



**Measure G1  
Grant Application  
2018-19**

**Due Date: February 13, 2018  
Revised: March 13, 2018**

School	Greenleaf TK-8	Principal	Romy Trigg-Smith
School Address	6328 E. 10 <sup>th</sup> Street Oakland, CA	Principal Email	<a href="mailto:Romy.Trigg-Smith@ousd.org">Romy.Trigg-Smith@ousd.org</a>
School Phone	510-636-1400	Recommended Grant Amount*	\$40,762
Actual 2017-18 Enrollment (6-8) (20 day count)	173	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	169

*\*Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

**Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))**

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Building out music program by offering extended contract for teacher to lead Glee Club/Choir <ul style="list-style-type: none"> <li>● After school Glee Club/Choir led by teacher in community</li> <li>● One Glee Class per grade-level</li> <li>● Coordinate School Performances aligned with School Multicultural Celebrations</li> <li>● Online Music Program for methodologies to use during Glee Club</li> <li>○ <a href="https://www.smartmusic.com/">https://www.smartmusic.com/</a></li> <li>○ Teach Version (\$399)</li> </ul>	\$3,078 \$400
2	Hip Hop Spoken Word extended contract for additional programming for all grade-levels <ul style="list-style-type: none"> <li>● Trips to recording studio (1 visit each grade-level, twice a year)</li> <li>● Rehearsing time for Performances</li> </ul>	\$3,078 \$450
3	Extended contract for Art Teacher <ul style="list-style-type: none"> <li>● Teacher MS Art Honors for all classes</li> <li>● One Honors class for each grade (6,7,8)</li> </ul>	\$3,078
4	2 day-1 night, Overnight camp and extended contract	\$1769

	for 4 teachers <ul style="list-style-type: none"> <li>● Developing a bridge camp between 5th and 6th grade to building community and culture with teachers before 6th grade</li> </ul>	
5	Supplies <ul style="list-style-type: none"> <li>● Support relationship building between students and teachers before the year starts</li> <li>● Develop trust amongst students and staff in 6th grade</li> </ul>	\$1000
6	Build "Challenges" for Team Building for Overnight Camp <ul style="list-style-type: none"> <li>● Use the San Jose Downtown College Prep Challenges and build our own materials for kits</li> <li>● Supplies for building the challenges (reclaimed wood, string, plastic cups, etc.)</li> </ul>	1000 for supplies \$432 for Extended contract (6.5 hours * 2 teachers- total includes benefits)
7	Academic Mentor on Culture and Student Support (Assuming 20 hours a week and stipends for sports support)	\$15,400
8	Extended contract for MS Teacher Retreat Periodically (Aug, Oct, Jan, March)	\$2,916
9	Community Building Camping Trip at Rob Hill, Presidio for each grade-level	\$795 for 6 classes and one teacher trained
10	Garden Club <ul style="list-style-type: none"> <li>● Team building and community service in Garden</li> <li>● 2 sessions a week for 30 minutes w/ students who have an affinity for working in our Garden</li> </ul>	\$1,026
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$35,546</b>

**Summary of Proposed Expenditures for 2018-19** (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	2 Academic Mentors	\$30,800
2	.1 of Elective Teacher for Advanced Art for all 3 MS grade-levels to reach more students	\$7,980
3	Extended Contract for Music Clubs (Glee Club & Hip Hop Spoken Word)	\$1,415
4	Extended Contract for Middle School Teacher Mid-Year Retreat	\$567
5		
<b>Budget Total (must add up to Anticipated Grant Amount)</b>		<b>\$40,762</b>

## School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
43%	57%	98%	6.5%		28%	100%

## Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
10%		1.5%	86.5%		0.5%		1.5%

### Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Romy Trigg-Smith	Principal
Brian Cooper	Assistant Principal
Lorilei Aguinaldo	Math/New Teacher Coach
Maria Ingles	Dual Language Coordinator
Annika Rudback	3-8 Literacy Coach

### School Vision (insert here):

#### Vision:

At Greenleaf, academic excellence is our goal. We will use bilingualism and biliteracy as a vehicle to achieve educational equity for all students. We set high goals, and hold high expectations for all students and adults. With a caring community as our foundation, we build deep relationships based on cross-cultural competency--the ability to interact with a variety of people, across cultural and linguistic boundaries, and collaborate successfully. Together, we work and live by the Greenleaf Principles of Learning: Pride, Inquiry, Integrity, and Determination and Greenleaf Principles of Being: Be Safe, Be Respectful, Be Responsible, and Be a Team Player.

#### Overarching Long Term Goal:

8th grade students will leave Greenleaf biliterate and proficient in Spanish and English Literacy and Math Common Core Standards enabling them to be successful in exploring career, college and life options.

#### Mission:

In order to reach our vision we will:

Implement Standards Aligned Curriculum: with assessments aligned to our Cycles of Inquiry and UbD units in both languages.

Integrate technology: to develop a blended learning curriculum

Build Teacher Leadership: Recruit, train and retain effective Dual Language teachers

Foster Student Leadership: Support a cultural exchange between students and families so that our students can own and

find strength in being a language model for their peers and build upon their cultural competencies.

Develop Parent and Community Leadership: Maintain equity of voice for all language groups so that parents are engaged in the language instruction of both groups and feel heard in an inclusive community.

Culture: foster cultural competence and multicultural awareness, using restorative justice to ensure we are equitably building and maintaining our community.

#### **School Priority Areas (from site plan):**

**What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school and the priorities you are focusing on for the upcoming school year.**

#### **Who we are**

At Greenleaf, we work with our students and parents to build an environment that focuses on academic excellence. We are a community-based school committed to continuous improvement through collaboration and data-driven instruction.

Greenleaf, a TK-8 school in the heart of East Oakland, opened in 2007 as a K-5 school after a design team of educators, parents, and community members spent a year re-envisioning the school’s mission. Over the years our parents’ desire for a middle school, led us to expand from a K-5, to a TK-8 program.

