

B.U.S.D. 2010-13 Goals and Strategies – Action Steps for 2012 - 13

DISTRICT GOAL I. Curriculum & Instruction: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Color Key</td> </tr> <tr> <td style="background-color: #e0e0e0;">Division Strategy</td> </tr> <tr> <td style="background-color: #ffe0b2;">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	What is the expected outcome	Identify who owns the process	Rating
Color Key						
Division Strategy						
Action Steps						
<p>STRATEGY A. Pre-K: Prepare pre-school children for success in elementary school by providing age-appropriate curriculum and instruction that nurture and develop children’s academic, social, emotional and physical well-being.</p>						
<p>1. Action Step: Share universal K screening results with Preschool teachers as the basis for their professional development</p>	Pre-school teachers will identify, teach and reinforce the skills that entering K students have not mastered based on universal screener	Director, C & I; Principal, Pre-K				
<p>2. Action Step: Strengthen thematic units collaboratively, integrating learning and play and aligned with Creative Curriculum</p>	All staff will be provided professional development on units that can be replicated and taught throughout the year	Director, C & I; Principal, Pre-K				
<p>STRATEGY B. ELA and Math Instruction: Prepare all students for continued success in English Language Arts and Mathematics by providing high quality instruction geared to student needs including appropriate modifications and accommodations.</p>						
<p>1. Action Step: Establish a District Leadership Team to define and guide the process for implementing the new K-12 Common Core Standards and Assessments</p>	The district will have a 2 to 3 year timeline for implementing Common Core standards and preparing for SBAC	Director, C & I; Coord. of Prof. Dev.				
<p>2. Action Step: Strengthen expository</p>	All K-6 teachers are using more expository texts to	Director, C & I;				

reading in Teachers College Readers and Writers Workshop in all K-6 classrooms	assess reading progress	Prof. Dev. Coord.; K-5 Principals	
3. Action Step: Analyze and align district writing genres with new grade level standards in common core	Develop appropriate grade level writing assessments aligned with common core to be implemented in 2013-14	Director, C & I; Prof. Dev. Coord.; Lead Literacy TSA's	
4. Action Step: Compare current math district assessments with SBAC and develop transition to more open-ended problems	Provide MARS problems monthly (one per grade level) to be used to prepare students for Common Core and SBAC, and for collaboration among staff	Director, C & I; Prof. Dev. Coord.; Math Coaches	
5. Action Step: Identify key standards in Geometry and Algebra II aligned to the common core	Math TSA will lead professional development for BHS and B-Tech teachers to align curriculum to key standards	Director, C & I; Secondary Math Coaches	
6. Action Step: Continue to implement more common assessments (English, Science, Soc. Studies) at BHS in order to better support student needs through an aligned curriculum	BEA TSA's will facilitate examination of district assessment results to help teachers align curriculum and standards	BHS Principal	
STRATEGY C. English Language Development: Provide direct instruction in English Language Development to ensure that every English Learner gains at least one English Language proficiency level each year.			
1. Action Step: Train 100+ teachers in Systematic English Language Development and/or Constructing Meaning	Teachers who participate in training will provide better ELD instruction to all English Learners	Coord. of Prof. Dev.; EL Coaches	
2. Action Step: Ensure all EL students are receiving daily ELD and that their progress is monitored through the grade level benchmark "blue cards"	EL students' progress is monitored regularly	Director, C & I; ELD Coaches; K-12 Principals	
3. Action Step: Provide training for principals in Systematic ELD and Constructing Meaning	All principals provide useful feedback to teachers to improve the performance of EL students	Co-Supt., Educ.	
4. Action Step: Complete the revision of the	The plan outlines a comprehensive program for all	Director, C & I;	

