

# The Single Plan for Student Achievement

School: Berkeley High School

District: Berkeley Unified School District

County-District School (CDS) Code: 01-61143-0131177

Principal: Erin Schweng

Date of this revision: 6/11/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Erin Schweng

Position: Principal

Telephone Number: (510) 644-4803

Address: 1980 Allston Way Berkeley, CA 94704

E-mail Address: [erinschweng@berkeley.net](mailto:erinschweng@berkeley.net)

The District Governing Board approved this revision of the SPSA on\_\_\_\_\_.

**Form A: Planned Improvements in Student Performance**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**BUSD GOAL: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.**

**SCHOOL GOAL 1: Increase proficiency and performance of all students in academic language, while accelerating the proficiency and performance gains of African American, English Learner, Latino students, and all students with an Academic Support Index of three or higher.**

**Strategy: BHS faculty will support the improvement of student ELA skills through the implementation of Constructing Meaning strategies across all subjects with an emphasis on academic language, common instructional practices, and writing across the core subjects.**

<b>What data did you use to form this goal?</b> <ul style="list-style-type: none"><li>• Smarter Balanced Assessment ELA</li><li>• Constructed Response performance</li><li>• For each data source analyzed for this goal, we looked at overall student performance, by ASI clusters 0-2 and 3+, and by English Learners.</li></ul>	<b>What were the findings from the analysis of this data?</b> <ul style="list-style-type: none"><li>• There continues to be a significant difference in academic performance in ELA between different subgroups. Specifically, students with an ASI of 0-2 continue to meet or exceed standards/outcomes at high rates while students with an ASI of 3+ meet standards/outcomes at significantly lower rates. Students with an ASI of 3+ are disproportionately students of color, low SES, students with disabilities, and/or English Learners.</li></ul>	<b>How will the school evaluate the progress of this goal?</b> <ul style="list-style-type: none"><li>• Constructed Response assessments</li><li>• Smarter Balanced Assessments</li><li>• English course grades of C or better</li></ul> <b>Where can a budget plan of the proposed expenditures for this goal be found?</b> <ul style="list-style-type: none"><li>• TBD</li></ul>
--	--	---

Actions/Date	Person(s) Responsible for the related task	Task/Date	Cost and Funding Source (itemize for each source)
Increase access to Academic Language for all students by training <i>all</i> teachers in Constructing Meaning: research-based instructional strategies developed for English Learners.	<ol style="list-style-type: none"> <li>1. PD Leads</li> <li>2. PD Leads</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to offer 5-day workshops for <i>Constructing Meaning</i> and related trainings for all teachers and all new hires.</li> <li>2. Include annual prescribed days in PD calendar to support ongoing skill development of CM practices for teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Per diem or stipend</li> <li>2. No cost</li> </ol>
Teachers will continue to increase use of academic language strategies.	<ol style="list-style-type: none"> <li>1. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily agendas that include academic language learning objectives with language objectives and content area goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> </ol>
Improve expository writing across all subjects by increasing the average amount of expository writing, particularly the humanities.	<ol style="list-style-type: none"> <li>1. PD Leads</li> <li>2. English teachers</li> <li>3. English teachers</li> <li>4. English teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide Constructed Response rubric to families and community based organizations (CBOs).</li> <li>2. Continue to ensure that students in 9th grade write and receive feedback on a minimum of three school-wide academic essays per year</li> <li>3. Continue to ensure that students in 10th grade write and receive feedback on a minimum of three school-wide academic essays per year</li> <li>4. All teachers in English participate in administering, scoring, and calibrating constructed response essays to improve their understanding and alignment of school expectations and common core state standards (CCSS)</li> </ol>	<ol style="list-style-type: none"> <li>1. Mailing costs</li> <li>2. Costs for scoring</li> <li>3. Costs for scoring</li> <li>4. Costs for scoring</li> </ol>
Establish collaboration with various stakeholders, including families, community based interventions, and the District for Academic Language goals.	<ol style="list-style-type: none"> <li>1. English department lead teacher</li> <li>2. Admin</li> <li>3. Admin/BREA support</li> <li>4. Admin</li> </ol>	<ol style="list-style-type: none"> <li>1. BHS English department lead teacher(s), middle school, and K-5 literacy coaches to align strategies to improve academic language.</li> <li>2. Support the increase in the number of middle school teachers trained in CM by inviting them to our trainings.</li> <li>3. Send a letter with test results and the CR rubric to parents after the spring CR is completed.</li> <li>4. Communicate with parents and families about CR, the rubric, and the program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Costs for time to meet</li> <li>2. Per diem or stipend</li> <li>3. Mailing costs</li> <li>4. No cost or mailing cost</li> </ol>

**BUSD GOAL: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic**

interventions in place to eliminate barriers to student success.

