

Goal 1: Articulated curriculum aligned with the Common Core State Standards and systematic interventions based on data-driven outcomes

Action and Service	Update
1.4S RtI2 Intervention Teachers TK-8	<ul style="list-style-type: none"> • Elementary <ul style="list-style-type: none"> ○ 159 new reading intervention cycles started by RtI2 teachers since 10/31 (2nd Trimester) ○ 70% of these direct services by the RtI2 teachers are serving unduplicated students ○ 22% in the form of in-class small group intervention ○ 71% in the form of school day LLI groups • Middle School <ul style="list-style-type: none"> ○ BREA met with RtI2 coordinator from Longfellow to build intervention cycle data collection system in Illuminate to pilot for Semester 2 for middle school that meets their needs
1.5S Math Coaches (K-5 1.0 FTE 6-8 .6 FTE) and Math Teacher Leaders	<ul style="list-style-type: none"> • Elementary <ul style="list-style-type: none"> ○ Completed coaching cycles with 2 teachers ○ Continuing coaching cycles from fall with 2 teachers with a third teacher for a coaching cycle ○ Math Learning Lab PDs have started for all 1st year teachers in all grade-levels ○ Collaborated with Coordinator of Technology to set up Model Desmos classrooms at all grade-levels • Middle School <ul style="list-style-type: none"> ○ 1/18 Middle School Math Teacher PLC <ul style="list-style-type: none"> ■ Focus on district math assessments and specific areas that unduplicated students need support ■ Supported Creation of Desmos lessons to reteach areas that unduplicated students ○ Regular coaching cycles continue with teachers
1.6S Super Science Saturdays - STEM (1-5)	<ul style="list-style-type: none"> • All offsite and onsite events booked <ul style="list-style-type: none"> ○ Field trips to LHS, Exploratorium, and Hiller Aviation Museum ○ Onsite workshops with LHS and Marine Science Institute

	<ul style="list-style-type: none"> • All student recommendations are in (576 invites for 300 spots) • Enrollment forms go out this week and are due 2/16 with a program start date of 3/4
1.8S K - 5 Literacy Coaches (.2 FTE per site)	<ul style="list-style-type: none"> • 124 new reading intervention cycles started by RtI2 teachers since 10/31 (2nd Trimester) • 74% of these direct services by the Literacy Coaches are serving unduplicated students • 78% in the form of school day LLI groups • 16% in the form of school day Reading Recovery
1.9S Extended Day Academic Intervention (K-8)	<ul style="list-style-type: none"> • Initial implementation data analysis has begun
1.10S K - 5 Reading Loss Prevention Summer School	<ul style="list-style-type: none"> • Initial planning has begun
1.11S AVID (Middle and High School)	<ul style="list-style-type: none"> • Semester 1 Grade analysis forthcoming
1.12S Bridge (6th grade and BHS)	<ul style="list-style-type: none"> • Semester 1 Grade analysis forthcoming
1.14S Ramp Up (Grades 1 - 3 ELA Intervention)	<ul style="list-style-type: none"> • Students started to checkout “just right” books from the 100+ library of books purchased through the Berkeley Public Schools Fund grant

Goal 2: Ensure the success of all students, focusing on eliminating racial predictability in student outcomes and professional learning communities

Action and Service	Update
2.2S Equity TSA (.5 FTE)	<ul style="list-style-type: none"> • 3 school library equity audits conducted <ul style="list-style-type: none"> ◦ Best practices include round table on the winners and nominees of the Coretta Scott King book award at Thousand Oaks; Bobby Seale Assembly at Longfellow • Observed all-day TCRWP PD <ul style="list-style-type: none"> ◦ Workshops provided instruction on how to teach the average student, but did not offer guidance on teaching ELs and other students who need additional or specialized support • Design, distribute and collect results from a Parent Equity

	Survey
2.3S PLC Training	<ul style="list-style-type: none"> • Final of 3 PLC Trainings happened on 1/21 • All school sites engaged in using the PLC protocol for other student data such as attendance
2.4S Attract and Retain Teachers of Color	<ul style="list-style-type: none"> • Focus area for Recruitment <ul style="list-style-type: none"> ◦ In researching recruitment and interview practices by site, interview questions, panel configuration, and lack of post-interview protocols to follow up with candidates has negatively affected the recruitment of teachers of color • Focus area for Retention <ul style="list-style-type: none"> ◦ Triaging emergency cases where a handful of teachers of color report not wanting to return to BUSD due to feeling unwelcome by colleagues and unsupported by principals • Focus area for institutionalizing practices <ul style="list-style-type: none"> ◦ Needs better direction on who to report findings around the recruitment and retention needs to assure they become actual HR and site practices
2.6S EL Teachers	<ul style="list-style-type: none"> • Elementary teachers are using a parallel approach to the progress monitoring described for middle school below • ELD teachers attended PD on TCRWP on 1/30 focusing on literacy, lending their lens on the training on the sessions they attended
2.7S K-12 ELD TSA	<ul style="list-style-type: none"> • Currently have met with 2 of 3 middle school admin/RTI/ELD teachers to discuss progress monitoring and developing individualized plans for students. The discussions have included articulating support for newly RFEP students. Additionally, students who are stuck on level 3 in one domain or more, teams are coming together to discuss developing a support plan that focuses on promoting academic growth in this area(s). • Continuing to observe both the “language lab” and “small group instruction” models at the elementary sites, <ul style="list-style-type: none"> ◦ Need has emerged to clearly articulate the explicit language instruction in both models • Working with BREA to pilot an EL report card supplement for elementary that will identify individualized goals for student

