

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**

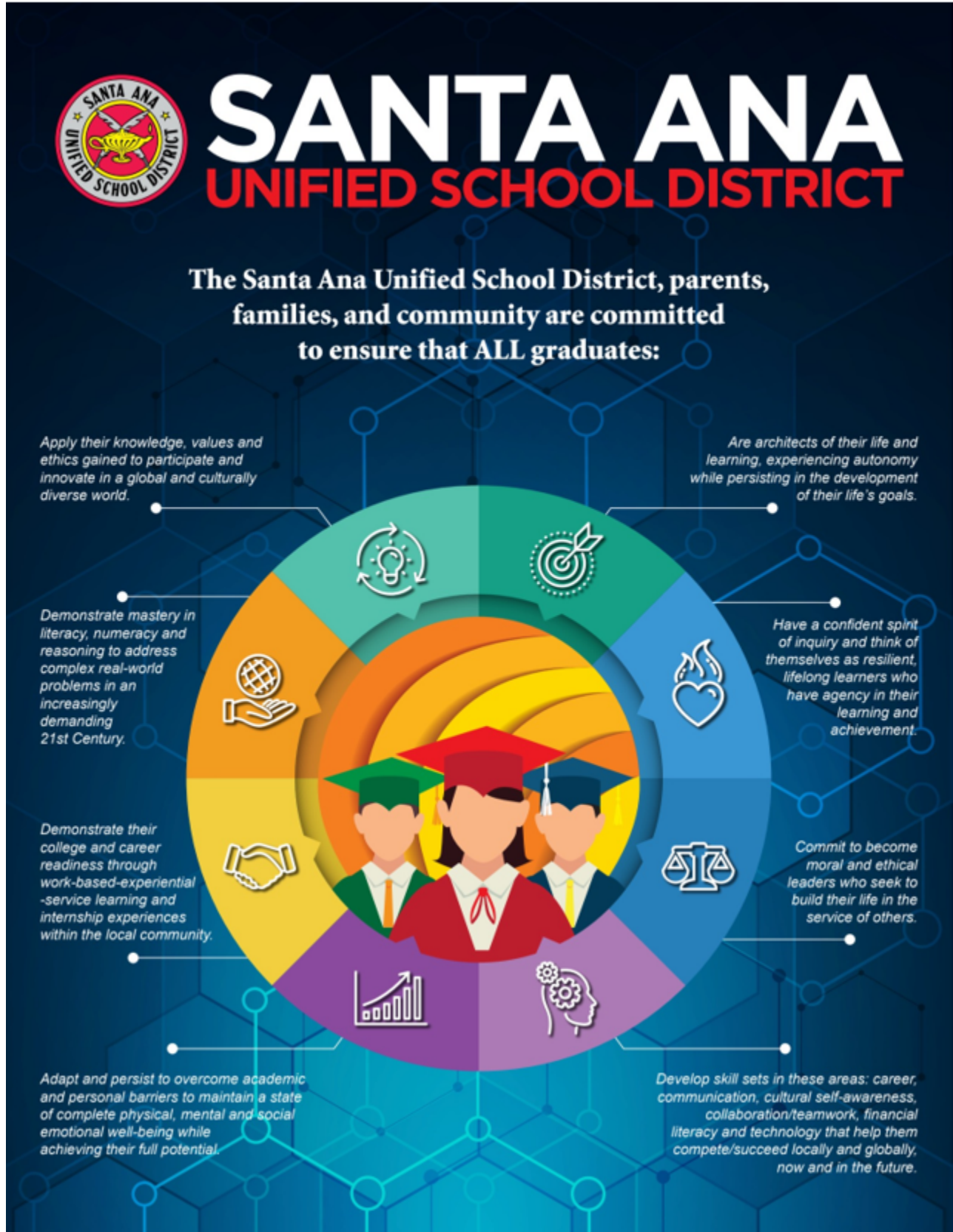


Willard Intermediate

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

Willard Intermediate School will create a more accessible, equitable, high quality, safe, and healthy learning environment that fosters the skills and values necessary for students to become productive citizens in the 21st Century. Willard will work to create a community that fosters student engagement, safety and academic rigor. All students, staff and parents will work to create an environment that enables our students to perform at their peak and become resilient, well-adjusted individuals. Willard will strive to meet the socio-emotional needs of our students to create an environment where they feel safe, feel empowered to ask for help when needed, and are afforded the opportunity to learn and improve as individuals.

Strategy/Activity 1

Attendance and Engagement

(Tier 1)

Willard promotes a positive school climate with a focus on student engagement and positive behavior. Willard's staff and students focus on the school's vision, mission and the R.O.A.R.S (Respect, Organization, Attitude, Responsibility, and Safety) in order to continue promoting a positive school climate. Discipline and expectations assemblies, individual classroom teacher expectations, administrative walkthroughs, staff meetings and the PBIS committee input will continue to promote the implementation of policies and procedures expected of students and staff to maintain a welcoming environment. Attendance and tardy numbers have been included into daily morning announcements as well as informing staff and parents during monthly meetings.