EL Master Plan	EL students to ensure that staff is providing access to the curriculum and developing their academic English Language skills	EL Coaches	
STRATEGY D. Evaluation and Assessment: Use data from multiple measures to monitor student progress, guide instruction and evaluate the effectiveness of our programs, and share this information with staff, the Board and the community.			
1. Action Step: Implement <i>Illuminate</i> , the new data warehouse, to monitor the progress of students and support the alignment of curriculum, instruction, and assessments with standards	At least 75% of teachers will use <i>Illuminate</i> to monitor student progress – as measured by teacher log-in	Director of Evaluation and Assessment (BEA)	
2. Action Step: Provide trainings for administrators and teacher leaders on the benefits and capacity of <i>Illuminate</i> , so they can then guide teachers at sites to use this tool	Every site has access to a BEA TSA as well as a teacher liaison to guide staff in using <i>Illuminate</i>	Dir. of BEA	
3. Action Step: All assessments will be scanned to <i>Illuminate</i> within 1 week of the last day of assessment allowing immediate access to results	All stakeholders have student performance data for ELA and Math aligned to the district curriculum 2-4 times per year in addition to state mandated tests	Dir. Of BEA	
4. Action Step: Support follow up discussions led by C & I and BEA coaches regarding assessment scores	All stakeholders will review and discuss student performance data aligned to the district curriculum 2-4 times per year in addition to state mandated tests	Dir. of BEA; Coord. of Prof. Dev.; K-12 Principals	
5. Action Step: Support teachers to develop interim formative assessments to monitor student progress using the <i>Illuminate</i> item bank (which is aligned to standards)	At least one teacher per site will pilot the use of <i>Illuminate</i> to create and use formative assessments	Dir. of BEA, Coord. of Prof. Dev.; K-12 Principals	

DISTRICT GOAL II. Strategies to Promote Student Success: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance Rating			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Color Key</td> </tr> <tr> <td style="background-color: #e0e0e0;">Division Strategy</td> </tr> <tr> <td style="background-color: #ffe0b2;">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	What is the expected outcome	Identify who owns the process	
Color Key						
Division Strategy						
Action Steps						
<p>STRATEGY A. Student Engagement: Address the needs of the whole child by engaging students in the visual and performing arts, physical education and athletics, career and technical education, and gardening and cooking programs.</p>						
<p>1. Action Step: Research funding options to support gardening and cooking programs at sites</p>	An advisory committee on Cooking & Gardening identifies short-term and long-term funding sources	Co-Supt., Educ.				
<p>2. Action Step: Plan for secondary redesign – See Goal II, Strategy E</p>	Secondary School students have increased options for graduation, educational certificates and CTE participation	Director, Student Services				
<p>3. Action Step: Increase choral music options at the secondary schools</p>	BHS includes choral music in course catalogue and hires teacher for '13-'14	BHS Principal; VAPA Program Supervisor				
<p>4. Action Step: Develop culturally relevant music text with CD for use in all 4th and 5th grade music classes</p>	All K-5 music teachers receive training to use new text	VAPA Program Supervisor				
<p>STRATEGY B. RtI²: Implement a continuum of academic, behavioral, and/or other intervention strategies, Response to Intervention and Instruction (RtI²).</p>						
<p>1. Action Step: Develop a plan for our lowest performing student group(s) as identified by data</p>	Specific actions to improve outcomes for identified group(s) are identified and funded	Co-Supt., Educ.				
<p>2. Action Step: Identify best RtI² practices and</p>	RtI ² is effective in addressing the needs	RtI ² Leadership				