Our z-score has jumped from from 5 to a 6, indicating that we are a high need, under resourced community.

We have been an early exit bilingual school, transitioning fully to all English-Only classes in 3rd grade.

Our budding scholars and leaders draw motivation and inspiration from a truly engaged support network of teachers, family members, and community partners.

Our current student population is 82% Latino and 15% African American and a growing number of students from Southeast Asian and the Middle East. Within our population of English Language Learners we have two sub groups: first generation students whose first language is Spanish, and students who are fluent in Spanish and English, with Spanish as their first language. 98% of our students identify as low income (from the current SPF snapshot). Our students have significant social and emotional needs, stemming from indirect and direct trauma they have experienced.

Romy Trigg-Smith, our current principal, started at Greenleaf as an Assistant Principal in 2015-16, and moved on to the principal role in 2016-17.

Our current staff experience is a balance of 25% with 10 or more years, 25% with 5 to 10 years, 25% with 3 to 5 years, and 25% with 0 to 2 years.

We have had three milestone events that have made us confident that we can be agents of change for our community:

Having the first generation of Greenleaf 8th grade graduates with two cohorts

Undergoing a school building renovation with high quality facilities as part of a 40 million capital investment project

Gaining the opportunity to move from an Early Exit Bilingual School to a Dual Language School

We were selected to expand to a TK-8 to build upon our success as a K-5. We're in an exciting transition where we continue to build our identity as a TK-8 and strategically vertically align throughout the grade levels. We also have a bilingual program in grades K-2nd that focuses on accelerated English and Spanish reading goals so that students learn to read in both languages. We are developing and designing a Dual Immersion program for next year. As we've grown to support over 600 students, we've built out our Restorative Justice and Social Emotional Learning supports. Our school develops a climate and culture calendar that focuses on our Principles of Learning -Pride, Integrity, Determination and Inquiry. Within that calendar we build out very specific cross grade level and cross staff activities to ensure that 100% of our students have an adult on campus that cares about them and that 100% of adults take ownership for all students no matter what grade level. Our Dean of Culture and our Literacy Coordinator support that planning work along with our teacher lead Climate and Culture committee.

We have a focus on academic goals for students and we are data driven, so we have:

- Weekly COIs (Cycles Of Inquiry), where grades level analyze data and reflect on their instruction
- Academic Conferences after each assessment cycle, where teachers meet with the Administration and Instructional Facilitators to analyze data and find resources to meet our students needs.

We build on a teacher and staff collaboration, so we have:

- PLCs (Professional Learning Communities), where teachers from the same grade level or department meet 3 times a week to plan and refine their curriculum.

We want to generate professional development opportunities, so we have:

- ALPs (Action Learning Plans) where teachers have the opportunity to make vertical groups (from different grade levels), and study a specific area that they want to grow in
- PDs (Professional Development meetings) all year long, trying to differentiate according to teacher needs
- Grade level PDs, where administration and Instructional Facilitators observe, meet, and collaborate with a specific

grade level to refine one part of their instruction, including peer observations, lesson study sessions, debriefing sessions

We believe in teacher leadership, so we create different opportunities for our teachers, including:

- Grade level teacher leaders
- Content teacher leaders (LA, Math, Science, Technology)
- Dual Language working group
- Teachers lead PDs

We believe that community is our foundation, so we:

- Hold grade level family workshops around goal setting and at home support
- Hold monthly parent leader meetings with our parents leaders who work within several areas of our school community including safety and healthy habits
- Connect families with resources that they need to thrive, such as legal support and health care

### **Transformation priorities for the upcoming school year**

#### Transformation Priority 1: Rigorous Academics

Objective: When we adapt our standards-aligned curriculum to the Dual Language program, we will maintain the rigor of our current curriculum with clear language allocation for each subject. We will also expand our current level of support for English Language Learners to include support for our Spanish learners as well.

Justification: By strengthening our Tier I instruction for a Dual Language program while developing differentiation and intervention for each of our language dominant populations, we are giving our students more tools to close the achievement gap.

#### Transformation Priority 2: Culture and Climate

Objective: Students will be able to internalize the Principles of Being and Principles of Learning, demonstrate these daily, and express why they are important.

Justification: Cultural flexibility, empathy, and a strong sense of identity are essential in the success of Dual Language program. If students all internalize these principles they will be developing SEL skills that help them build relationships, develop empathy, invest in their community, and embrace each other's differences.

#### Transformation Priority 3: Community Engagement

Objective: 100% of families attend Back to school night and report card conferences, 80% of families in each incoming class will be involved in strategic ways at Greenleaf, such as fulfilling the minimum of 10 hour volunteering contract that includes supporting teachers and the school, as well as coming to engagement events. 100% of parents agree or strongly agree, and 70% of parents agree that they feel welcome to participate at our school, as measured by the CHKS survey.

Justification: By having parents volunteer more on campus, they will better understand how they can provide additional support to their students and feel invested in the community. By being on campus more frequently, families have additional opportunities to learn about our achievement and cultural goals and reinforce our Principles of Learning and Principles of Being. If parents are on campus they can stay and participate in Workshops

#### Transformation Priority 4: Educator Development

Objective: 80 % of teachers and staff will be retained .

Sub-Objective: 80% of teachers stating that they feel supported towards meeting their professional practice goals

Justification: In launching a Dual Language program, retaining teachers becomes even more critical as strong bilingual teachers are more challenging to hire. In addition, if we have a stronger retention rate we will be able to achieve our goals in student gains and climate and culture because we aren't retraining teachers each year. We can build on teacher expertise.