All Willard students are also encouraged to attend activities and programs such as:

- ASB
- AVID
- Speech and Debate
- After school dances, family movie nights
- VAPA (Visual and Performing Arts)
- Enrichment opportunities, educational field trips
- Pep assemblies, recognition/award assemblies, behavior/expectation assemblies, motivational assemblies
- Cyber Savvy Week
- Red Ribbon Week
- After school sports, clubs
- Career day

This school year, all 8th graders have the opportunity to attend the Cheech Marin Center for Chicano Art and Culture through the Riverside Art Museum. This will be an engaging academic field trip that will support our Cultural Studies course offered this school year. It is a way for Willard's 8th grade students to research, connect, and learn about Chicano art in the United States as well as make cultural connections.

A broad variety of activities, clubs and opportunities to participate are available to promote student interest, attendance and engagement in school.

Partner with Santa Ana High School's Visual and Performing Arts Program.

- Music students are participating in musical events with the high school students.
- Willard's music and art program will participate in community events; such as the Art Walk.
- Middle school band night

Write curriculum to explicitly teach the behavior expectations the first week of school. All teachers will teach these mini lessons

each period for the first week. These will be addressed during expectation assemblies with administration at the beginning of each semester.

Through our school-wide Positive Behavior Intervention Support Plan (PBIS), Willard provides pathways for students to achieve academic success through providing a variety of opportunities that allow students to realize their academic potential such as:

- R- respect
- O- organization
- A- attitude
- R- responsibility
- S- safety

It is the goal of Willard Intermediates staff, students, and community members to uphold a positively modeled and reinforced environment for all students in order to encourage academic success. Through this, we hold our students to high expectations, and retain this flowchart as our promise to the students learning environment

(Tier 2)

Students that are at- risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through Willard's counseling team and appropriate interventions will be determined. In addition, Willard will continue with the WIN program to help students recover their attendance if they have missed days of school.

- Interventions, Coordination of Services Team (COST)

(Tier 3)

Students demonstrating chronic absenteeism and persistently negative behavior and engagement will work with a Project Kinship (PK) provider to help support student SEL behavioral needs. The PK provider will work alongside the school psychologist, teachers, and parents to support needs related to student social-emotional health.

- Student Support Team (SST)
- SARB/SART
- 504's/IEP's

Budgeted Amount:

3,800

Strategy/Activity 2

(Tier 1)

Willard promotes a culture of technology and 21st Century Learning. All stakeholders will be trained on strategies to develop learning objectives, literacy strategies within specific content areas and to create lessons using the technology available. Teachers are being trained in technology-based instructional strategies such as Canvas, Google Docs, Google classroom, and other teacher created webinars, media posts and avenues. To support this, supplemental software is used to support effective curriculum and instructional design and implementation. This helps teachers connect students to real-world issues and community problems in a safe environment. Software allows for instantaneous student-teacher communication, while also creating a safe, digital environment where students are supported and engaged. Other types of software provide supplementary lab components and at-home components that include video, virtual labs and simulations, and articles to enrich and enhance the core program. Software programs are used in combination with their Chromebook for data collection/labs. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support the culture of technology and 21st century learning.

All students are provided with one-on-one Chromebooks in order to access the use of all software/programs used for in and out of class assignments/homework. Hot spots are also made available to those students who do not have internet available at home or are having connectivity issues while distance learning. Routine maintenance will also be performed in order to maintain, repair, store and charge the staff and student technology, including, but not limited to computers and Chromebooks.

SCIENCE

Willard Intermediate School offers science at all three grade levels. The Next Generation Science Standards (NGSS) are used as the academic framework for science instruction at Willard Intermediate School. Teachers use standards based assessments within their

online NGSS- aligned curriculum through Mosa Mack. They follow the District's curriculum map focused on the NGSS integrated model. Teachers use strategies to effectively teach academic vocabulary, graphing skills and the three pillars of NGSS. Teachers are scaffolding these graphing skills and academic concepts through the grade levels so they are proficient by eighth grade. All students have access to the science courses and receive the instruction necessary to master the skills needed to become proficient on the 8th grade state science assessment. The Santa Ana Unified School District has developed and provided each science teacher with curriculum maps for science instruction. The academic emphasis as directed by the State of California is the Next Generation Science Standards.

Science teachers use a variety of instructional strategies including group lab work, collaborative learning, phenomenon with modeling, direct vocabulary instruction, and appropriate science texts. Science teachers incorporate ELD standards into the curriculum. Student achievement is measured frequently using standards-based assessments. Teachers regularly meet in grade-level and department collaborative teams to analyze student data, discuss effective instructional strategies, and plan re-teaching.