**SCHOOL GOAL 2: Increase proficiency and performance of all students in mathematics, while accelerating the proficiency and performance gains of African American, English Learner, Latino students, and all students with an Academic Support Index of three or higher.**

**Strategy: BHS faculty will support the improvement of student performance in math through the implementation of a CCSS aligned curriculum articulated across grade levels that includes periodic formative and summative common assessments.**

<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>• Smarter Balanced Assessment Math</li> <li>• Math Common Assessments</li> <li>• Math semester grades</li> <li>• For each data source analyzed for this goal, we looked at overall student performance as well as by ASI clusters 0-2 and 3+.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What were the findings from the analysis of this data?</b></li> <li>• There continues to be a significant difference in academic performance in Math between different subgroups. Specifically, students with an ASI of 0-2 continue to meet or exceed standards/outcomes at high rates while students with an ASI of 3+ meet standards/outcomes at significantly lower rates. Students with an ASI of 3+ are disproportionately students of color, low SES, students with disabilities, and/or English Learners.</li> </ul>	<p><b>How will the school evaluate the progress of this goal?</b></p> <ul style="list-style-type: none"> <li>• Common assessments</li> <li>• Smarter Balanced Assessments</li> <li>• Math 1, 2, &amp; 3 course grades of C or better</li> </ul> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul>
--	--	--

Actions/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
Implement common pre-, interim-, and summative math assessments that reflect common core standards/existing state standards.	<ol style="list-style-type: none"> <li>1. Math lead teachers</li> <li>2. Math leads with support from Intervention Team</li> <li>3. Math PD Lead</li> <li>4. Math Admin</li> <li>5. Math leads</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop and administer a common pre-assessment for incoming 9<sup>th</sup> graders in Math 1 &amp; incoming 10<sup>th</sup> graders in Math 2</li> <li>2. Use results of universal screening (pre-assessment) to identify students in need of intervention, and direct to tutoring.</li> <li>3. Encourage/require students to sign in to math tutoring using their student ID, as is done in the College and Career Center.</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> <li>2. No cost</li> <li>3. No cost</li> <li>4. No cost</li> <li>5. No cost</li> </ol>

		<ol style="list-style-type: none"> <li>Ongoing professional development in research-based instructional strategies for math teachers linking results of assessment to instruction.</li> <li>Administrators to use CSTP 5 (<i>how teachers use assessment</i>) as major focus of their evaluations / observations, and in their general work with teachers</li> <li>Continue to develop norms and strategies to support struggling students, and revisit efforts regularly as a department</li> </ol>	
Math Supports	<ol style="list-style-type: none"> <li>Math Coach</li> <li>BHS Admin</li> <li>Math PD</li> <li>BHS Admin</li> <li>BREA</li> <li>U9 Leads</li> <li>BREA</li> <li>BHS Admin &amp; Math Leads</li> </ol>	<ol style="list-style-type: none"> <li>Math videos for Math 1, Math 2, and Math 3 courses</li> <li>Math Coordinator position to support 9th grade math</li> <li>After school support for math - continued tutoring, joint efforts with PTSA</li> <li>Identify students transitioning from 8th grade who are likely to need support during Math 1</li> <li>U9 LEAP classes for students who are identified as needing math support</li> <li>Track which students are using after school math tutoring (like SLC)</li> <li>Better articulation with CC and CSUs for course sequencing and avoiding remedial math requirements</li> <li>Explore offering math classes that allow 11/12th graders to move horizontally to deepen math skills for those not ready or interested in taking AP Statistics or AP Calculus.</li> <li>Provide access to an AP Statistics course and possible AP Calculus course populated by students from the three small learning communities</li> </ol>	<ol style="list-style-type: none"> <li>Cost</li> <li>Cost</li> <li>Release time</li> <li>Hourly</li> <li>No cost</li> <li>Paid by U9</li> <li>No cost</li> <li>No cost</li> </ol>
Math Requirements	<ol style="list-style-type: none"> <li>BHS Admin team</li> <li>Math leads</li> </ol>	<ol style="list-style-type: none"> <li>Consider changing math requirement to include a minimum of three years (as opposed to the current two).</li> <li>Analyze BHS math model to evaluate how the first 2.5 years of the Math 1, Math 2, and Math 3 course sequence match to the skills assessed on the SBA test given to juniors.</li> </ol>	<ol style="list-style-type: none"> <li>No cost</li> <li>No cost</li> </ol>

