

Our students NEED	Our Three-Year GOAL	What we are doing NOW	What we are doing NEXT
College and Career Ready at Graduation			
<p>GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies</p>	<p>Goal 1.1: All teachers (100%) will be appropriately credentialed for their assignments.</p>	<p>All BUSD teachers have verified teaching credentials</p>	<p>Continue to ensure that all teachers are credentialed and supported</p>
	<p>Goal 1.2: All teachers will be supported in teaching the new Common Core and Next Generation Science Standards including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.</p>	<p>All K-5 teachers are implementing <i>A Story of Units</i>, aligned with Common Core; middle school English teachers have created a Common Core curriculum map and math teachers are beginning to use <i>A Story of Ratios</i>; high school core subject teachers are teaching writing skills aligned to Common Core; TSAs are supporting integration of technology</p>	<p>Additional coaches, workshops and time for curriculum planning K-12; K-5 Common Core aligned report cards</p>
<p>LITERACY SKILLS: Proficiency in Literacy in order to access curriculum & instruction</p>	<p>Goal 1.3: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward the goal.</p> <p>By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The percentage of each applicable student subgroup reaching third grade reading level will increase by at least 7 percentage points each year.</p>	<p>All K-5 teachers trained in English Language Arts curriculum (TCRWP) aligned with Common Core; multi-funded literacy coaches</p>	<p>By Year 3: Elementary literacy coaches funded districtwide; Year 2-3: Extend instructional time - K-12 with teachers paid hourly for after school small group instruction & intervention work; purchase secondary school intervention materials</p>
		<p>Intervention (RtI2) teachers funded K-8 to provide direct services to students; Additional funding varies by school site</p>	<p>Year 1: Teacher coaches for RtI² at each K-5 school based on enrollment to ensure implementation of district-wide model for best instructional support and intervention practices; Year 2-3: RtI² coach funding increased at elementary; pre-school and middle school coaches added</p>
		<p>Elementary Summer School; Secondary Summer School</p>	<p>Re-designed elementary summer school with other funding; current secondary summer school funding continuing</p>

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<p>MATH SKILLS: Proficiency in Mathematics to prepare for high school and beyond</p>	<p>Goal 1.4: Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal.</p>	<p>Intervention (RtI²) teachers funded K-8 to provide direct services to students; Additional funding varies by school site</p>	<p>Year 1: Teacher coaches for RtI² at each K-5 school based on enrollment to ensure implementation of district-wide model for best instructional support and intervention practices; Year 2-3: RtI² coach funding increased at elementary; pre-school and middle school coaches added</p>
	<p>The percentage of Eighth Graders scoring at grade level in math on the state standards test will increase by 5% or more for all students and by 7% or more for identified sub-groups beginning with the 2015 test administration.</p>	<p>K-8 teachers trained in Common Core math curriculum; Super Science Saturday (STEM: Science, Technology, Engineering, Math) (100 students)</p>	<p>Year 2-3: K-8 teacher hourly for after school interventions; secondary school intervention materials; Expand Super Science Saturday</p>
		<p>K-5 Math coach, part-time 6-8 math coach, math teachers leaders at schools; Part-time TSA for math at BHS</p>	<p>Year 1: High school math teachers trained; Year 2: Common Core aligned math pathway for BHS</p>
<p>COLLEGE AND CAREER GOALS: College and career counseling and high school courses meaningfully connected to life goal</p>	<p>Goal 1.5: 100% of targeted 9th grade students will identify a college/career plan, be enrolled in appropriate college and/or career prep courses.</p> <p>The percentage of 9th-12th graders in targeted subgroups completing A-G courses with a C or better will increase by 5% annually.</p> <p>Goal 1.6: By 2016-17, 90% or more students will successfully complete graduation requirements, and the graduation rate of identified students subgroups will increase by at least 2% annually until they reach 90% or more.</p>	<p>High School Bridge program; Middle School Bridge; RISE, Y-Scholars, AVID (gr. 7-10) and summer school</p>	<p>Year 1: Middle School Bridge expanding; expansion of AVID to 11th grade; increased services from BHS Intervention Coordinator/Counselor; Year 2: High School Bridge funding replaces current city funds; mentoring</p>

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Culturally and Linguistically Responsive Systems			
<p>GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies and reflect our student population</p>	<p>Goal 2.1: By 2016-17, 90% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English Learners, and use effective strategies that address students’ multiple intelligences.</p>	<p>Three-day cultural competency training for teachers and staff; Training in strategies for English learners; Equity teacher leaders at K-12; Principals participating in Professional Learning Communities focused on cultural competence and strategies for English Learners</p>	<p>Year 1- 3: Significantly more teachers trained in cultural competence with on-going professional development at sites.</p>
	<p>Goal 2.2: Increase the percentage of teachers who are African-American or Latino by (a) ensuring that 20% or more of newly hired teachers are African-American or Latino each year and (b) support is provided to retain these new teachers and their African-American and Latino colleagues.</p>	<p>African-American and Latino classified personnel to obtain teaching credential via the "Transition to Teaching" county program</p>	<p>Increase district capacity to recruit, support and retain teachers of color with a dedicated part time staff member.</p>
<p>ENGLISH FLUENCY: Fluency in English in order to access grade level curriculum and instruction</p>	<p>Goal 2.3: By 2016-17, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test.</p>	<p>Districtwide English Language Development coaches (2) focused on teaching academic English; Services vary by school: Language lab, TWI, partial ELD pull-out/push-in by school</p>	<p>English Language Development teacher at every school K-12 based on the number of English learners; Districtwide English Language Development coach (K-12) to lead teacher professional development and coordinate services for English learners</p>

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Safe, Welcoming and Inclusive School Climates			
<p>SOCIAL-EMOTIONAL TOOLS and MENTAL HEALTH: Social-emotional development and mental health so students are ready to learn</p>	<p>Goal 3.1: Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, and provide applicable student subgroups in K-12 with the additional support they need, such as mental health services.</p>	<p>PBIS K-8; <i>Welcoming Schools</i> curriculum K-5; Some schools use specific social-emotional curriculum; City funded mental health and varying levels of school site funds for counseling; BHS Health Center</p>	<p>Teacher training and materials for K-6 social-emotional curriculum (Toolbox) through professional development and materials funds; Expanded preK-12 mental health counseling over 3 years</p>
<p>FULL ENGAGEMENT WITH SCHOOL: To be on time and attend school every day, with positive support and effective discipline that keeps students in the classroom learning</p>	<p>Goal 3.2: The number of students who are chronically absent (more than 18 days) will be reduced by 7% each year overall and 15% or more annually for African American students.</p>	<p>Counseling, Dean of Attendance at BHS, Truancy letters, Review board for truancy intervention (SARB)</p>	<p>Intervention coordinator at BHS and mentors for eligible students; Family engagement staff</p>
	<p>Goal 3.3: The number of middle and high school African-American students who are suspended will be reduced each year by at least 15%. The number of K-12 Students who receive one or more office referrals will be reduced by at least 5% overall and by at least 15% for African-American students.</p>	<p>PBIS; Behavioral specialist; cultural competency training for teachers; Equity coaches K-12; Restorative Justice program at 6 schools; Alive and Free for Berkeley Technology Academy</p>	<p>Expand cultural competency training (most teachers in 3 years); Behavioral specialist; Equity teacher leaders K-12; Expand Restorative Practices; Alive and Free for Berkeley Technology Academy</p>