SOCIAL SCIENCE

History/Social Science classes consist of standards-based curriculum, instruction and assessments that are aligned to District-wide curriculum maps. The Santa Ana Unified School District has provided teachers with a year-long curriculum map based on the California State Standards for history/social science and the Common Core Literacy Standards. Common assessments are administered throughout the year to students at all grade levels. Additionally, 8th grade teachers administer the SAUSD U.S. Constitution Test. Willard Intermediate uses the District-adopted textbook and supplemental materials in all history classes. Teachers also use TCI, History Alive and DBQ's, project based learning and co-teaching models to demonstrate mastery in History content. These learning practices allow students of all abilities to master key social studies concepts through inquiry while integrating writing and literacy skills. The textbooks are:

Teachers regularly meet in grade-level and department collaborative teams to analyze data based on common assessments, discuss effective instructional strategies, and plan re-teaching.

VISUAL & PERFORMING ARTS (VAPA)

Willard promotes a positive school climate with a focus on student engagement and positive behavior. These activities and events will include: after school activities, AVID, Visual and Performing Arts (VAPA), Speech and Debate, I-Sports, Speech and Debate, ASB, pep assemblies, behavioral assemblies, recognition assemblies, Cyber Savvy Week, enrichment opportunities, and engage students and staff in motivational assemblies using guest speakers, career day, award ceremonies, and artists to promote and encourage positive interactions and academic achievement throughout the year. A broad variety of activities, clubs and opportunities to participate are available to promote student interest, attendance and engagement in school.

Willard will utilize the supplementary music software to enrich the overall well-rounded education of the students.

The instructional STEAM focus will include technology-based supports and interventions which include:

- Technology to support electives such as STEM, digital/media arts, and VAPA
- Appropriate hardware to support implementation of iLIT
- Online periodicals
- Storage equipment to properly secure and store technology resources such as instrument lockers
- Additional components to ensure networking and protection capabilities of technology resources
- Use of Google Educational Suite

PHYSICAL EDUCATION

Physical education is a sequential educational program that teaches students to understand and participate in regular physical activity for developing and maintaining physical fitness throughout their lifetimes, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work. They achieve these goals on an individual basis as well as in an inclusive environment using high communication skills.

Physical Fitness is an integral part of our everyday schedule at Willard. Physical Fitness Testing occurs 2 times a year so students can set goals and improve their scores throughout the year. Mile runs and Pacer test are also recorded to show areas of improvement or need. Students in grades 6- 8 have a scheduled period of 53 minutes dedicated to their Physical Education class. Students are expected to dress out daily and participate in all activities. Teachers regularly meet in grade-level and department

collaborative teams to analyze data based on common assessments, discuss effective instructional strategies, and plan re-teaching. Students go into the classroom 1-3 days a month to focus on the rules & history of a sport followed with an assessment at the end of the unit.

Per our Willard school website:

For our physical education class, we will be using a variety of online resources including Google Classroom as a main source of communication and as a learning management tool. Everything assigned will be able to be completed from home or school through Google Classroom.

(Tier 2)

Students that are at- risk of becoming disengaged in school (distance learning) and have poor grades and test scores will be supported through COST and our counseling referral system and appropriate interventions will be determined. Teachers will also be able to support these students through the use of software that increases the quality of instruction as it allows for differentiated instruction and keeps students engaged in learning.

Offer additional, extended learning opportunities to all students through virtual tutoring and office hours.

(Tier 3)

Students consistently demonstrating low academic achievement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.”

Budgeted Amount:

67,993.81

Strategy/Activity 3

(Tier 1)

Willard promotes a positive school climate with a focus on student safety and support and on the socio-emotional needs of our students. All stakeholders will be trained on strategies to promote school safety and positive behavior both in and out of the campus. Willard maintains a clean and well running school. Staff and students have reported, through the California School Climate Survey and CHKS, that they feel that their school is a healthy, safe, and secure environment for students and staff. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support school safety and in support of the socio-emotional needs of the students. Staff will also collaborate with and receive training from an RTI (Response to Intervention) experts to decrease classroom disruptions and increase student achievement by creating a more positive environment for our multi-tiered classes.

Willard will provide additional/supplemental training for school counselors on the emotional well-being of the students and families, college and career readiness, restorative justice, and technical skills necessary for their position.

The district will provide resources and training for the staff on safety and social emotional health.

District leaders will work with the staff to help the staff meet the needs of the students.

(Tier 2)

Students that are at- risk of having high levels of anxiety, depression, and other socio-emotional issues will be supported through our counseling referral system (COST) and appropriate interventions will be determined. Students are then referred to our counselors, therapists, school nurse, or school psychologist. Restorative justice/practices will continue to be available for counselors and teachers.