ensure they are implemented at all K-8 schools	of students	Team; K-8 Principals	
3. Action Step: Guide Rtl ² Teacher Leaders to strengthen Rtl ² at sites	Rtl ² Teacher Leader collaborate with Principals to strengthen Rtl ² at sites	Director, C & I; Prof. Dev. Coord.	
4. Action Step: Utilize a Professional Learning Community (PLC) model with K-5 Special Ed. teachers to use data to identify gaps in curriculum, areas of strength, students in need of additional support	All participating teachers and administrators are able to discuss the results of state and district assessments as a part of an ongoing monitoring system of teaching and student learning	Director, C & I; Prof. Dev. Coord.	
5. Action Step: Identify district wide screeners or benchmarks (K-8) in ELA and Math to identify students in need of support	Teachers utilize benchmark assessments to identify students who need additional support	Director, C & I; Prof. Dev. Coord.; Director, BEA	
6. Action Step: Establish an effective system for site Rtl ² teams to document student referrals and academic and/or behavioral interventions	Student referrals and interventions are documented	Rtl ² Leadership Team; K-8 Principals	
7. Action Step: Establish an effective system for site Rtl ² teams to monitor student progress using a common data collection process	Progress monitoring tools, including a data collection process and guidelines for frequency of progress monitoring, are selected and used	Rtl ² Leadership Team; K-8 Principals	
8. Action Step: Implement an AVID program at BHS for 9 th graders who had been enrolled in AVID in middle school	AVID sections are offered at BHS with plans to expand to grade 10 next year	BHS Principal	
9. Action Step: Provide targeted social, emotional and academic interventions for two specific cohort groups at Berkeley High School and monitor their progress	Data for these students show improvement in grades, attendance, and behavior	BHS Principal	
10. Action Step: Provide and train teachers to use TCRWP grade level interventions for students reading below grade level in grades 1,2,3	Teachers use TCRWP intervention materials with students who need this level of material	Director, C & I; Prof. Dev. Coord.; K-5 Principals	
STRATEGY C. Positive Behavior Support: Develop and utilize a positive behavior system as well as prevention and intervention programs for specific behaviors that impede student success, such as alcohol and drug use and abuse, truancy,			

expressions of extreme anger, and repeated suspendable offenses.			
1. Action Step: Train teams from all K-8 sites to implement culturally responsive positive behavior interventions and support (PBIS)	Staff at all elementary and middle schools receive culturally responsive training in PBIS and implement culturally responsive PBIS practices	Director, Student Services; K-8 Principals	
2. Action Step: Provide a full time PBIS coach/psychologist and two Special Ed Behavior Specialists to work with sites to improve school climates	Behavior specialists provide school site staff with tools for tracking challenging students	Director, Special Ed.; Prof. Dev. Coordinator	
3. Action Step: Strengthen SART/SARB process by intervening earlier when students are absent from school	Schools notify families when students have unexcused absences	Director, Student Services; K-12 Principals	
4. Action Step: Implement a recognition program and reward system for positive attendance	Schools promote student attendance and overall attendance increases	Director, Student Services; K-12 Principals	
5. Action Step: Implement three Project TND (Toward No Drugs) lessons in every 9 th grade Social Living class at BHS and in every science class at B-Tech with full implementation	High School students receive explicit instruction about the negative impact of ATOD	Director, Student Services; High School Principals	
6. Action Step: Provide targeted ATOD counseling for students with alcohol/drug problems at all secondary schools	ATOD counseling reduces ATOD use/abuse by students	Director, Student Services; 6-12 Principals	
7. Action Step: Implement alternatives to suspension/expulsion when feasible such as Restorative Justice (see Strategy D. Disproportionality, #4)	Suspensions and expulsions decrease annually District-wide and expulsions for non-mandatory offenses eliminated whenever feasible	Director, Student Services; K-12 Principals	
8. Action Step: Train principals and teachers in Tier 1 and 2 behavioral intervention strategies at sites	Principals and teachers will learn strategies and techniques to support positive behavior in children and reduce consequence based behavior strategies	Director, Special Education; PBIS Teacher Leader	
STRATEGY D. Disproportionality: Reduce the disproportionate racial representation of students suspended or expelled and students identified for			