### **Middle School Measure G1 Self- Assessment:**

*Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.*

<b><u>Music</u> (Rubric Score)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b><u>Art</u> (<u>Visual Arts</u>, <u>Theater</u>, <u>and Dance</u>)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Entry	Basic	<b>Access and Equitable Opportunity</b>	Basic/Quality	Basic/Quality
<b>Instructional Program</b>	Entry	Entry	<b>Instructional Program</b>	Basic/Quality	Basic/Quality
<b>Staffing</b>	Entry	Entry/Basic	<b>Staffing</b>	Basic/Quality	Quality
<b>Facilities</b>	Entry	Basic	<b>Facilities</b>	Basic/Quality	Basic/Quality
<b>Equipment and Materials</b>	Entry	Entry	<b>Equipment and Materials</b>	Entry/Basic	Basic
<b>Teacher Professional Learning</b>	Entry	Entry	<b>Teacher Professional Learning</b>	Entry/Basic	Entry/Basic
<b><u>World Language</u> (Rubric)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>			
<b>Content and Course Offerings</b>	Emerging	Emerging			
<b>Communication</b>	Developing	Developing			
<b>Real world learning and Global competence</b>	Emerging	Emerging			

### Measure G1 Data Analysis

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	73 students in 5th grade in 2015-2016 school year. 18 students not coming back to Greenleaf in 6th grade for the 2016-2017 school year. 60 available spots in 6th grade, 5 spots not filled with students from 5th grade in Greenleaf. 60 projected, 60 at 20	60 available spots in 6th grade, we had 56 students on day 20, 60 projected, 56 at 20 day count, 50 5th grade students incoming into 6th grade from Greenleaf, 6 students incoming from other schools.	<b>Suspension</b>	Status 4.96 Growth 1.83 (RED)	Status 5.17 Growth 5.17

	day count, 5th grade students incoming into 6th grade. This year, for the first time ever, we had less than 60 students coming back to Greenleaf from 5th grade to 6th grade.				
<b>ES Outreach Strategy Actions</b>	Middle School Enrollment Parent Meetings for 5th grade families	Middle School Enrollment Parent Meetings for 5th grade families AND "Enrollment Stations" to support online enrollment.	<b>Chronic Absence</b>	Status 4.13 Growth 1.83 (RED)	Status 2.88 Growth 1.21
<b>Programs to support ES students transition to MS</b>	Citizen Schools, Study Hall Program, Advisory, MS Culture and Behavior Plan, Camp Phoenix over the summer	Citizen Schools, Study Hall Program, Advisory, MS Culture and Behavior Plan, Camp Phoenix over the summer, MS Sports Program	<b>CHKS data (district only)</b>	Student: Status 3.50 Growth 6.00	Student: status 3.50 Growth 6.0

**REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the engagement meetings with this application. The application will NOT be considered without this documentation of engagements.**

Community Engagement Meeting(s)	
Community Group	Date
SSC Meeting - Thursday, February 1st <ul style="list-style-type: none"> <li><a href="#">Agenda</a></li> <li><a href="#">Sign In Sheet, Flier, Minutes</a></li> </ul>	2/01/2018
Parent Leader Meeting - Friday, February 9th <ul style="list-style-type: none"> <li><a href="#">Agenda</a></li> <li><a href="#">Sign In Sheet</a></li> <li><a href="#">Notes</a></li> <li><a href="#">PHOTOGRAPH of Collaboration Space</a></li> </ul>	2/09/2018

Staff Engagement Meeting(s)	
Staff Group	Date

Middle School Meeting - Thursday, February 1st <ul style="list-style-type: none"> <li><a href="#">Agenda, Attendance, Notes</a></li> </ul>	2/01/2018
ILT meeting - Tuesday, February 6th <ul style="list-style-type: none"> <li><a href="#">Agenda, Attendance, Notes</a></li> </ul>	2/06/2018

## ***Budget Justification and Narrative***

In the following sections, please review the self-assessment and discuss your team’s plan to address the following:

### **The Goals of the Measure**

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

### **1. Music Program**

#### **Programmatic Narrative Based on Rubric**

We have improved our rubric rating slightly with help from the Measure G1 funds by being able to offer music opportunities to students based on interest (see successes below). However, we still have an access/equity barrier insofar as many of our Middle School students don’t get to participate in music opportunities unless they opt in.

#### **Successes:**

- Hugo Lawton (teacher at Greenleaf) held auditions and rehearsals for a Greenleaf Talent Show. Several acts auditioned and received music coaching from Hugo, who is himself an accomplished singer.
- In Spring, Hugo will be offering weekly music and theatre improv to Middle School students as an After School Glee Club
- Godfrey Davidbrown (SSO at Greenleaf) has launched his Hip Hop, Spoken Word club. Students in this group meet on Wednesdays for two hours in the afternoons and are planning studio time to produce a music video with original work.
- ALL 7th graders traveled to watch the Luna Mexicana performance to expand their experiences with Music/Dance/Arts performances
- Our band program has expanded from 4th & 5th grades to now include 6th grade. We have had multiple concerts for our school that have featured middle school students. Fillmore met with Ms. Trigg-Smith this Fall and shared ideas for expanding our District Funded music resources.



**Challenges:**

- We had a delayed start to the Hip Hop/Spoken Word Club as the instructor, Godfrey coached and led the girls' volleyball team and was limited with time
- Talent Show did not actually come to full performance but rather auditions and practice as we did not have any male performers and felt that this was inequitable
- We wanted to be flexible with instructor vision and students' interest by starting with a Talent Show Auditions in the Fall before moving to a more structured afternoon Glee Club

Based on these learnings, we would like to continue providing music opportunities to our students through extended contract for teachers onsite to provide music clubs. We will also be reaching out to Fillmore to continue to have District resources applied to instrumental music for additional Middle School grades. This year we were able to expand music from 4th and 5th, to 4th/5th/6th, and hope to continue that expansion to 7th grade. We still intend to provide field trip opportunities for exposure to the Arts, but will look for free opportunities.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$1415 (About 1 hour per wk *38 weeks including benefits)	Extended Contract Funds to Continue Music Clubs by paying community members to hold these after school <ul style="list-style-type: none"> <li>• Funds for at least 1 hour music club per week</li> </ul>	<ul style="list-style-type: none"> <li>• Have 100% of students who express a strong interest in music able to participate in a music opportunity</li> <li>• INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a preferred activity</li> <li>• Offering of afterschool Glee/Theatre Club, Hip Hop Spoken Word or other Music Club</li> </ul>

**2. Art Program****Programmatic Narrative Based on Rubric**

Last year, we scored a basic/quality score in most areas of the rubric for MS Visual Art Programming. By having additional funds to put towards extended contract, we had our elementary art teacher support the coordination of MS Art Honors as a supplemental offering to their enrichment opportunities. Therefore, we increased our rubric scores slightly but not as much as desired.