Project Kinship (PK) provider will be hired to support and help our students with SEL behavioral needs. The provider will work alongside the school psychologist, teachers, and parents to support needs related to student socio-emotional health. Restorative practices will also help reduce the number of in-class offenses in order to reduce absenteeism and suspension rates.

(Tier 3)

Students demonstrating chronic socio-emotional issues and persistently negative behavior and engagement will be referred to a community or restorative practice intervention specialist that has been hired to assist with improving student behavior and to assist with other social/emotional issues students may have. The Project Kinship (PK) provider will work along side the school psychologist, teachers and parents to support the needs related to the student's social-emotional health. Students receive mentorship, encouragement, anger management, or can participate in restorative circles.

Budgeted Amount:

46,500

Strategy/Activity 4

(Tier 1)

Willard promotes a culture of rigor, with a growth mindset, and ensuring that all students graduate being college and career ready. All stakeholders will be trained on strategies to promote college and career readiness. This is supported by giving students the opportunity to attend a wide variety of field trips to college campuses, museums, theaters, and other community agencies that promote career readiness and college-going culture. Field trips give staff the opportunity to increase real life experiences for students that support extracurricular programs and support academic achievement in all content areas. Through the Illuminate and the CA Dashboard platforms, Willard has the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allow sites the ability to analyze state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs for your students. Illuminate facilitates secure access and interaction with student data so one can identify students' areas of need and develop a plan for improving achievement.

Offer additional support to students by providing after school tutoring.

Future Ready coach will work with teachers in all departments: English, Math, Social Science, Science, Physical Education, and Art to support and strengthen teachers' instructional practices through assigned pull out days.

To the extent possible, allow for common preps among grade levels, subject area, and/or interdisciplinary teams within the master schedule.

Implement a professional development program through the use of consultants, teachers, and additional administrative personnel. Professional development opportunities and materials will be offered within the school day, after school, weekends and off-track periods.

The focus of staff development will be in the following categories:

- Common Core State Standards
- Collaborative Conversations
- Effective instructional strategies which include but are not limited to: active engagement, direct instruction, GLAD strategies, visual thinking strategies (VTS), use of word walls, development of learning and

language objectives, close reading strategies, Thinking Maps, and differentiated instruction.

- Intervention Models: RtI, conflict resolution, parent involvement/education, group collaboration & discourse, PBIS, Kagan, MTSS, restorative circles and iLit.
- Effective use of MAP and SBAC data
- Integrating technology using the Chromebook as a learning tool
- Continuous Improvement Processes
- Provide staff with instruction in conversational Spanish with academic vocabulary support
- Integration of the arts into common core standards
- Coaching from Future Ready Coach

Peer Assistance and Review (PAR)

- Available for veteran teachers who need coaching and support to meet the needs of their students.
 - A Consulting Teacher is assigned to observe, coach and consult with teachers who are not meeting CSTP standards on their evaluation
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Provide supplementary instructional materials to support successful arts integration and access for all students for across all subject areas at Willard.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support the culture of rigor.

To the extent possible, allow for common preps among grade levels, subject area, and/or interdisciplinary teams within the master schedule.

(Tier 2)

Students that are at- risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through our counseling referral system and appropriate interventions will be determined.

(Tier 3)

Students demonstrating chronic absenteeism and persistently low academic achievement and engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.

- SST
- 504's
- IEP

Budgeted Amount:

Strategy/Activity 5

Budgeted Amount:

Total Expenditures

118,293.81

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Willard Intermediate School will provide equitable access to high quality reading instruction in all content areas, which is supported by standards-aligned materials and technology. Willard will continue to work on demonstrating mastery in literacy and numeracy and reasoning to address complex real world problems in an increasingly demanding 21st Century. Develop skill sets in these areas: career, communication, cultural, self awareness, collaboration/teamwork, financial literacy and technology that help them compete/succeed locally and globally, now and in the future.

By December 2022 students, with support, will infer through citing text evidence to draw conclusions based on implied information from texts with 80% accuracy as measured by a pre and post assessment.

- Explicit Teaching and Questioning
- Classroom Discourse
- Multiple Exposures/Differentiation (translation, sentence frames, audio, graphic organizer, images, small group)
- Formative Assessment

Strategy/Activity 1

(Tier 1)

Willard will continue to promote literacy through effective communication and academic language through reading and writing across the curriculum. All stakeholders will be trained on strategies to promote reading and writing, training in EL strategies, Special Education strategies, and integration of UDL (Universal Design for Learning) and Visual Thinking Strategies (VTS) to enrich, enhance, and ensure equal access to the core program for all students. All teachers attended a training at Willard to enhance understanding of Visual Thinking Strategies. This strategy is proven to increase literacy, reading, and critical thinking skills. It has proven to be effective with ELs due to the nature of practicing listening skills and enhancing vocabulary, as well as speaking. All classes will utilize this strategy at least once per month, enabling the students to interact with this strategy at least six times per month.