Special Education services.			
1. Action Step: Monitor quarterly suspension and expulsion data by site and District-wide	Review of data informs practices at sites to eliminate racial disproportionality in student discipline	Director, Student Services; Principals	
2. Action Step: Implement Restorative Justice practices at BHS	Reduced suspension rates with no disproportionality, improved school climate and campus safety, improved behavior and increased leadership capacity of identified at-risk students are noted at BHS	Director, Student Services; BHS Principal	
3. Action Step: Reduce the disproportionate representation of African-American students who are determined eligible as emotionally disturbed. Analyze the Special Education Enrollment and Data Reports from 2009 through 2012 to determine any patterns and/or trends in identifying students. Review student records for newly eligible students to determine that students were appropriately assessed	The analysis provides information for use in revising the Year 3 Sig Dis Plan to be submitted to CDE	Director, Special Education	
4. Action Step: Develop a Coordinating Early Intervening Services (SE-CEIS) Plan required by CDE to bring Berkeley in alignment with the formula used by the CDE to determine significant disproportionate representation of African-American Students eligible as emotionally disturbed	CDE approves the SE-CEIS Plan, and implementation of the plan increases the number of student who receive appropriate academic and behavioral interventions, thus reducing inappropriate referrals for special education assessment	Director, Special Education	
5. Action Step: Develop a cadre of School Psychologist Behavioral Specialists (2.5 FTE) to provide timely response to school sites needing immediate behavioral consultation. Assist sites in developing specialized behavior support plans for students with and without IEP's to help them remain in the least restrictive environment	Reduce the escalation of short term behavioral incidents by providing appropriate and timely behavior supports and coaching to keep all students in the least restrictive environment	Director, Special Education	

<p>STRATEGY E. Educational Options for Secondary School Students: Develop engaging and innovative educational options for secondary students, including career technical education.</p>			
<p>1. Action Step: Provide educational options and guidance for credit deficient students to enable them to graduate or obtain a high school equivalency diploma</p>	<p>Credit deficient high school students have increased options for graduation through BHS 7th period credit recovery, B-Tech 4 block schedule and after school classes, Adult School, Cyber High and City College as well as access to preparation courses for educational certificates (i.e. GED, CHSPE)</p>	<p>Director, Student Services; Principals of Adult School/CTE, B-Tech, and BHS</p>	
<p>2. Action Step: Develop and implement a plan that will improve and expand CTE offerings for all students</p>	<p>The district provides an array of quality/ relevant CTE/career pathway options available to all BUSD secondary school students</p>	<p>Director of Student Services; Principal of Adult School and CTE</p>	
<p>STRATEGY F. Extended Learning Opportunities: Provide students with academic enrichment and supervised activities that complement the classroom curriculum beyond the traditional school day.</p>			
<p>1. Action Step: Expand BHS Bridge program to include three cohorts, all of which are enrolled in a seventh period support class</p>	<p>Support for a third group of identified students is provided during the summer and after school all year</p>	<p>Director, C & I; BHS Principal</p>	
<p>2. Action Step: Support after school academic programs by increasing the number of highly trained mentors/tutors focused on literacy (Cal BUILD tutors)</p>	<p>All mentors/tutors working with BUSD students are trained in research proven intervention strategies and develop academic outcomes for their tutees/mentees</p>	<p>Director, C & I; K-8 Principals; RtI² Coach; After School Managers</p>	
<p>3. Action Step: Establish an Academic Liaison at all K-8 sites to coordinate and align the work of after school programs with the classroom instruction</p>	<p>Students receive extended instruction through the after school program that is aligned to the classroom and supports standards' based instruction</p>	<p>Director, C & I; K-8 Principals; After School Managers</p>	
<p>STRATEGY G. Transitions: Improve transitions for</p>			

students as they move from pre-school to kindergarten, from elementary to middle school, from middle to high school, and from high school to post-secondary as well as the transitions from Special Education and English Learner status to the mainstream.			
1. Action Step: Schedule meetings between middle school and BHS administrators and support staff to ensure that entering 9 th graders are set up to succeed	BHS staff identify entering students who will need additional support and target interventions to meet their needs	Co-Supt., Educ.; BHS Principal	
2. Action Step: Facilitate sharing information about students moving from 5 th to 6 th with principals and support staff from elementary and middle schools	Middle school staffs will plan interventions for entering students who need extra support	Co-Supt., Educ.; K-8 Principals	
3. Action Step: Develop and implement formal protocols for sharing IEP case management information of students transitioning from pre-k to K, from elementary to middle and middle to high school	Create a unified process for sharing information between schools/levels	Director of Special Education; Special Ed. Program Supervisors	

