

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 Npvenber) ● 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
<p>3.11S Site Coordinators for Family Engagement</p>	<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