Goal 3: Welcoming and inclusive climate for all

Action and Service	Update
3.1S Toolbox and PBIS Training and Support, PBIS	<ul style="list-style-type: none"> Follow-up coaching initiated by online survey data after TOOLBOX training by Dovetail Learning, RP by SEEDS, Trauma Informed Systems by Dr. Joyce Dorado, and Gender Inclusive Schools by Our Family
3.2S 2 Intervention Counselors at BHS	<ul style="list-style-type: none"> Counselors calculated the types of contacts and their frequency they occurred with focal and non-focal students for Semester 1 <ul style="list-style-type: none"> Direct Services- 1-1 meetings, presentations, Observations, Consultations- Communication and meetings with teachers, admin, academic counselors, etc.. about the student Home Contact- phone calls, emails and in person meetings with the family Data reflects less than actual, as brief check-ins in the hallway or a pop in into OCI is harder to document Average number of contacts for 9th grade focal students: 8.8 Average number of contacts for 10th grade focal students: 2.2 Average number of contacts for 10th grade focal students: 2.5 890 Direct Service (see above) contacts made <ul style="list-style-type: none"> 9th grade: 520 (58.4%) 10th grade: 108 (12.1%) Non-focal: 262 (29.4%) Identity Blanket Project initiated for 9th graders
3.4S Restorative Practices Program at Washington and BTA	<ul style="list-style-type: none"> Washington

	<ul style="list-style-type: none"> ○ RJ consultations with 1 staff/faculty member and 1 Community Building Classroom Circles ○ Planned, coordinated, and facilitated first RJ Teacher and Staff Collaborative Team. ○ Created a girl's group curriculum for upcoming lunch time RJ Student Groups for 2nd - 5th graders with topics ranging from self-esteem to navigating friendships ● BTA <ul style="list-style-type: none"> ○ Facilitated one discussion circle with a math class ○ Lead one restorative conversation circle with student, parents and BIST team members ○ Regular staff and student consultations
3.6S RJ Counselors at the Middle Schools	<ul style="list-style-type: none"> ● 201 connections made so far (+51 since November)
3.7S K-5 and BTA Mental Health focusing on Trauma-informed practices	<ul style="list-style-type: none"> ● In collaboration with East Bay Agency for Children, 2020, and Dr. Joyce Dorado, curricula has been developed for the five follow-up "learning circles" that are offered at the 3 pilot sites monthly ● The goals of the learning circles are to discuss and integrate the six trauma principles covered in the training
3.8S Coordination of School Based Services	<ul style="list-style-type: none"> ● School Climate Meeting held for all K-8 PBIS teams on 12/8 <ul style="list-style-type: none"> ○ Provided a framework for implementing a self-assessment protocol - Tiered Fidelity Inventory (TFI) ○ Differentiated training with breakouts that needed schoolwide vs. classroom PBIS support
3.9S Bay Area Peacekeepers	<ul style="list-style-type: none"> ● Students continuing to be referred to participation
3.10S RJ at BHS	<ul style="list-style-type: none"> ● 72 connections made so far (+34 since November) ● Intern capacity has grown from three to four <ul style="list-style-type: none"> ○ Two interns are MSW candidates that split their time between BHS and King; two interns are from UC Berkeley undergraduate students . ○ Interns have been paired with teachers in the community building circle program ○ Number of classes that they are consistently working with has grown from 12 to 17, with 3 more being

	<p>added in the coming weeks.</p> <ul style="list-style-type: none"> • Implemented self referral slips for students wanting to refer themselves or friends for mediation and as a tool for teachers • On average, OCI and RJ Coordinator are performing on average 2 mediations a day • Working on expanding the BHS Student internship program, currently there are two student interns who assist with peer mediations and as circle facilitators
3.11S Site Coordinators for Family Engagement	<ul style="list-style-type: none"> • 2,487 connections this school year already (+1000 since late October) to families made regarding attendance, academics, connecting to services/resources, etc. • 1,074 individuals served (+250 since late October) • Workshops/Outreach <ul style="list-style-type: none"> ◦ Attendance Awareness Celebrations ◦ Why 9th Grade Matters Workshops ◦ College Readiness Workshop - English ◦ College Readiness Workshop - Spanish ◦ Parent Champion Workshop Series- District-wide ◦ Immigration Forum - District-Wide ◦ Immigration Forum - Berkeley High School ◦ BSEP workshop entitled - Inclusive Leadership ◦ Developed Rubric for inclusive and equitable parent groups ◦ Outreach for Ramp Up, BSEP Leadership Workshops

PAC Meeting, Thursday, January 19th

- Quorum present
- Representative absent from: Preschool, BAM, John Muir, Malcolm X, Oxford