High-quality ELA professional development will be provided to teachers aligned with the Common Core Standards, instructional program, designed to successfully implement school reform strategies, designed to close the achievement gap of our long-term English Learners and allow additional time to meet and plan with the school Principal, Instructional Coach and Department Chairs. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure school-wide practices to support engagement.

Willard will invest in school-wide professional development days and year-long support to train staff in learning about research-based literacy processes that support our English Learners/SpEd learners. This process will be support through:

- ILT: Identify common areas of need using Dashboard data (ie: MAP, CAASPP, CHKS, etc.) and agree upon 2-3 instructional areas of focus related to LITERACY that will anchor the work done at this year's staff, department, grade-level and release days.
- Departments: using data provided by ILT (MAP, CAASPP), as well as in class assessments, the departments will create literacy action plans anchored to the school's 2-3 areas of instructional need.
- Department release days (15 total, 5 departments) to develop, implement, and refine literacy plans: working alongside the instructional coach, teachers will analyze MAP data and student work samples as formative assessments, develop literacy-rich content-based lessons,

assess teacher progress in teaching/modeling and releasing scaffolds, assess student progress in literacy strategies independently, and re-assess needs, etc.

- Classroom support: the instructional coach will support individual teachers through: implementation of school-wide literacy, planning literacy-rich lessons, demo lessons, co-teaching, data analysis to drive instruction, and utilize CAASPP interim assessments.

Department and collaboration meetings will be conducted monthly to focus on the use of research-based instructional strategies to improve student achievement.

Department release days designated for teacher analysis of Dashboard data, classroom level MAP data, and common assessment data to identify needs for instructional improvement to meet Tier 1, 2, 3 student needs within the core classroom setting.

Teachers will utilize common core lessons, units, and materials provided by StudySync that include standards based assignments in all classes.

Staff will have the opportunity to meet regularly as departments and course-alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum, common instructional strategies, such as Cornell note taking, Thinking-Maps, and vocabulary building will be utilized school-wide. Teachers analyze student performance trends and data to target specific student subgroups for intervention and remediation.

Students are provided 1:1 chromebooks to access a variety of instructional software and internet access that includes, but is not limited to: Accelerated Reader, ALS, RI, and PI, CPM, ALEKS, StudySync and iLit.

Students have access to a variety of classic and contemporary literature supplied by the school library. Supplementary-leveled books will be purchased for the Willard library that are of high interest to the students to enrich and enhance the core program. Instructional materials and texts will also be purchased that align to CCSS units of study to support students' learning of fiction and non-fiction texts.

Supplemental software and online resources have been purchased in support of reading and writing across the curriculum such as Newsela which allows students to read content related articles at their reading Lexile level, allowing students to access grade level material.

Willard will sustain literacy enrichment activities using state-approved accelerated reading programs, offer writing contests throughout the school year to encourage students to write more, provide students with additional reading time before and after school, offer book club and literature circles.

Utilize the Accelerated Reader program, Reading Inventory (RI), Measures of Academic Progress (MAP) to promote reading, monitor students reading at the correct independent level, and to track growth of reading comprehension.

(Tier 2)

Students who are at risk of becoming disengaged throughout distance learning and show poor attendance or negative behavior will be supported through our counseling referring system (COST) and appropriate interventions will be determined. In addition, students can participate in the WIN program to help students recover their attendance if they have missed days of school.

Professional Development is provided for all teachers virtually to promote academic language and learning across the curriculum, training in EL strategies, special education strategies, and in the integration of technology to enrich, enhance, and ensure equal access to the core program for all students. Willard will provide additional staff development and professional collaboration on English Learner needs in Language Arts and Math

Newcomer students (English Learners) who need to build their English literacy skills are supported through English Language Development (ELD) and will utilize the iLit program . Willard will hold meetings explaining the ELD redesignation process for all parents of English learners.

(Tier 3)

SSTs, 504s, IEPs, Checkin-out

Students demonstrating chronic absenteeism and persistently negative behavior and engagement throughout distance learning, will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. Students who continue to struggle will be monitored and may be a part of a check-in/check-out program and/or a referral for a 504 or IEP.

Budgeted Amount:

5,200

Total Expenditures

5,200.00

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

Willard Intermediate will provide high quality instruction and support that enables English Language Learners to demonstrate growth toward English proficiency as measured by state assessments and an increase in redesignation rates. Willard English Learners will improve English proficiency through consistent practice with academic English and effective strategies to promote second language acquisition. English Learners at Willard will be monitored for progress and will ensure English language acquisition strategies are prevalent for English Learners through ELD classes.

