4,000.00
Total	184,429.00

Total Allocation*	
Title I	48,331
EIA-LEP	11,397
EIA-SCE	12,495
SLIP	
GATE	
BSEP	109,212
ELAP	
PTA	
Other	
Total	181,435.00

Funds to Allocate	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	1,006.00
ELAP	
PTA	
Other	-4,000.00
Total	-2,994.00

* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

Appendix B - Preliminary Site Budget Allocations

**Berkeley Unified School District
Office of Educational Services
Preliminary Site Budget Allocations
FY 2010 - 2011**

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A) BSEP/Measure A FD 04, RS 0852 228/ Pupil	(B)		(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F) Total Preliminary 2010-11 Allocations (3/12/2010)
					Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds			
					Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090		
1	112	Cragmont	418	95,304	22,164	439	8,250	23,324	9,147	158,628	
2	113	Emerson	314	71,592	23,747	470	8,839	17,493	8,157	130,298	
3	116	Jefferson	283	64,524	15,975	316	5,946	11,662	6,006	104,429	
4	118	LeConte	317	72,276	22,554	518	9,750	28,625	11,613	145,336	
5	126	Malcolm X	411	93,708	30,367	601	11,304	15,904	9,740	161,624	
6	128	John Muir	231	52,668	17,271	342	6,429	11,927	6,187	94,824	
7	119	Oxford	294	67,032	17,414	345	6,482	12,987	5,957	110,217	
8	124	Rosa Parks	422	96,216	24,041	553	10,393	35,252	13,582	180,037	
9	120	Thousand Oaks	443	101,004	26,891	618	11,625	36,047	12,422	188,607	
10	121	Washington	342	77,976	23,747	470	8,839	21,999	9,280	142,311	
11	123	Arts Magnet	364	82,992	21,314	490	9,214	15,638	8,567	138,215	
11		Total K-5 Schools	3,839	875,292	245,485	5,162	97,071	230,858	100,658	1,554,526	
1	132	King	931	212,268	51,799	1,191	22,394	34,457	21,787	343,896	
2	127	Longfellow	422	96,216	29,121	669	12,589	12,457	10,948	162,000	
3	131	Willard	479	109,212	33,211	763	14,357	11,397	12,495	181,435	
3		Total 6-8 Schools	1,832	417,696	114,131	2,623	49,340	58,311	45,230	687,331	
1	137	BHS	3,337	726,636	---	---	---	67,588	49,689	843,913	
2	136	B-Tech*	137	34,200	8,303	191	3,589	3,181	5,691	55,155	
3	135	Ind. Study**	-	34,200	-	-	-	-	-	34,200	
3		Total 9-12 Schools	3,474	795,036	8,303	191	3,589	70,769	55,380	933,268	

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A)	(B)	(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F)
				BSEP/Measure A	Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds		Total Preliminary 2010-11 Allocations (3/12/2010)
				FD 04, RS 0852 228/ Pupil	Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090	
1	262	Early Childhood***		86,640	7,219	---	---	---	---	93,859
1		Total Pre-k	-	86,640	7,219	---	---	---	---	93,859
18		TOTAL DISTRICT	9,145	2,174,664	375,138	7,976	150,000	359,938	201,268	3,268,984

Notes for BSEP Funding:

* B-Tech receives funding for 150 students.

** 150 students included in BHS number.

*** Early Childhood receives funding for 380 students.

Appendix C - 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 the ULSS Team to monitor student progress.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Willard implemented the Holt Math Program during the 2008 - 2009 academic year. Teachers, along with teachers from the other two 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 Math Standards and to regularly assess the students. Willard also implemented the new ELA/ELD Program in 2009 - 2010 aligning the district assessments with the new text. Datavise 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 insure 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, teachers 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 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 happening 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)

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)
Better Communication with parents. Increase distribution of PTA Newsletter from bi-monthly to monthly. Pursue the possibility of a consultancy that would work with the school to engage and assist more families from the populations that are negatively affected by 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, however expenditures place high priority on those that are underperforming.
22. Fiscal support (EPC)
We need additional resources for supplies and staffing to make a significant attempt at further closing the achievement gap.

Appendix D - 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 bases 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 bases, not just when there is a problem,
- 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,
- Keep students and parents informed of students' progress and challenges,