DISTRICT GOAL III. Family / Community Engagement: Establish partnerships with our families and community to increase academic success for all students.

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
<table border="1"> <tr> <td data-bbox="100 285 688 324">Color Key</td> </tr> <tr> <td data-bbox="100 324 688 363">Division Strategy</td> </tr> <tr> <td data-bbox="100 363 688 399">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	What is the expected outcome	Identify who owns the process	Rating
Color Key						
Division Strategy						
Action Steps						
<p>STRATEGY A. Family Engagement Framework: Develop greater family involvement in the schools and the community by adopting a framework that offers multiple ways for parents to partner with educators to ensure their children’s success in school.</p>						
<p>1. Action Step: Hire three Family Engagement Site Coordinators to work at six pilot schools</p>	Site Coordinators will reach out to families of students who have not been successful in school	Supervisor, Family Engagement and Equity				
<p>2. Action Step: Train Family Advocates and Parent Liaisons how to implement usage of the <i>California State Action Plan for School, Family, and Community Partnerships</i></p>	Trained site staff will be accountable for State and District regulations for Parent Engagement, attending monthly collaboration trainings on the framework	Supervisor, Family Engagement and Equity; Site Coordinators (Family Advocates)				
<p>3. Action Step: Share progress implementing Framework with the Board, District Managers, and Principals</p>	District staff and school site staff will have shared knowledge of expectations and strategies to improve family engagement. District and site level quarterly reports about the implementation	Supervisor, Family Engagement and Equity; Family Advocates				
<p>4. Action Step: Create systems to measure implementation of Framework and success of the Family Engagement and Equity Department</p>	Family Advocates report every Friday about how many families they contacted and what services they provided	Supervisor, Family Engagement & Equity				
<p>STRATEGY B. Family Leadership & Advocacy Training: Strengthen parents’ capacity to be</p>						

effective leaders in their schools and the community and advocates for their children by providing parent trainings and forums in formats that honor the cultures and languages of our community.			
1. Action Step: Provide training to six sites, three times a year	Parents informed on how to support their child/ children and knowledge about the committees that they can join and the impact their participation will create. Family Advocates will lead Parent Leadership Action Network (PLAN) and Parents On Board workshops at sites, three times a year	Supervisor, Family Engagement & Equity; Family Advocates	
2. Action Step: Create a system of recruitment of parents into site committees at six elementary sites	Increased participation of parents of color in leadership opportunities at school sites as compared to membership in previous year, as evidenced by committee sign in sheets	Supervisor, Family Engagement & Equity; Family Advocates; Parent Liaisons	
3. Action Step: Provide site-based parent focus groups and surveys to define parents' needs	Family input about their experiences at the school sites and within the district. Results and minutes from focus groups and forums, to be included in the district and site reports	Supervisor, Family Engagement & Equity; Family Advocates; Parent Liaisons	
STRATEGY C. Family Advisory Council: Support the City and the Berkeley Alliance in establishing a representative Family Advisory Council to ensure parent input in the development and evaluation of the 2020 Vision projects.			
1. Action Step: Participate in planning with parents, community partners and City representatives to develop FAC.	FAC structure, membership criteria, roles, responsibilities, recruitment and application process are identified	City of Berkeley; Supervisor, Family Engagement & Equity; Berkeley Alliance	
STRATEGY D. Communication: Engage and			