**Successes:**

- Middle Schoolers engage in unique artistic opportunities (such as screen printing, etching, free hand drawing, skill work) in Advanced Art classes
- Middle Schoolers in Advanced Art developed a mural by collaborating on their message and vision
- Middle Schoolers in Advanced Art shared their methods for how to execute screen printing and etching to younger students during our 1st Annual Arts Showcase

**Challenges:**

- Classes are less frequent and reaching fewer Middle School students than originally intended due to our desire to combine the grade-levels for SEL benefits

Due to the challenge stated above, only a limited number of students were able to participate in our Advanced Arts class. **We would like to move to provide more Arts opportunities for our middle school students by funding FTE of our current elementary art teacher to start teaching Art Classes for Middle School grade-levels within her contract hours (instead of as extended contract). This would allow for the reach of the program to extend to many more students. We anticipate her doing more than 10% of her instructional minutes geared towards Middle School students, but it will be at least 3 periods (one for each 6th, 7th, 8th cohort) per week.**

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$7,390	.1 FTE for Elective Teacher (assuming \$73,900 cost) to administer Middle School Advanced Art classes	<ul style="list-style-type: none"> <li>• Have MS Advanced Art classes more accessible and more frequent</li> <li>• Have additional students able to participate in MS Advanced Art classes</li> <li>• Support coordination of MS Advanced Art for all middle school grade-levels (6th-8th)</li> <li>• One period per Grade-level Cohort on an A/B rotation</li> </ul>

**3. World Language Program**

**Programmatic Narrative Based on Rubric**

While we have scored Emerging in most sections of the Rubric, we have a history of using world language education in our lower grade levels with our bilingual early exit program. As we are becoming a dual Language School this year, we will be gradually moving towards sustaining and thriving in all grade levels. In order to accomplish this, we need to build capacity with teachers, including electives and have diversity in our teachers.

We will ensure a multilingual learning environment by continuing developing our **Language Program**. Currently, we have designated and integrated ELD throughout the grade levels. We will ensure that there is vertical alignment in our ELD program. For the integrated ELD, we will provide teachers with GLAD (Guided Learning Acquisition Development) training to support teachers in embedding ELD in content. Once teachers are trained in GLAD strategies, we can use the same strategies for Spanish Language Development throughout the content. Our transferability curriculum will also be used to create a strong multilingual learning environment. Our Dual Language model will emphasize the awareness of how both languages are connected. Students will develop their linguistic skills in both languages by transferring linguistic knowledge and experiences across both languages.

We have adapted our Principles of Learning to include the multicultural implications of being a Dual Language School, and we will adapt the explanation and understanding of the Principles of Being to take into account our multicultural

community and our current Principles of learning, supporting teachers to explicitly connect the PoB to our Dual Language program.

- **Pride:** graduating a generation of students who not only experience profound achievement, but also feel the responsibility to work for the betterment of their community.
- **Inquiry:** instilling a lifelong curiosity for language acquisition and cultural exchange.
- **Determination:** fostering a will within our students to work to the best of their abilities with a rigorous educational experience to be college and career ready.
- **Integrity:** Understanding our values, principles, and beliefs through the study of not only our own linguistic and cultural heritage, but also that of others.

Our program will promote the diverse cultures present and equal status of both languages at our school site developing a system that outlines which language is spoken by teachers and students throughout the day, and in different areas of the school, to promote biliteracy in both languages. We will develop a multicultural calendar which we will discuss in detail in the Instructional Strategies.

To develop a school that truly supports biliteracy and celebrates the diverse cultures present on campus, we have created a multicultural calendar and a plan that supports developing the targeted languages. Our multicultural calendar incorporates each of the cultures represented at our school, through months that are focused on our student's culture, as well as integrating culturally relevant resources into our reading and writing units.

In addition to all of the above, we will continue to expand and enhance our multi-cultural celebration events and projects, while we look for ways to make our instruction more culturally relevant. We believe these cycles of inquiry into other cultures helps to promote cultural competency and empathy.

**In light of our transformation into a full K-8 Dual Language program, our community is currently prioritizing the other Measure G-1 focus areas.**

<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

#### 4. 5th to 6th Grade Enrollment Retention

##### Programmatic Narrative Based on Data Analysis

###### Successes:

- With our partner, Citizen Schools, we had a welcome to 5th grade dinner for incoming 6th graders and their families at the beginning of the year. It represented a new event for families and students to help the transition to middle school and build culture at Greenleaf.
- Challenge kits built for team building using G1 funds, but used in Advisory spaces

###### Challenges:

- We did not hold an overnight event in August as originally planned due to challenges with getting a permit and staff availability given summer break and planning for the new year.
- We are adjusting to create an end of year Bridge-to-Middle-School event for our current 5th graders as a way of retaining them as well as supporting the jump to Middle School and engaging in the teambuilding and bonding before they are promoted to Middle School
- Overall challenge was having many different funded activities to manage.

Greenleaf has received recognition as one of the few Middle Schools that has a waiting list in our neighborhood. We are privileged with the interest of our surrounding community in being part of our school. This year, for the second year in a row, we had less than 60 students coming back to Greenleaf from 5th grade to 6th grade, which means students from other schools filled our additional open spots. This makes continuity in our community difficult as we have to re-norm our expectations with scholars who have not already internalized our expectations for all of K-5th grade. Additionally, although not related to the 5th to 6th transition, we experience attrition each year with students leaving Greenleaf from 6th to 7th grade and 7th to 8th grade. So, we are continuing to brainstorm ways to make our program as attractive to diverse interests as well as academically rigorous and supportive.