**BUSD GOAL: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.**

**SCHOOL GOAL 3: Create a culture of high expectations for academic achievement.**

**Strategy:** BHS faculty will support a culture of high expectations for all students through research supported practices that create accessible curriculum while maintaining a rigorous classroom environment.

<b>What data did you use to form this goal?</b> <ul style="list-style-type: none"> <li>• Historical rates of Ds and Fs by courses</li> <li>• Diversity in upper level courses</li> </ul>	<b>What were the findings from the analysis of this data?</b> <ul style="list-style-type: none"> <li>• Rates of Ds and Fs are still highly predicted by a students ASI with a higher ASI strongly correlated to higher rates of Ds and Fs. Higher ASI students are disproportionately students of color, low SES, students with disabilities, and/or English Learners.</li> <li>• Upper level courses (AP/IB) do not represent the diversity of the overall BHS student population.</li> </ul>	<b>How will the school evaluate the progress of this goal?</b> <ul style="list-style-type: none"> <li>• Ongoing monitoring of DF rate by course with disaggregation by ASI clusters, race/ethnicity, disability status, and English Learner status.</li> <li>• Ongoing monitoring of enrollment rate by course with disaggregation by ASI clusters, race/ethnicity, disability status, and English Learner status.</li> </ul> <b>Where can a budget plan of the proposed expenditures for this goal be found?</b>
--	--	--

Actions/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
Develop common assessment	<ol style="list-style-type: none"> <li>1. PD leads &amp; Admin team</li> <li>2. Math leads</li> <li>3. English leads</li> <li>4. EL lead</li> <li>5. PD Leads</li> <li>6. 9th grade Hist teachers</li> <li>7. PD Leads</li> <li>8. PD Leads</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve use of assessments and common practices by developing a PD calendar that supports identifying common outcomes, assessments and interim assessments and provides training in using assessment data to inform instruction.</li> <li>2. Continue to design and implement common math assessments that reflect incoming common core standards.</li> <li>3. Continue to implement 9<sup>th</sup> &amp; 10<sup>th</sup> grade ELA common writing assessments focusing on academic language and expository writing</li> <li>4. Develop ELD level assessments in reading, writing, listening, and speaking</li> <li>5. Train PD Leads in using results from Common Assessments to create cycles of inquiry (Plan, Teach, Assess, Reflect, Reteach)</li> <li>6. Continue to develop unit common assessments for 9th Grade Ethnic Studies / Social Living Courses</li> <li>7. Provide time for teachers to review the results of Common Assessments</li> <li>8. Train teachers to access and utilize Illuminate to effectively use student performance data to inform instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> <li>2. No cost</li> <li>3. Hourly</li> <li>4. Hourly</li> <li>5. No cost</li> <li>6. Hourly</li> <li>7. No cost</li> <li>8. No cost</li> </ol>

