

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

Action and Service	Update
<p>1.4S RtI2 Intervention Teachers TK-8</p>	<ul style="list-style-type: none"> <li>• Elementary               <ul style="list-style-type: none"> <li>○ Writing                   <ul style="list-style-type: none"> <li>■ 39 students at Emerson across grades 2, 3, 5 received intervention (62% unduplicated, 85% students of color)</li> <li>■ 38% served by RtI2 Intervention teacher</li> </ul> </li> <li>○ Reading (420 students being served)                   <ul style="list-style-type: none"> <li>■ 45% served by RtI2 Intervention Teacher</li> <li>■ Reading Recovery                       <ul style="list-style-type: none"> <li>• 64 students across all 11 elementary sites served (48% unduplicated, 64% students of color)</li> </ul> </li> <li>■ Leveled Literacy Intervention (LLI) Groups                       <ul style="list-style-type: none"> <li>• 277 students across all 11 elementary sites served (73% unduplicated, 83% students of color)</li> </ul> </li> <li>■ In-Class Small Group Intervention, BUILD                       <ul style="list-style-type: none"> <li>• 79 students across 5 elementary sites served</li> </ul> </li> </ul> </li> <li>○ Math                   <ul style="list-style-type: none"> <li>■ 123 students being served across 7 elementary sites (72% unduplicated, 83% students of color)</li> <li>■ Interventions include school day/after school support in ASOU, fluency, and Do the Math</li> <li>■ 87% served by RtI2 Intervention Teacher</li> </ul> </li> </ul> </li> <li>• Middle School               <ul style="list-style-type: none"> <li>○ King</li> <li>○ Longfellow</li> <li>○ Willard                   <ul style="list-style-type: none"> <li>■ 22 6th Graders served</li> <li>■ 36 7th Graders served</li> <li>■ 21 8th Graders served</li> </ul> </li> </ul> </li> </ul>
<p>1.5S Math Coaches (K-5 1.0 FTE 6-8 .6 FTE) and Math Teacher</p>	<ul style="list-style-type: none"> <li>• Elementary</li> </ul>