inform our staff, families, and key partners by developing and implementing a comprehensive communications plan.			
1. Action Step: Hire Director of BSEP and Community Relations with expanded responsibility for communications	New Director provides leadership for BSEP and begins implementing communications plan	Co-Superintendents	
2. Action Step: Increase subscriber list for A+ eNews, produced biweekly in English and Spanish	The community receives regular communications from the district	BSEP Director	
3. Action Step: Improve content on website and in A+ News to support staff and provide new portals of access for parents/community	The district utilizes available technology to engage and inform our staff, families and key partners	BSEP Director; Director, Technology	
4. Action Step: Produce regular subject specific emails from Co-Superintendents to all staff	Staff receives frequent and succinct communications from the district leaders	Co-Superintendents; BSEP Director	
5. Action Step: Produce biannual report for the community; mailed to all Berkeley residents in September, 2012	Residents receive the most important information about the district in an engaging format	BSEP Director	
6. Action Step: Increase production of information, documents, and services available to Spanish speaking families	The district provides greater outreach and access to Spanish speaking families	BSEP Director	

DISTRICT GOAL IV. Cultural & Linguistic Relevance: Ensure that all systems are culturally and linguistically responsive to the needs of our students and their families.

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Color Key</td> </tr> <tr> <td style="background-color: #d3d3d3;">Division Strategy</td> </tr> <tr> <td style="background-color: #f5deb3;">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	What is the expected outcome	Identify who owns the process	Rating
Color Key						
Division Strategy						
Action Steps						
<p>STRATEGY A. Culture and Climate of District and Schools: Ensure that all schools and departments welcome and support all our students and their families by prioritizing a focus on equity at each site, ensuring customer friendly service, and providing language access, all supported by district policy.</p>						
<p>1. Action Step: Work with school sites to self-assess their cultural proficiency and understanding using the District’s Equity Rubric</p>	Sites have a better understanding of their cultural competence and where they can improve their understanding to better serve families and students	Supervisor of Family Engagement and Equity				
<p>2. Action Step: Implement the WE CARE model of Customer Services at all levels of BUSD</p>	All school sites and district departments are welcoming to parents and families	Co-Supt., Bus.				
<p>3. Action Step: Collaborate with Berkeley Alliance to identify mentors for African-American male students in grades 8 and 9</p>	Students are paired with adults who can provide academic and social guidance and support	Director, C & I; 6 – 8 and BHS Principals				
<p>4. Action Step: Pilot a 7th/8th grade class in leadership development and executive functioning primarily for males</p>	Students in the pilot class improve their overall academic performance and behavior at school	Willard Principal				
<p>STRATEGY B. Recruit and Retain Teachers and Administrators of Color: Develop and invest in prospective and current teachers and administrators of color by identifying career pathways and establishing networking, mentoring and other support systems.</p>						
<p>1. Action Step: Provide support for BUSD</p>	District classified staff members	Director,				

Pathways participants who are a part of the ACOE pathways project	interested in becoming teachers are supported and mentored	Personnel Services	
2. Action Step: Develop hiring protocols for school sites with interview questions aimed at supporting school sites to focus on the Vision 2020 foundation principles	There is consistency in hiring processes based on the District vision	Director, Personnel Services	
3. Action Step: Develop networking and support systems for current and newly recruited teachers of color to increase job satisfaction and employee retention by creating a community of mentoring and collegial support through BTSA, UBA, BFT and ACSA	There is a community of peers to provide support for new hires to increase retention	Director, Personnel Services	
4. Action Step: Support the T3 program with flexible scheduling for classified staff studying to become teachers	Classified employees who are credential candidates have opportunities to substitute for teachers when appropriate and are allowed flexible work hours to attend T3 classes	Director, Personnel Services	
STRATEGY C. Professional Development: Create a culturally and linguistically responsive climate throughout the district through focused professional development			
1. Action Step: Identify Teacher Leaders for Equity who will strengthen their cultural competence to lead site work	One teacher at each site participates in on-going training to develop the cultural proficiency needed to support this work at sites	Director, C & I	
2. Action Step: Facilitate a Professional Learning Community for principals and other certificated managers to strengthen their cultural competence	Principals continue to develop cultural proficiency to lead this work at sites	Co-Supt., Educ.	
3. Action Step: Continue to support 4 schools' work with the National Equity Project, increasing the achievement of students of color through professional development	Staff at targeted sites develops a deeper understanding of how culturally responsive systems impact student achievement	Co-Supt., Educ.	
4. Action Step: Continue three-day Cultural Competence trainings for certificated and	At least sixty more staff members participate in this introductory workshop	Director, C & I	