Strategy/Activity 1

(Tier 1) ELD Program

ELPAC scores, Lexile levels, and MAP data will be used to monitor the progress of EL students and properly place students into courses. Provide explicit language and vocabulary instruction and assist teachers in planning and delivering of sheltered instruction.

iLit is used for Newcomers to develop language, survival vocabulary and basic literacy skills. Departments meet regularly to collaborate, examine student data, and make adjustments to the curriculum and instructional strategies based on the data, particularly in regards to English Learners. Staff meets in a variety of collaborative groups to assist each other in the delivery of curriculum that will assist English Learners. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

Rosetta Stone is also used daily in the ELD A, ELD B, and ELD C English classes.

Use Chromebook apps that target the needs of English Learners.

Implement a school-wide instructional focus through the use of appropriate software/programs for student Chrome books.

Provide high-quality professional development (virtually) for teachers of English Learners

- Aligned with the comprehensive instructional program
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- Designed to successfully implement school reform strategies.
 - Additional teacher time to meet and plan with Principal, Instructional Coach and Department Chairs.

Staff is looking to increase early literacy and reading intervention programs school-wide by incorporating reading and writing strategies across the curriculum. Materials that assist students in seeing, understanding, and applying what they learn will be purchased to ensure students successful access to grade level curriculum. This includes providing hands on experience and interactive technology, to help students see what they are learning. (ie: iLit)

All teachers will have the opportunity to attend common core trainings/workshops and collaborate with an RTI experts to decrease classroom disruptions and increase student achievement by creating a more positive environment for our multi-tiered classes.

Collaborate with an RTI experts to decrease classroom disruptions and increase student achievement by creating a more positive environment for our multi-tiered classes.

Recruit and sustain representatives for DAC/DELAC who will attend and report to the monthly ELAC and SSC meetings.

Parents will be encouraged to attend an annual meeting, explaining the paths leading to English Learners and to attend regularly-scheduled ELAC meetings to inform parents of the needs of our English Learners.

Parents will be invited to awards and recognition nights to celebrate student achievement and success.

Sustain Engage 360 after school program to further support EL students in all their classes with a focus in Math and ELA.

This 2022 - 2023 school year, English Learners have a new opportunity for extra support on Saturdays

- Saturday Language Academy (SALA): an innovative, arts-based bi-literacy program designed for newcomers where students can have a more support in improving English language proficiency, well-being and mental health, attendance, and practice student self-sufficiency.

(Tier 2) ELD Program

ELPAC data for the past 3 years will be used to determine EL student learning trends and needs and to identify Long-term English Learners in order to to provide additional support to develop English language proficiency. Willard will provide after school tutoring opportunities for students through programs such as the Engage 360 program that runs Monday through Friday.

Supplemental materials (manipulatives) and additional software programs and materials will be purchased to supplement the curriculum. AR books will enhance our ELL's reading and language development and will be read by our students during their English Language support class (independent reading time) and at home. ELA classes also have scheduled in-class days to visit the library to get AR books.

Newcomer students and students who need to build their English literacy skills are to utilize the iLit program in their ELD class.

*Students are also provided hotspots to provide internet at home.

Tier 3- ELD Program

Individualized students who are not making progress and their parents attend a one-on-one meeting with their counselor. Parents are given strategies to support their children and teaching them how to use the student and parent aeries portal. This is done by working closely with teachers and through the support of Project Kinship to support student SEL behavioral needs.

Budgeted Amount:

1,000

Total Expenditures

1,000.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Willard Intermediate will maintain 100% standards-aligned instructional materials while implementing technology-based and literacy-based lessons to prepare students for success with Algebra readiness and Algebra proficiency. By December 2022, we will see an improvement in students being able to decode and solve math word problems through the use of conversations/collaborations measured by a pre-assessment, which will determine the percentage we will measure our students by concluding with a post-assessment

Strategy/Activity 1

(Tier 1 and 2)

Willard teachers will review assessment data (MAP) to better use the data to modify, revise, and scaffold lessons during Data Dialogues and department pullout days with the Future Ready Coach. Willard will also use the support from curriculum specialists to support all math teachers in aligning curriculum, instruction, and assessments to focus on student proficiency. The district curriculum specialists will also provide on-going modeling and feedback to math teachers on data driven instruction and collaborative lesson planning. Willard also gives students the opportunity the implementation of elective courses that allow for ongoing math exploration and opportunities to apply critical skills and knowledge.

Teachers will be provided the necessary trainings/supports such as:

- Professional development training for teachers from each grade level such as training for CPM (College Preparatory Math)
- Provide training/workshops regarding the integration of technology standards with the SBE approved text.
- Provide release days and PD days to train all mathematics teachers to fully implement the core instructional materials, strategies, and technology.
- Offer annual GATE training for math teachers.