<p>Leaders</p>	<ul style="list-style-type: none"> <li>○ 4 teachers are receiving weekly or biweekly coaching that includes an hour pre-observation meeting, an hour observation, a 45 min post-observation debrief/goal setting with ongoing support over a 6-week coaching cycle (1 teacher just concluded the 6-week cycle) <ul style="list-style-type: none"> <li>■ Includes tenured teachers new to ASOU and first and second year teachers; teachers self selected</li> </ul> </li> <li>○ Facilitated an ASOU interventions workshop for RtI2 teachers</li> <li>○ Engaged in Washington and Rosa Parks' math PLCs</li> <li>○ Challenges around building capacity of MTLs since they are full-time multiple-subject classroom teachers</li> <li>● Middle School <ul style="list-style-type: none"> <li>○ 5 teachers are receiving weekly or biweekly coaching that includes a 45 minute observation and 45 minute debrief/goal setting</li> <li>○ Facilitated and supported each math department in running PLCs</li> <li>○ Two 6th grade intervention classes starting at King; One 7th and one 8th grade intervention class started earlier continuing throughout the year</li> <li>○ Developing plans for intervention classes to start at Longfellow and Willard</li> </ul> </li> </ul>
<p>1.6S Super Science Saturdays - STEM (1-5)</p>	<ul style="list-style-type: none"> <li>● Sites will be Rosa Parks, Malcolm X, and LeConte.</li> <li>● Plan to enroll 300 students across all 11 elementary sites</li> <li>● Booking for field trips have started</li> </ul>
<p>1.8S K - 5 Literacy Coaches (.2 FTE per site)</p>	<ul style="list-style-type: none"> <li>● Writing <ul style="list-style-type: none"> <li>○ 39 students at Emerson across grades 2, 3, 5 received intervention (62% unduplicated, 85% students of color)</li> <li>○ 15% served by Lit Coach</li> </ul> </li> <li>● Reading (420 students being served) <ul style="list-style-type: none"> <li>○ 29% served by RtI2 Intervention Teacher</li> <li>○ Reading Recovery <ul style="list-style-type: none"> <li>■ 64 students across all 11 elementary sites served (48% unduplicated, 64% students of</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>color)</li> <li>○ Leveled Literacy Intervention (LLI) Groups <ul style="list-style-type: none"> <li>■ 277 students across all 11 elementary sites served (73% unduplicated, 83% students of color)</li> </ul> </li> <li>○ In-Class Small Group Intervention, BUILD <ul style="list-style-type: none"> <li>■ 79 students across 5 elementary sites served</li> </ul> </li> </ul>
1.9S Extended Day Academic Intervention (K-8)	<ul style="list-style-type: none"> <li>● Several applications requested to be re- submitted by Director of K-8 Schools and Director of Special Programs and Projects</li> <li>● Implementation at some sites has begun</li> </ul>
1.10S K - 5 Reading Loss Prevention Summer School	<ul style="list-style-type: none"> <li>● Planning for Summer School 2018 has begun</li> </ul>
1.11S AVID (Middle and High School)	<ul style="list-style-type: none"> <li>● Middle Schools <ul style="list-style-type: none"> <li>○ Students completed a cross-curricular unit on the Presidential election and six propositions/measures to present as informational flyers and in advisory classes, leading to a mock election</li> </ul> </li> <li>● BHS <ul style="list-style-type: none"> <li>○ Senior AVID students presented to Freshman/Sophomore AVID students on best practices to be college ready and navigate high school successfully</li> <li>○ Group of AVID graduates returning to present to current AVID students about their first semester experiences in college</li> <li>○ College tours have begun</li> </ul> </li> </ul>
1.12S Bridge (6th grade and BHS)	<ul style="list-style-type: none"> <li>● Middle School <ul style="list-style-type: none"> <li>○ King: VP working to add more kids to Bridge class (current enrollment is 6 students); Longfellow Bridge teacher offering coaching support to new King Bridge teacher</li> <li>○ Longfellow: All students set up SMART Goals based on Quarter 1 standards based proficiency grades and habits of work grades paired up with 8th grade leadership students to cultivate leadership skills</li> <li>○ Willard: 50% of enrolled students (13/26) on the honor roll; no students are failing any classes</li> </ul> </li> </ul>

**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"> <li>● Interviews concluded with stakeholders who have historical knowledge about racial inequities in BUSD</li> <li>● Classroom observations have started for equity audit using newly created equity rubric</li> </ul>
2.3S PLC Training	<ul style="list-style-type: none"> <li>● 2nd of 3 PLC Trainings held on 10/27</li> <li>● Principals and content-area TSAs reporting that PLCs are more regularly happening across sites to address student outcomes</li> </ul>
2.4S Attract and Retain Teachers of Color	<ul style="list-style-type: none"> <li>● Focus area for Recruitment               <ul style="list-style-type: none"> <li>○ Completed grant application to California Commission on Teacher Credentialing for Classified Employees Teacher Training Program</li> <li>○ Met with University of San Francisco SpEd Intern Program to establish relationship</li> <li>○ Calendaring upcoming recruitment fairs</li> </ul> </li> <li>● Focus area for Retention               <ul style="list-style-type: none"> <li>○ Check-ins with teachers new to BUSD</li> <li>○ Collaborating with Teachers of Color Network/BFT to review BHS Exit interviews for focus areas for retention</li> </ul> </li> </ul>
2.6S EL Teachers	<ul style="list-style-type: none"> <li>● EL teachers received training from BREA on Illuminate to verify and confirm reports on RFEP, EL, and IFEP numbers</li> </ul>
2.7S K-12 ELD TSA	<ul style="list-style-type: none"> <li>● FPM process brought to light the need for closer student progress monitoring towards student reclassification</li> <li>● Created new system for EL teachers to document CELDT testing beyond the annual and initial lists provided by district to keep track of incoming students</li> <li>● Challenge around ensuring all sites maintaining clean data through new system to monitor number of students CELDT tested and receiving appropriate services</li> </ul>

	<ul style="list-style-type: none"> <li>• First DELAC meeting attendance showed clear need for outreach to secondary sites, resulting in additional reps now committed for 11/28 DELAC meeting</li> </ul>
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### 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"> <li>• Sites beginning draft of Team Action PBIS plan for current school year</li> <li>• Toolbox trainers are identified</li> <li>• Online PBIS resources library on Google Drive now available</li> </ul>
3.2S 2 Intervention Counselors at BHS	<ul style="list-style-type: none"> <li>• Completed 24 presentations to 9<sup>th</sup> grade classes.</li> <li>• Every focal student who had below a 3.0 after the first quarter progress report has had a follow up one on one session to address their academic progress and identify barriers.</li> <li>• Obtained two MSW Interns that we supervise to expand the capacity to offer more community building circles in classrooms and assist with RJ practices such as mediation.</li> <li>• Identified and referred 4 focal students who needed more regular therapy to the health center</li> </ul>
3.4S Restorative Practices Program at Washington and BTA	<ul style="list-style-type: none"> <li>• Washington <ul style="list-style-type: none"> <li>◦ RJ consultations with 5 staff</li> <li>◦ Tier 2 interventions with 2 students (de-escalation)</li> <li>◦ Proactive intervention with 3 students (pre-work, community building)</li> <li>◦ 1 parent RJ phone consultations/pre-work for potential interventions for children.</li> <li>◦ 3 proactive Tier 1 community building circles</li> <li>◦ Collaboration with equity team for staff equity development</li> </ul> </li> <li>• BTA <ul style="list-style-type: none"> <li>◦ Awaiting monthly report from SEEDS</li> </ul> </li> </ul>
3.6S RJ Counselors at the Middle Schools	<ul style="list-style-type: none"> <li>• Started consistent data-entry in Illuminate across all 3 sites</li> <li>• 102 connections made so far</li> </ul>

3.7S K-5 and BTA Mental Health focusing on Trauma-informed practices	<ul style="list-style-type: none"> <li>• Willard staff training complete</li> <li>• LCAP Evaluator working with consulting firm evaluating the pilot to gather pre-data</li> </ul>
3.8S Coordination of School Based Services	<ul style="list-style-type: none"> <li>• Collaborating with agencies to work on gender expansive curricula</li> <li>• Overseeing Trauma 101 while working on becoming a trainer for BUSD/Alameda County</li> <li>• Collaborating with PD and Ed Services to identify training opportunities for Toolbox/PBIS for staff</li> <li>• Responding to sites as needed as part of the District Crisis Team</li> <li>• Developing PBIS training materials</li> </ul>
3.9S Bay Area Peacekeepers	<ul style="list-style-type: none"> <li>• Students have started to be referred to service</li> </ul>
3.10S RJ at BHS	<ul style="list-style-type: none"> <li>• 35 connections made so far</li> </ul>
3.11S Site Coordinators for Family Engagement	<ul style="list-style-type: none"> <li>• Over 600 connections this school year already, to families made regarding attendance, academics, connecting to services/resources, etc.</li> <li>• Supported outreach to families to attend Ramp Up Program (Students Grades 1 - 3 near ELA proficiency) and Academic Potential Development Program (Students Grades 4 and 5 demonstrating academic potential in S.T.E.A.M &lt;Science, Technology, Engineering, Arts, Math)</li> </ul>

**PAC Meeting, Thursday, October 20th**

- Quorum present
- Representative absent from: BAM, Cragmont, John Muir, Malcolm X, Thousand Oaks, Washington