classified	to improve cultural proficiency		

DISTRICT GOAL V. Resources: Generate and equitably allocate resources for programs and services that enable every student to succeed.

OBJECTIVES AND STRATEGIES	Outcome	Ownership	Performance			
<table border="1"> <tr> <td data-bbox="100 285 688 324">Color Key</td> </tr> <tr> <td data-bbox="100 324 688 363">Division Strategy</td> </tr> <tr> <td data-bbox="100 363 688 399">Action Steps</td> </tr> </table>	Color Key	Division Strategy	Action Steps	What is the expected outcome	Identify who owns the process	Rating
Color Key						
Division Strategy						
Action Steps						
<p>STRATEGY A. Efficient Use of Resources: Improve and streamline District wide systems, services and operations through the use of enhanced tools and technology that will provide additional time and resources to meet current and future student needs.</p>						
<p>1. Action Step: Ensure sufficient funding for implementation of Common Core Standards</p>	Funding for technology, instructional materials and professional development is identified	Director, C & I				
<p>2. Action Step: Implement technology projects that will improve and streamline District-wide systems and result in a savings</p>	The District has a priority list of technology projects that includes timeline for completion and required resources	Director of Technology				
<p>3. Action Step: Use service standards and WECARE scorecard model to improve services and operations</p>	Ratings from users indicate improved services and more efficient systems	Co-Supt., Bus.				
<p>4. Action Step: Seek grant funding for particular programs</p>	Staff submit a minimum of ten grant proposals to support (1) the development of a plan for our lowest achieving group(s), (2) professional development at BHS, and (3) cooking and gardening programs	Director, C & I				
<p>5. Action Step: Determine best use of one-time funds, e.g., proceeds from sale of Hillside property</p>	Board approves use of one-time funds to address district needs	Co-Supt., Bus.				

<p>STRATEGY B. Parcel Tax and Bond Revenues: Provide the best possible education for all students by effectively utilizing local parcel tax and bond revenues.</p>			
<p>1. Action Step: Provide more transparent information on parcel tax revenue and reserves and begin to plan for a new measure</p>	<p>The parcel tax and bond committees receive regular updates on reserve balance and revenue projections</p>	<p>Co-Supt., Bus.</p>	
<p>2. Action Step: Schedule time with the BSEP P and O committee to discuss the District priorities to address the achievement gap and how resources can support that effort</p>	<p>Committee members have a greater understanding of the District's vision and goals for decision making</p>	<p>Co-Superintendents</p>	
<p>STRATEGY C. Partnerships: Maximize public and private resources to support greater student success by strengthening partnerships with the City, the Berkeley Alliance, the Berkeley Public Education Foundation, U.C. Berkeley, and other stakeholders.</p>			
<p>1. Action Step: Identify programs within the BUSD plan to close the achievement gap that require additional resources</p>	<p>There is a financial plan for resourcing the programs that require additional resources</p>	<p>Co-Supt., Bus.</p>	

Rating

- 4=Fully Implemented
- 3=Substantially Implemented
- 2=Partially Implemented
- 1=Minimally Implemented
- 0 =Not Yet Attempted