Provide coaches that will offer additional, high-quality professional development in mathematics that is:

- Aligned with the comprehensive instructional program
 - Designed to successfully improve in math instruction
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- Additional teacher time to meet and plan with the Principal and Department Chairs
 - Release time for teachers to work on the alignment of the CCSS to their instructional programs.

Teachers will also be working with Future Ready Coach during pull-out days:

- Time to review assessment data and use the data to modify, revise, and scaffold lessons during Data Dialogues
- Training in strategies that help develop academic language and improve students' thinking skills
- Support for all math teachers in aligning curriculum, instruction, and assessments to focus on student proficiency.

Teachers use standard-aligned texts and district adopted curriculum (CPM) to support appropriate materials and instruction.

Incorporate electronically-based instructional tools to provide students a greater understanding of math concepts. Teachers will use specialized tools and features such as the graph builder and equation editor to make lessons visual and interactive.

Students use DESMOS and other math applications that are installed in each students' technology.

Maintain STEM lab to enrich and enhance the core, standard-based instructional program.

All students have access to appropriate math courses and instruction in order to develop the necessary skills to become proficient in mathematics. All students are enrolled in a minimum of one period of math class. All courses implement student engagement strategies through UDL (Universal Design Learning) with an emphasis in collaboration while expanding their mathematical academic vocabulary through ELD content standards. Students have access to the district adopted ALEKS program that targets students' individual needs in areas of deficit.

(Tier 3)

Students performing below grade level standards and struggling academically are referred to the SST team. Counselors and social-emotional mentors (Project Kinship) will be brought into the process when/where needed.

SSTs, 504s, IEPs, Check-in-out

Students will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. Students who continue to struggle will be monitored and may be a part of a check-in/check-out program and/or a referral for a 504 or IEP.

All students have access to appropriate math courses and instruction in order to develop the necessary skills to become proficient in mathematics. All students are enrolled in a minimum of one period of math class. All courses implement student engagement strategies through UDL (Universal Design Learning) with an emphasis in collaboration while expanding their mathematical academic vocabulary through ELD content standards. Students have access to the district adopted ALEKS program that targets students' individual needs in areas of deficit.

Budgeted Amount:

5,200

Total Expenditures

5,200.00

Goal 5 - Content Area Goal**LCAP Goal and SAUSD Board Priority Alignment****School Content Area Goal:**

Goal 1 School Climate, Goal 2 ELA, Goal 3 ELD, Goal 4 Math

Strategy/Activity 1

ILT Team Training:

Train & equip ILT teacher leads with tools to support departments in school-wide improvement initiatives (extra duty pay). Monthly meetings and ILT retreat days will occur throughout the year to ensure fidelity.

Dept. Release Days:

Invest in school-wide professional development and year-long support to train staff in learning about and implementing research-based, strategies (UDL) that support EL/SPED learners.

Plan:

ILT: Identify common areas of need using longitudinal Dashboard data (ie: MAP, SBAC.). Agree upon instructional areas of focus related to SAUSD Graduate Profile initiatives and Universal Design for Learning strategies that will anchor the work done at this year's staff, dept, grade level, and release days.

Departments: using data from MAP & SBAC, dept. creates PEERS GOALS and SMART GOALS and corresponding action plans anchored to the school's areas of instructional focus (UDL) and the Graduate Profile.

Dept. Release Days (10-15 total, 5 depts) to develop, implement, progress monitor and refine PEERS GOALS and Action plans: working alongside Future Ready Instructional Coach, teachers will analyze MAP data and student work samples such as formative assessments to develop literacy-rich content-based lessons. Teachers will self-assess their progress in utilizing & releasing scaffolds, assessing student progress in using UDL strategies, small group instruction and collaborative groupings.

- Department will collaborate to develop an attendance program that will motivate students to come to school.
- Use incentive connected with PBIS
- Home Visites
- Restorative partners activity monitoring student attendance
- COST data wall to analyze attendance trends and patterns and be proactive in giving support to any attendance issues.
- Classroom Support: Coach will support individual teachers through:
- Implementation of schoolwide UDL strategies providing demo lessons w/in the classroom
- Co-teaching
- Coaching Cycles
- Data analysis to drive instruction
- Utilizing CAASPP Interim Assessments (IAB's)

Neutral Ground:

Hire Neutral Ground support provider to help support student SEL and behavioral needs. Male and Female being requested to support student behavior and attendance initiatives.

Math Intervention Support:
2023-2024

Math teachers will utilize IXL as an in-classroom support for Tier I intervention needs.
Master schedule has been adjusted to include math support at all grade levels for Tier II intervention needs and support.