Common Practices for Teachers:	<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers</li> <li>3. PD leads</li> <li>4. Teachers</li> <li>5. Teachers</li> <li>6. Teachers</li> <li>7. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Agendas posted each period that include a measurable learning objective.</li> <li>2. Agenda includes language objectives, and activities to support those objectives.</li> <li>3. Continue to work toward school-wide use of research-based teaching techniques to check for understanding.</li> <li>4. Continue to implement training received in Constructing Meaning - including Gradual Release of Responsibility and Structured Language Practice Strategies.</li> <li>5. Teachers continue to participate in school-wide Professional Development that supports an examination of implicit bias and culturally responsive teaching and learning.</li> <li>6. Grades for assignments posted on Illuminate regularly, as per BFT contract</li> <li>7. Attendance taken for every period, every day.</li> <li>8. Teachers adhere to hall-pass policies and safety officers and administrators enforce them.</li> </ol>	<ol style="list-style-type: none"> <li>1. No Cost</li> <li>2. No Cost</li> <li>3. No Cost</li> <li>4. No Cost</li> <li>5. No Cost</li> <li>6. No Cost</li> <li>7. No Cost</li> </ol>
--------------------------------	---	---	--

#### **BUSD GOALS:**

- 1. Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.**
- 2. End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.**

**SCHOOL GOAL 4: Improve student engagement and achievement through innovative, standards-based curriculum that addresses the range of students' needs.**

**Strategy: BHS faculty will improve student engagement through instructional practices including differentiation, the use of multiple access points that address the range of student needs from remediation to acceleration, culturally relevant instructional practices, and opportunities for all students to experience academic success.**

<b>What data did you use to form this goal?</b> <ul style="list-style-type: none"> <li>• Grade and assessment data</li> <li>• Post-secondary eligibility status (Transcript Evaluation Service)</li> </ul>	<b>What were the findings from the analysis of this data?</b> <ul style="list-style-type: none"> <li>• Grades, assessments, and rates of college career readiness indicators are</li> </ul>	<b>How will the school evaluate the progress of this goal?</b> <ul style="list-style-type: none"> <li>• Semester grade data</li> <li>• TES reports</li> </ul>
--	---	---

<ul style="list-style-type: none"> <li>Post-secondary matriculation and degree attainment data (National Student Clearinghouse)</li> <li>Attendance data</li> </ul>	<p>largely predictable by students Academic Support Index as well as by race/class/etc.</p> <ul style="list-style-type: none"> <li>A significant number of students meet the state criteria for truancy.</li> </ul>	<ul style="list-style-type: none"> <li>National Student Clearinghouse reports</li> <li>Attendance data <ul style="list-style-type: none"> <li>Truancy rates</li> </ul> </li> </ul> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p>
---	---	---

<b>Actions/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (itemize for each source)</b>
Support For Innovative, Standards Based Curriculum:	<ol style="list-style-type: none"> <li>PD Leads</li> <li>PD Leads</li> <li>Dept leads</li> <li>Dept leads</li> </ol>	<ol style="list-style-type: none"> <li>Increase opportunities for teacher-led presentations on curriculum.</li> <li>PD on Common Core State Standards for NGSS (science), math and ELA.</li> <li>Develop a standards-based outcome map for each course directly related to regular interim formative assessments.</li> <li>Continue course alignment to the state and new common core standards.in ELA, Math, and Science in terms of curriculum and assessments</li> <li>Continue to support, and increase where possible, tutoring opportunities for students.</li> </ol>	<ol style="list-style-type: none"> <li>No cost</li> <li>.4 FTE for science TSA</li> <li>Hourly</li> <li>Hourly</li> </ol>
Support For Instructional Strategies And Assessments That Promote Engagement:	<ol style="list-style-type: none"> <li>PD Leads</li> <li>Dept leads</li> <li>Dept PD Leads</li> <li>PD Leads &amp; Admin</li> <li>PD Leads</li> <li>Tech Leads</li> </ol>	<ol style="list-style-type: none"> <li>Increase opportunities for teacher-led presentations on student engagement.</li> <li>Increase opportunities for student-led presentations and/or feedback on best practices in student engagement</li> <li>Develop performance based assessments within all departments</li> <li>All departments implement common, research-based instructional practices from Constructing Meaning and GRR.</li> <li>Provide opportunities for teachers to observe other teachers' instruction during the school year.</li> <li>Tech Teacher Leaders provide PD around using technology effectively in the classroom</li> </ol>	<ol style="list-style-type: none"> <li>No cost</li> <li>Hourly</li> <li>No cost</li> <li>Hourly/sub cost</li> <li>No cost</li> <li>No cost</li> </ol>
Coaching and Mentoring for staff:	<ol style="list-style-type: none"> <li>Admin &amp; PD Leads</li> <li>PD Leads</li> <li>PD Leads</li> <li>Admin</li> <li>PD Leads</li> </ol>	<ol style="list-style-type: none"> <li>Continued ELA &amp; Math CCSS coaching</li> <li>Ongoing coaching in all subjects by PD Coordinators</li> <li>Use PLCs to support teachers observing and collaborating with each other in Small Learning Communities</li> <li>Continue to develop use of video to share best practices.</li> </ol>	<ol style="list-style-type: none"> <li>No cost</li> <li>Sub cost</li> <li>Sub cost</li> <li>Hourly</li> <li>Hourly</li> </ol>