To support retention from 5th to 6th grade, we already hold community and parent engagement events during the winter and spring of 5th grade to share our middle school programming and the advantages of Greenleaf's community and academic programming. We encourage our 5th graders to attend Camp Phoenix over the summer to continue building SEL and academic skills to prepare them for 6th grade. However, we have always wanted to do some additional explicit community building with our incoming 6th grade group to support a stronger transition to middle school.

This year, we created enrollment stations, in which we offered families personalized support if filling the enrollment application online, since a large population of our families don't have regular access to internet or don't feel confident enough to fill online applications. We also held strategic meetings to track the enrollment of all of our 5th grade families and make sure that we connected with them for 6th grade enrollment for the next year.

We believe that the transition from 5th to 6th grade is a challenging one that requires some new and innovative support efforts even at Greenleaf where students are remaining at the same school for the most part. We often see an increase in referrals from 6th grade as students navigate the new rigors of the schedule and work. We believe if we made some more concerted community-building efforts during the transition from 5th to 6th grade, we would see stronger culture in our Middle School. **Therefore, we want to continue new structures that we have launched or solidified this year such as advisory, girls' friendship group, and clubs/internships to support the transitions of 5th graders to Middle School. However, we would also like to expand this work and possibly provide a boys' friendship group as well. If we can find two Academic Mentors, this work to develop students' social skills could be expanded.**

**Additionally, during feedback sessions from our Staff and Parents, there was an overwhelming desire to increase our Sports opportunities and support stronger coordination of our Sports program. Therefore, we propose having one of the Academic Mentors supporting our sports**

program as part of our student support and culture initiatives.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
See below	<p>Two Academic Mentors to continue work on Middle School Culture and RJ Support (one will also support Sports Program)</p> <ul style="list-style-type: none"> <li>● Conduct Advisory sessions for Middle School               <ul style="list-style-type: none"> <li>○ Conduct social skills groups</li> <li>○ Continue Friendship group</li> </ul> </li> <li>● Support with Middle School culture development</li> <li>● Middle School student support including behavior contract development and monitoring, Check In and Check out</li> <li>● Coordinating/Supporting mentoring and peer mediation programs through Middle School Internship/Club structures</li> <li>● Coordinating Restorative reflection processes during In-School Suspensions</li> <li>● Tracking and reflecting on Culture and Attendance data from RJ survey, CHKS, and Aries</li> <li>● Support/coordinate MS sports program to support strong culture and reinforce Principles (Pride, Responsibility, Being a Teamplayer)</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of our 6th grade spots will be filled with Greenleaf scholars</li> <li>● Increase 6th grade student self-reported satisfaction on the CHKS survey</li> <li>● Decrease # of referrals of current cohort as they move into 6th grade (from 18 referrals to less than 10)</li> </ul>

**5. Safe and Positive School Culture**

**Programmatic Narrative Based on Data Analysis**

**Successes:**

- Academic Mentor is serving as an Advisor and is leading an Internship as well as administrative tasks for running the new Middle School internship program
- Academic Mentor leads a friendship club that supports social skills
- Academic Mentor is supporting a space for Peer Mentors/Mediators to develop
- Academic Mentor is facilitating restorative conversations
- Garden spaces built out and Garden club launched by Life Skills teacher
- Middle School Camping Trip set for Friday-Saturday May 4th-5th
- Middle School Teacher collaboration in Fall involved refining systems for RJ and advisory
- Middle School Spring Off-Site Retreat being set up via Doodle

**Challenges:**

- Academic Mentor time on campus not conducive to supporting with Sports so asked our PE teacher to be more involved with Sports Program (creating contracts, policies, etc.)
- Wish that we could have more hours on site with Academic Mentor, but 20 hours is Max under classified position
- Academic Mentor cannot afford to continue her great work on current pay scale

According to SPF, we got a 5.17 for status on suspensions, 2.88 for status on Chronic Absence, and 3.50 for status on Student *CHKS data*. We believe we have a lot of growth still to be made still in our culture in our Middle School as we are only graduating our 4th 8th grade class this year..

We have had great success this year with our Academic Mentor providing critical culture support for our Middle Schoolers. This person has led an Advisory, launched girls' friendship group to support social skills, coordinated Middle School internships, and provided support for our restorative work. Additionally, this person has provided support for developing peer mediation programs, referral and in-school suspension reflections and stronger systems for student behavioral support plans in Middle School.

Additionally, we have noted the strong sense of pride our new sports program generated both this school year and last school year. Our sports program has garnered strong interest from students who have strengths in athletics and provided them an activity of interest at school. We believe the sports program to be a culture building one, but only if supported with strong systems. We had a tough roll out, trying to develop the best practice times, requirements for participation, communication systems. **Therefore, we would like this year to bring into the community two Academic Mentors so one can spend more time next school year supporting the sports program and revising systems.**

**As we well know, building community and relationships in our schools is vital to the support of our students. We hope to find Academic Mentors, with comparable capacity to the one we have this year, to continue the strong culture and Restorative Justice work needed to support our Middle School scholars. As we wanted to increase the hours of support from our Academic Mentor, but there is a cap of 20 hours per week, we decided to put funds towards two Academic Mentors for similar purpose.**