Language Arts Intervention Support:
2023-2024

English Language Arts teachers will utilize IXL as an in-classroom support for Tier I intervention needs.
Master schedule includes Language Arts support and English Language Development Support at all grade levels for Tier II intervention needs and support.

Budgeted Amount:

Total Expenditures

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Willard Intermediate School staff will promote, develop, and nurture positive relationships with parents, students, staff, business partners, and community members in order to improve student achievement for all students.

Strategy/Activity 1

Willard Intermediate will use the available technologies and form of communication to maintain consistent communication with parents, families, staff, and the community. The Wellness Center at Willard will be a key place for meeting parent needs and communicating information. The Wellness Center will be maintained by the Family and Community Engagement (F.A.C.E) Liaison to ensure the parents and community have a place where they have access to resources, technology, educational courses, school information, educational workshops and meetings for parents. The F.A.C.E. Liaison also works closely with Willard staff, teachers, and administration to further support the school for the well-being of the students through parent classes, meetings, and surveys.

Willard will continue to inform parents about activities, school information, and other opportunities through regular monthly/yearly meetings and events such as:

- Annual Title I and LCAP Meetings to more fully understand the needs of our students and Willard families
- Monthly Parent classes i.e. Parenting, Computer and Internet access, Academic success plan, English instruction, Gang Awareness, etc. based upon Needs Assessment Surveys and Principal Chats
- Parent Leadership training provided to involve more parents in School Site Council, ELAC/DELAC, Superintendent's Parent Cabinet and other parent groups.
- Parents, students, and staff participation in campus beautification projects and events.
- Parents are informed about local events to encourage learning outside of the school day.
- Community members and local business owners/workers are invited to participate in Willard's informational career day.

Develop relationships with institutions of higher education, foundations, businesses, and other organizations to support student-centered programs.

Budgeted Amount:

1,000

Strategy/Activity 2

(Tier 1) Parent Communication of All Students: Communication and Creating a Welcoming Environment

Parents play a key role in student achievement, parent engagement, and communication at Willard. Parents are notified of events such as: Back to School Night, Open House, ASB events such as dances and movie nights, Cafecito with the Principal (monthly chats), monthly parent meetings, etc. through phone calls, our Marquee system, flyers and Parent Square e-mails/texts/calls. Classroom teachers and counselors are also expected to communicate on a

regular basis with parents.

Parent Trainings and Participation Opportunities:

- Train parents to become more effective advocates for their children
- Increase awareness of the importance of school for their child's future
- Give parents the knowledge to set high expectations (Graduate Profile)
- Teach parents to navigate the educational system
- Parent Volunteer Opportunities: chaperones, assist with summer registration PE uniform sales, assist with ASB functions/dances
- Organize, plan and hold parent technology workshops
- Digital Literacy Classes
- Computer access for parents and Aeries Parent Portal training/assistance
- Monthly Food Distributions (2 weekends/month)

(Tier 2) Parent Engagement for Parents of Students Not Making Adequate Progress: Parent Training/s to Support Student Success

Willard provides parents of students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through family interventions. Families, teachers, and mental health specialists collaborate and analyze student performance trends and data to target specific student subgroups for intervention. Willard has math and English support classes in place to support students that have a need for further support in those subjects, an Advancement via Individual Determination (AVID) program, Willard staff will continue to evaluate student needs through team evaluations, including but not limited to COST(coordinated services team) and 504 plans with parents involved in the decisions for their students not making adequate progress. Willard provides opportunities and encourages parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees such as the School Site Council and English Learner Advisory Committee (ELAC).

Parent Training

- Train parents to become more effective advocates for their children
- Increase awareness of the importance of school for their child's future
- Give parents the knowledge to set high expectations
- Teach parents to navigate the educational system
- Drug education and other discipline issues

Make home visits to establish a school-home relationship with parents and their children.

(Tier 3) Individualized Interventions for Parents of Students Who are Not Making Progress: Parent Outreach and Support

Parents of students demonstrating chronic socio-emotional issues and persistently negative behavior and no engagement throughout the school year will be referred to a community or restorative practice intervention specialist that has been hired to assist with improving student behavior and to assist with other social/emotional issues students may have. The Project Kinship (PK) provider will work along side the school psychologist, teachers and parents to support the needs related to the student's social-emotional health. Students and parents receive mentorship, encouragement, anger management, or can participate in restorative circles.

Budgeted Amount:

Total Expenditures

1,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	118,293.81
Goal Area 2, English Language Arts	5,200.00
Goal Area 3, English Learner Progress	1,000.00
Goal Area 4, Math	5,200.00
Goal Area 5, Content Area Goal	
Goal Area 6, Parent Engagement	1,000.00
Total Funds Budgeted	130,693.81