Recognize and acknowledge examples of innovative, standards-based curriculum created by BHS teachers.	1. PD Leads	<ol style="list-style-type: none"> <li>1. Provide PD time for teachers to discuss and learn from colleagues' instructional practices.</li> <li>2. Utilize the knowledge and expertise of teachers who have completed strong alternative evaluations or attended training and conferences by allowing time for them to share their learning.</li> </ol>	1. No cost
PD / Teacher Leader Structure:	<ol style="list-style-type: none"> <li>1. Admin with BREA Support</li> <li>2. PD Leads &amp; Admin</li> <li>3. District</li> <li>4. Admin</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze and document strengths and weaknesses of existing model.</li> <li>2. Publicly share PD Executive Summaries and PD plans</li> <li>3. Maintain current FTE structure with PD coordinators and teacher leaders.</li> <li>4. Maintain PD meeting time.</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> <li>2. No cost</li> <li>3. Significant cost (approximately \$250,000)</li> <li>4. No cost</li> </ol>
Post-Secondary Careers and Paths for students	<ol style="list-style-type: none"> <li>1. CTE Coordinator</li> <li>2. CTE Coordinator, BHS Admin</li> <li>3. CTE</li> <li>4. Admin</li> <li>5. Admin, College counselors</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop and adhere to rubric for decision making regarding which additional CTE pathways to develop.</li> <li>2. Support for existing BHS Career Technical Education pathways</li> <li>3. Explore technical education options for BHS students.</li> <li>4. Continue community service opportunities and internship possibilities as an engagement tool.</li> <li>5. Continue to foster concurrent enrollment programs to increase the awareness and enrollment of first generation and historically underrepresented populations in college. For example, Persist to College</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> <li>2. No cost</li> <li>3. No cost</li> <li>4. Potential cost for supervision</li> <li>5. No cost</li> </ol>
Explore structural changes that will support for more equitable outcomes of students into BHS learning communities while preserving current and effective outcomes for kids.	<ol style="list-style-type: none"> <li>1. Admin</li> <li>2. Admin &amp; Teacher Leads</li> <li>3. Admin &amp; Teacher Leads</li> <li>4. Admin &amp; Teacher Leads</li> <li>5. Admin</li> <li>6. Admin</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider alternative methods for SLC assignment, within the school board approval process</li> <li>2. Consider alternative structures/models to address ongoing lack of personalization for all students.</li> <li>3. Identify and plan implementation of research based features of effective high schools (personalization, continuous relationships,, etc).</li> <li>4. Identify and plan implementation of research based strategies such as looping, advisory, and collaborative planning time to increase student personalization and improve academic outcomes</li> <li>5. Include staff, teachers, families, community and stakeholders in process of designing implementation plan</li> <li>6. Provide information to community and middle school families regarding change in program</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> <li>2. No cost</li> <li>3. No cost</li> <li>4. No cost</li> <li>5. No cost</li> <li>6. Hourly</li> </ol>

Use of Surveys to Improve Instruction and Engagement	<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Admin</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers voluntary administer confidential end of course students survey to get immediate feedback regarding practice.</li> <li>2. Administrators will model the administration of voluntary surveys taken by the staff whom they supervise</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> <li>2. No cost</li> </ol>
Culturally Responsive Teaching Practices	<ol style="list-style-type: none"> <li>1. PD Leads</li> <li>2. PD Leads &amp; Admin</li> </ol>	<ol style="list-style-type: none"> <li>1. Train teachers in Culturally Responsive Teaching practices</li> <li>2. Provide support for teachers in developing culturally relevant curriculum</li> </ol>	<ol style="list-style-type: none"> <li>1. Potential training costs</li> <li>2. No cost</li> </ol>