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$30,800	<p>Two Academic Mentors to continue work on Middle School Culture and RJ Support (one will also build out Sports Program)</p> <ul style="list-style-type: none"> <li>● Conduct Advisory sessions for Middle School               <ul style="list-style-type: none"> <li>○ Conduct social skills groups</li> <li>○ Continue Friendship group</li> </ul> </li> <li>● Support with Middle School culture development</li> <li>● Middle School student support including behavior contract development and monitoring, Check In and Check out</li> <li>● Coordinating/Supporting mentoring and peer mediation programs through Middle School Internship/Club structures</li> <li>● Coordinating Restorative reflection processes during In-School Suspensions</li> <li>● Tracking and reflecting on Culture and Attendance data from RJ survey, CHKS, and Aries</li> <li>● Support/coordinate MS sports program to support strong culture and reinforce Principles (Pride, Responsibility, Being a Teamplayer)</li> </ul>	<ul style="list-style-type: none"> <li>● We will be able to decrease the percentage of students that don't feel like they can talk to make things better or know where to go for help with a problem as measured by CHKS survey</li> <li>● We will decrease the red for growth, in both our Chronic Absence rate and suspension rate as measured by SPF.</li> <li>● 80% of students who participate in Sports program “agree” or “strongly agree” that they feel part of a team at Greenleaf</li> <li>● Less Quantitative Measures               <ul style="list-style-type: none"> <li>○ Instill Pride in our Middle School students</li> <li>○ Provides a point of connection to school for students who have athletic strengths</li> </ul> </li> </ul>

<p>\$567 (2.5 hrs *7 teachers total includes benefits)</p>	<p>Extended contract for Mid-Year MS Teacher Retreat</p>	<ul style="list-style-type: none"> <li>● We will be able to decrease the percentage of students that don't feel like they can talk to make things better or know where to go for help with a problem as measured by CHKS survey</li> <li>● Middle School teachers will step back to revise policies and practices aligned to school culture (Advisory structure, Assemblies, Celebrations, Consequence Chains/Toolkits for Support, RJ practices, etc.)</li> </ul>
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**Please submit your 2018-19 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**

## 2/1 - MS Meeting Agenda

Library @ 3:45-4:30

Attendance: Jenkins, Jones, Coats, Lewis, Lee, Sparks, McDonald, Cooper, Rudback

Outcomes	Norms	Roles
<ul style="list-style-type: none"> <li>● Review club apps and create menu of club offering</li> <li>● Make plans for EOY grade level celebrations</li> <li>● Discuss idea of a student club/intervention system and schedule</li> <li>● Appreciate each other</li> </ul>	<ul style="list-style-type: none"> <li>● Start on time, end on time</li> <li>● Be mindful of patterns of participation</li> <li>● Speak our truth</li> <li>● Be asset driven</li> <li>● Agree to disagree</li> </ul>	<ul style="list-style-type: none"> <li>● Facilitator: ALL</li> <li>● Note Taker: LEE</li> <li>● Time Keeper: SPARKS</li> <li>● Process Check: ALL</li> </ul>

Time	Agenda Item	Notes
5 min	<b>Arrive &amp; Ice Breaker</b> <ul style="list-style-type: none"> <li>● GOT A FUNNY KID STORY???</li> </ul>	<ul style="list-style-type: none"> <li>● Got ice breaker? Lead the next one :)</li> </ul>
15 min	<b>Review G1 Implementation</b> <ul style="list-style-type: none"> <li>● <a href="#">Slides</a></li> <li>● Feedback, thoughts, questions</li> <li>● Aligning to Priorities                             <ul style="list-style-type: none"> <li>- Music <a href="#">RUBRIC</a></li> <li>- Arts <a href="#">RUBRIC</a></li> <li>- 5th to 6th retention</li> <li>- MS Culture</li> <li>- World Languages <a href="#">RUBRIC</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Potentially add another advanced art class</li> <li>- Ideas for next year:                             <ul style="list-style-type: none"> <li>- Band in 7th?</li> </ul> </li> <li>- Dance?</li> <li>- Library visit? SF Public field trip?</li> <li>- Performing arts teaching artist</li> </ul>
5 min	<b>Review Club Apps and Create Menu of Offerings:</b> <ul style="list-style-type: none"> <li>● <a href="#">Club Planning Sheet</a></li> <li>● Students to receive menu of offerings on Monday and check 3 clubs they are interested in (not ranked)</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>



15 min	<p><b>Grade Level Discussions:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2018 End of Year Events Planner</a></li> <li>● <i>Grade Level &amp; Topic Sign-Ups for <a href="#">African American Multi-Cultural Event</a></i></li> <li>● <a href="#">AAC Student Celebration Sheet</a> - Awards to be given out to students a next Council Meeting</li> </ul>	<ul style="list-style-type: none"> <li>● PBIS Video due on 2/16</li> <li>● How will we recognize student of other ethnic backgrounds? <ul style="list-style-type: none"> <li>○ I.e. sofia (filipino)</li> </ul> </li> <li>● Reach out to all teachers to make sure they are informed about AAC meetings</li> <li>● Be more transparent about planning portion of AAC meetings</li> </ul>
5 min	<p><b>Announcements &amp; Appreciations</b></p> <ul style="list-style-type: none"> <li>● Finalizing MS Retreat for Saturday, 3/3 <ul style="list-style-type: none"> <li>○ 9:00-3:30</li> <li>○ Morning CalAdventures ropes course</li> <li>○ Paid planning day</li> <li>○ teacher created agenda</li> </ul> </li> <li>● Advisory Challenge: PBIS Video due 2/16</li> <li>● Volleyball outside this Friday <ul style="list-style-type: none"> <li>○ Reed vs Jones Sparks</li> <li>○ Winner plays Flowers</li> </ul> </li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

**Next Steps:**

## ILT Meeting - February 6th, 2018

### ATTENDANCE:

**Maria Ingles, Annika Rudback, Lori Aguinaldo, Romy Trigg-Smith, Lani Mednick, Kate McDaniel Keith, Marta Saiz, Samantha Murray, Hugo Lawton, Eunice Yoon, Michael Lee**

Outcomes/Goals: We will...

- Internalize a LASW and apply it to a recent math task to take it back to PLC collaboration
- Analyze our program and give input into Measure G1 and “Needs Assessment” for strategic planning
- Reflect on ways to implement ideas from recent PD and Walk-Through
- Provide considerations for PLCs/COI meetings and allow time for planning w/ support
- Reflect on the important messages to take to PLC teams and how
- Align on other “Need to Know” logistical items

Norms: We will...

COLLABORATIVE NORMS	MEETING NORMS
<ul style="list-style-type: none"> <li>● Seek/Listen to understand Lori</li> <li>● Be Open-Minded - RTS</li> <li>● Ask for support, offer support</li> <li>● Assume positive intent</li> <li>● Be hard on the problem, easy on the people (<i>Attack the idea, not the person</i>)</li> <li>● Honor each others’ communication/ support preferences</li> <li>● Be direct (<i>say what you mean</i>)</li> <li>● Student Centered: Eunice, Lani, Marta, SM, Kate</li> <li>● Bring back KEY pieces of information to Grade-level team.</li> </ul>	<ul style="list-style-type: none"> <li>● Start ON TIME, End ON TIME</li> <li>● Respect work time - RTS Lori</li> <li>● Monitor Air Time</li> <li>● Come Prepared</li> <li>● Allow for processing time Eunice</li> <li>● Provide clear Tasks, Roles and Next Steps SM</li> <li>● Be an active &amp; mindful participant (<i>Be completely present</i>), Lani &amp; Hugo Marta, Kate</li> <li>● Advocate for grade-level team by going to them prior to ILT meeting</li> </ul>

Agenda

TIME	AGENDA ITEM	WHY? (Rationale/Purpose)
10 min.	<b>Check-In - WHIP AROUND</b> 1. Grade-level check-ins a. COI status for Math COI, (& SRI reflections for 3-5)	<ul style="list-style-type: none"> <li>● Connect with each other and share needs</li> </ul>

	<ul style="list-style-type: none"> <li>b. What are needs to lift up? Celebrations?</li> <li>c. Exciting thing in your life outside of work.</li> </ul>	
<p><b>Notes:</b></p> <p>K: Analyzing higher groups tomorrow for ELA, next week focusing on Math. Struggles with behaviors --- would like support with management.</p> <p>1: Sandra went to PD on math and excited to bring the learning back to</p> <p>2: Frustration with students struggling with procedural fluency. Going to do some restructuring for scope and sequence that will make more sense for skill development.</p> <p>3: Two more weeks doing small group intervention, and then will reassess</p> <p>4: Starting a reading one, based on SBAC</p> <p>-Needs: putting pressure on writing - When do we need to have the data/what do we do with the data?</p> <p>5: Each team member has diff COI. Lori has been a big support! :)</p> <p>-Needs: jenn in morning, and Lori in afternoon.</p>		
1 min.	<p><b>Determine Roles: Time Keeper: Kate</b></p> <p><b>Note-Taker Review norm</b></p>	<ul style="list-style-type: none"> <li>● Help our team hold norms</li> </ul>
25 min	<p><b>Math Task - LASW protocol</b></p> <ul style="list-style-type: none"> <li>● <b>Groups: K/1st (Lani), 2nd/3rd (Annika), 4th/5th (Lori)</b> <ul style="list-style-type: none"> <li>○ Step 1: Explain the task. (and link to standard/objective)</li> <li>○ <b>Step 2: Silent Observations</b></li> <li>○ Step 3: Notice and Wonderings (Teacher is Silent - Just Listening)</li> <li>○ Step 4: Analysis &amp; Judgment</li> <li>○ Step 5: Open Discussion</li> <li>○ Step 6: Tangible Next Steps - "Offer up tangible strategies to improve practice"</li> </ul> </li> <li>● <b>Reflect on the Protocol</b></li> </ul> <p>Things to think about during Notice and Wonderings:</p> <ul style="list-style-type: none"> <li>○ Standard Alignment</li> <li>○ SBAC alignment</li> <li>○ DOK - What is the Depth of Knowledge required for task? <ul style="list-style-type: none"> <li>■ What is the level or rigor?</li> <li>■ <a href="#">Hess's Cognitive Rigor matrix</a></li> </ul> </li> <li>○ <b>RESOURCES</b> <ul style="list-style-type: none"> <li>■ <a href="#">EngageNY</a></li> <li>■ <a href="#">FrontRow</a></li> <li>■ <a href="#">SBAC item specs</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Build common understanding of strong LASW and collaboration practices</li> <li>● Analyze math tasks for standards aligned and rigor</li> </ul>

	<ul style="list-style-type: none"> <li>■ <a href="#">Achieve The Core</a></li> </ul> <p>Next time: Share Math Department <a href="#">3-Read Protocol</a></p>	
<p>Notes:</p> <p>3rd grade: Next steps - Possibly breaking up exit slip into two days b/c of two skills involved</p> <p>4th grade:</p>		
<p>20 min.</p>	<p><b>Needs Based Assessment - SPSA (Strategic Planning)</b></p> <ul style="list-style-type: none"> <li>● Based on Data (SPFs HERE) <ul style="list-style-type: none"> <li>○ Areas of Growth: Attendance, EL Math and Literacy <ul style="list-style-type: none"> <li>■ Attendance</li> <li>■ MS student satisfaction</li> <li>■ AA culture and climate (MS)</li> <li>■ SRI 3-5th</li> <li>■ Math for AA (Elementary)</li> </ul> </li> <li>○ <a href="#">MS SPF</a></li> <li>○ <a href="#">Elem SPF</a></li> </ul> </li> <li>● <a href="#">Current Funded Program</a> <ul style="list-style-type: none"> <li>○ Measure G1 <ul style="list-style-type: none"> <li>■ Rubric Assessments</li> <li>■ Input on Changes</li> </ul> </li> </ul> </li> </ul> <p><b>Measure G1 Budget Funds:</b></p> <ul style="list-style-type: none"> <li>● Academic Mentor (Focused on Middle School Culture)</li> <li>● Funding for Extended Contract for teachers to: <ul style="list-style-type: none"> <li>○ Hip Hop Spoken Word</li> <li>○ Theatre/Glee club</li> <li>○ Garden Club</li> <li>○ Advanced Arts</li> </ul> </li> <li>● Middle School Camping trip</li> <li>● 5th to 6th bridge camp</li> <li>● Music/Theatre Field Trips</li> </ul> <p><b>IDEAS for inclusion:</b></p> <p>Camping trip should be for Advisories/Smaller groups</p> <p>More events/showcases</p> <p>Bridge activities in the beginning of the year</p> <p>Build into Academic Mentor Role - Coordinate G1</p> <p>Coordination between arts teachers/middle school teachers</p>	<ul style="list-style-type: none"> <li>● Engage in dialogue about our needs and areas of growth in context of strategic planning, G1 fund allocation, and budgeting</li> </ul>

Notes:

- Possible cuts for next year: iReady 3-5
- 

25 min.

### Plan for PLC and COI meetings

- ILT considerations for planning
  - **F&P Whole grade-level analysis Academic Conference - See calendar invite**
  - **African American Culture Celebration**
    - [AA Celebration folder](#)
  - LASW - Math Task analysis with PLC as part of COI

## ○ Kindness Campaign

- [Girl v. Girl specific campaign](#)
- **ELD Strategy F/up**
  - Michael and Rita follow up
  - [Unpacking Sentences folder](#)
  - [Stronger and Clearer folder](#)
  - [K ELD Strategies: stronger and clearer lesson plan template](#)
  - [Stronger & Clearer Each Time 1st Grade](#)
  - [ELD Strategies: stronger and clearer lesson plan - 2nd grade](#)
- **Engagement (f/up from Culture Walk-Through)**
  - Will discuss in next staff mtg
- [SRI conversation 3rd-5th](#)
  - **Address intentions for SRI improvement?**
- **Parent Workshop PLANNING - 2/14, Minimum Day (45 min.)- 1:30-2:15**

- Design collaboration spaces for PLCs over the next few weeks

	<ul style="list-style-type: none"> <li>■ <b>Parent Workshops 2/21</b> <ul style="list-style-type: none"> <li>● 3:00-3:30 K-2nd</li> <li>● 3:30-4:00 3rd-5th</li> <li>● 4:00-4:30 6th-8th</li> </ul> </li> <li>● <b>SBAC PD - Sharing out key strategies around math</b> <ul style="list-style-type: none"> <li>○ <b>Spiral for math</b></li> <li>○ <b>Best practices for preparing kids</b></li> <li>○ <b>Other ideas or needs for SBAC content?</b></li> </ul> </li> </ul> <p><a href="#">Calendar (PD Tab)</a> <a href="#">Theory of Action</a></p>	
<p><b>Notes:</b></p>		
<p><b>WHAT DO YOU WANT TO BRING BACK TO YOUR PLC?</b></p> <ul style="list-style-type: none"> <li>● Learnings and Reflections to consider:</li> </ul> <p>K: 1: 2: 3: 4: 5: ELD strategy follow up, KINDNESS CAMPAIGN, parent workshop 2/21 3:30pm-4:00pm MS:</p>		
<p>Close-Out at 2 min</p>	<p><b>Closing, Shout Outs &amp; Kudos</b></p> <ul style="list-style-type: none"> <li>● Appreciation Bin</li> </ul>	<ul style="list-style-type: none"> <li>● Appreciate each others' contributions</li> </ul>

**TRENDS across all groups:**

**Positives:**

- (+) Calm or positive tone in all classes (Warm Demanders)
- (+) Positive narration and evidence of positive reinforcement systems used
- (+) (Strong/varying amongst classes) routines and transitions have been established
- (+) Majority of classes did not have egregious behavior that disrupted the learning
- (+) Common "redirect" of proximity (Teachers circulating!)

**Areas of Growth:**













- **Difference compliance v. disruptive v. actively engaged (lower grade-levels = blurting out, upper grade-levels = checking out)\*\*\*\* (intrinsic v extrinsic)**





- **Patterns of participation\*\*\*\*\***
  - **Ensuring both students/all students talking/participating**
  - **Lifting up students being quiet but not disruptive**
  - **Lifting up more student talk**





LOOK really different from one teacher to another:

- 1) How do we define the difference between “Active Engagement” vs “Compliance”?
  - a) Invest students in the WHY and wanting to do this for more than “just because”
  - b) Stopping a lesson and message the importance of even more “menial tasks”
- 2) Look at a block of time that is the most challenging in terms of engagement
  - a) A grade-level picks a similar chunk of time/period that is challenging to problem-solve
  - b) Implement aligned strategies
    - i) More opportunities to respond
  - c) Picking 3-4 students who are “not disruptive but not engaged” and problem solve
    - i) Coaches can observe and give you feedback on these kiddos
- 3) Consider students who are “not disruptive but not engaged” and problem solve
  - a) Think about using the systems we use for the more disruptive
  - b) Use behavior contracts for reinforcing the students that need systems
  - c) Having CHOICE - rather than extrinsic motivators
- 4) Consider conversation/collaboration protocol accountability?
- 5) Tie engagement to behavioral systems (clip chart, hourly tracker/contract)

Math Centers

Tuesdays		Guided Math
		Fluency Practice
		Workbook Page
		Prodigy
Wednesdays		Guided Math
		Fluency Practice
		Workbook Page
		Prodigy
Thursdays		Guided Math
		Fluency Practice
		Workbook Page
		Prodigy

Fridays		Guided Math
		Fluency Practice
		Workbook Page
		Prodigy

	Natalie, Cesar, Juan, Edvin, Deliyah, Jakeem
	Edgar, Melanie, Andi, Abril, Ernesto, Omar, Jocelin
	David, Alexis, Cristhian, Emily, Christopher, Ingrid, Victor, Dayana, Camile, Wilmer, Yareli
	Axel, Angelica, Jacob, Isabelle



## SRI NOTES FROM LAST ILT reflection:

- What do we want to do next to support greater SRI growth?
  - Small Group Setting - for testing environment
  - Test w/ Ms. Lena
  - TEACHING VISUALIZING and MONITORING for reading text online
  - Vocabulary - focused on affixes
  - **COMPETITION - between grade-levels with growth**
    - Celebrating growth and motivating
    - DATA wall for SRI
  - Pulling Guided Reading groups consistently - