Schoolsite Council (SSC) Approval Date	Local Board Approval Date
April 8, 2020	June 10, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Willard Middle School has 701 students.

youth. In order to meet the unique needs of all of our students, we have programs to further support the learning. All students receive Tier 1 instruction. Additionally, we aim to meet both the social-emotional and academic needs of our students. To that end, we offer additional academic support through our Read 180 program. This is designed for students who are reading at least two years below grade level and this class

take advantage of this proximity by welcoming college students to provide after school tutoring in math. We have a robust after school program where UC Berkeley students support students through tutoring. We also have a teacher who moderates our Gender and Sexuality Alliance Club. This is a well-attended club with many students who identify on the gender spectrum and those who are allies. The following plan will highlight ways that our school supports students in poverty, minorities, students who receive special education services, and those with limited English language skills. Our school is cognizant of The Every Student Succeeds Act and implements programs to support students under this act.

School and Student Performance

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	33.33	32.24	35.65	58.76	58.78	56.94	7.91	8.98	7.41
Grade 7	28.57	28.25	34.54	59.89	63.84	57.03	11.54	7.91	8.43
Grade 8	25.64	33.70	39.43	61.54	57.07	52.00	12.82	9.24	8.57
All Grades	29.06	31.52	36.25	60.11	59.74	55.63	10.83	8.75	8.13

3. While the number of socioeconomically disadvantaged students is decreasing, the affluence in Berkeley increasing. The range of students based on socioeconomic status is increasing and Willard has to anticipate ways to meet the needs of this wider range of students. Sometimes this disparity is observed in the classrooms when students are sharing experiences. Staff training on sensitivity to this changing demographic is important for student success.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity ReportMathematics

2019 Fall Dashboard Mathematics

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

62.5 making progress towards English

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance

Red

Orange

Yellow

Green

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will be served with this strategy to improve classroom teaching.

The following will highlight the areas that we endeavor to improve student outcome. Willard will strive to reach and improve the learning for all of our students while supporting the professional development opportunities of our teaching staff so we can attain the desired outcomes. Our staff will be mentored by the Mills Scholars so they can improve their teaching practices through an inquiry approach and year long project. This will assist teachers in further learning about how their practices inform student learning and outcomes.

Strategy/Activity
pg

Professional development at faculty meetings twice a month for 45 minutes where teachers are led through inquiry based activities so they can create individual ways to assess and analyze their teaching practices. There will be teacher leaders who work with Mills Teachers Scholars classroom

9213	BSEP
6178	Title I A - Basic Funding
9560	BSEP

Goals, Strategies, & Proposed Expenditures

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who struggle with being engaged in their academic classes at Willard.

Strategy/Activity

Three Growing Leaders Elective Class where students learn career skills in cooking, gardening, and running a business.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part,

True

Describe any changes that will be made to this goal, the annual out( )] TJ ET EMC /P 133mes/MCID 1

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Personnel Variance

Goal 5

Allow enough funds for all of the personnel.

Identified Need

5% variance for personnel positions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome

Instructions

The

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this

Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School

Additional