### **BUSD GOAL:**

1. **End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.**
2. **Ensure that all school sites have safe, welcoming, and inclusive climates for all students and their families so that all students are in their classes ready to learn.**

**SCHOOL GOAL 5: Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students (Identified by the Intervention Team).**

**Strategy: Identify struggling students, specifically during the transition from middle to high school, and provide them with resources including counseling, access to mental health, academic and behavioral supports, and other areas of need identified through the Transition Rubric.**

<b>What data did you use to form this goal?</b> <ul style="list-style-type: none"> <li>• Academic, behavioral, and attendance data for students during the transition from middle to high school.</li> <li>• Middle to high school transition rubric</li> <li>• Academic, behavioral, and attendance data grades 9-12</li> <li>• Reports from the counseling department regarding student need for social and mental health support.</li> <li>• BHS Student Survey Clusters: <ul style="list-style-type: none"> <li>○ Counselors</li> </ul> </li> </ul>	<b>What were the findings from the analysis of this data?</b> <ul style="list-style-type: none"> <li>• There is a significant group of students each year that struggle during their transition to high school.</li> <li>• Using a combination of the Middle to High School transition screen and the ASI we were able to identify a large percent (&gt;75%) of the non-special education students who struggled during their 9th grade..</li> </ul>	<b>How will the school evaluate the progress of this goal?</b> <ul style="list-style-type: none"> <li>• Academic, attendance, and behavioral data of Focal students</li> <li>• Reports from OCI, BHS Health Center,</li> </ul> <b>Where can a budget plan of the proposed expenditures for this goal be found?</b>
---	--	---

<ul style="list-style-type: none"> <li>○ Health Center</li> <li>○ Student Learning Center</li> <li>○ School Climate and Culture</li> <li>○ Hope</li> </ul>		
--	--	--

<b>Actions/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (itemize for each source)</b>
Intervention And Counseling:	<ol style="list-style-type: none"> <li>1. Admin</li> <li>2. BREA &amp; Care team</li> <li>3. Counselors</li> <li>4. CARE team</li> <li>5. -</li> <li>6. BREA and &amp; Care team</li> <li>7. Admin</li> <li>8. BREA</li> <li>9. OCI &amp; Admin</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain Intervention support team (CARE Team)</li> <li>2. Continue using the 8th grade transition screen and protocol to identify and support incoming 9th graders (9th Grade Focal group)</li> <li>3. Academic counselors and U9 teams will meet regularly with 9th grade Focal Students to discuss academic progress and post-secondary plans.</li> <li>4. Intervention counselors will support Focal students during grades 10-12.</li> <li>5. Through the use of periodic screens of attendance, grades, and graduation progress, identify students who need intervention and refer to appropriate resource / program.</li> <li>6. Develop a specific set of responses for referrals for suspendable offenses</li> <li>7. Students tagged in Illuminate according to the support service / intervention they receive.</li> <li>8. Utilize the Restorative Justice program when appropriate for resolving various levels of conflict and restoring harm between students and students/adults</li> </ol>	<ol style="list-style-type: none"> <li>1. LCAP funds for Intervention counselors</li> <li>2. No cost</li> <li>3. No cost</li> <li>4. FTE from LCAP</li> <li>5. -</li> <li>6. No cost</li> <li>7. No cost</li> <li>8. No cost</li> <li>9. RJ counselors LCAP</li> <li>10.</li> </ol>
Increase written feedback forms or participation of general education teachers in IEP, SST, and 504 meetings	<ol style="list-style-type: none"> <li>1. Admin &amp; teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase written feedback forms or participation of general education teachers in IEP, SST, and 504 meetings</li> <li>2. Work to identify barriers to general education staff participation and feedback for IEP, SST, and 504 meetings, and mitigate those barriers with appropriate resources and support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sub costs</li> </ol>
Retaining Teachers of Color:	<ol style="list-style-type: none"> <li>1. Admin</li> <li>2. Admin</li> <li>3. Teachers of color</li> <li>4. Admin and Teacher Leadership</li> <li>5. Admin</li> <li>6. Admin</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase the percentage of Teachers of Color at BHS to better mirror the demographics of our student population.</li> <li>2. Recruit and support TOC for existing leadership opportunities.</li> <li>3. Continue to participate in district wide support groups w/ TOC and allies.</li> <li>4. Work to add transparency to the assignment of teacher leadership and Teacher on Special Assignment release periods.</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> <li>2. Potential costs for travel</li> <li>3. No cost</li> <li>4. No cost</li> </ol>

		<ol style="list-style-type: none"> <li>PD leads and admin will solicit feedback from TOCs about hiring and retaining teachers, specifically by inviting TOC representatives on to hiring panels each Spring.</li> <li>Support Culturally Responsive Teaching and Learning for all adult staff not just in support of relations with students but in relating to each other.</li> </ol>	
Health And Wellness:	<ol style="list-style-type: none"> <li>Admin</li> <li>Admin, teachers</li> <li>Admin, teachers</li> <li>Admin</li> <li>Admin</li> </ol>	<ol style="list-style-type: none"> <li>Increase awareness of health center services among students, staff, and families. (Mental and Emotional Education Team- MEET)</li> <li>Increase the identification of students eligible for free / reduced lunch and facilitate enrollment by creating supported opportunities to complete online application (for example: during registration).</li> <li>Increase awareness and use of BHS' universal free breakfast for students.</li> <li>Increase access to mental health and social service support for students with IEPs</li> <li>Explore how to increase access to mental health and social service support for all students, school-wide</li> <li>Offer grade-specific lessons, orientations, or assemblies on pertinent issues regarding sex harassment, drug and alcohol use, and other pertinent psychosocial topics.</li> </ol>	<ol style="list-style-type: none"> <li>No cost</li> <li>No cost</li> <li>No cost</li> <li>No cost</li> <li>No cost</li> <li>No cost</li> </ol>
School Culture:	<ol style="list-style-type: none"> <li>Admin</li> <li>Leadership class teacher</li> <li>Admin</li> </ol>	<ol style="list-style-type: none"> <li>Provide ongoing support for strong student leadership such as Link Crew.</li> <li>Assemblies / activities that foster positive school-wide respect for all (ex: World Cultures Day assembly, Career Day, teach ins as needed, grade-level assemblies, Friday positive shout-outs by Ms. Schweng.)</li> <li>Clarify protocols for responding to traumatic on-site or national events (lock down drills, active shooter protocol)</li> </ol>	<ol style="list-style-type: none"> <li>Teacher position (1.0 FTE)</li> <li>Potential costs</li> <li>RJ FTE</li> <li>No costs</li> </ol>
Family and Community:	<ol style="list-style-type: none"> <li>Admin</li> <li>Admin and Family Liaison</li> <li>Family Liaison</li> <li>Admin and Teacher leads</li> <li>Admin</li> </ol>	<ol style="list-style-type: none"> <li>Get feedback from BHS parents on the effectiveness of resources currently devoted to involving families. Get feedback also on student stress/mental health.</li> <li>Research existing community involvement models in other schools.</li> <li>Increase awareness and use of parent resource center.</li> <li>Recruit more parents of color to join school governance venues and advisory councils.</li> <li>Explore possibility of adding regular parent forums throughout the year, attended by admin and a diverse group of parents</li> </ol>	<ol style="list-style-type: none"> <li>Survey Monkey or similar</li> <li>No cost</li> <li>No cost</li> <li>No cost</li> <li>No cost</li> </ol>
BHS Student Survey	<ol style="list-style-type: none"> <li>BREA and Admin</li> </ol>	<ol style="list-style-type: none"> <li>All students will have the opportunity to participate the BHS Student Survey during class each year.</li> </ol>	<ol style="list-style-type: none"> <li>No cost</li> <li>No cost</li> </ol>

	2. BREA	2. Teacher Leaders and Administrators will review the results from BHS Student Survey to inform actions in professional development and programs	
--	---------	--	--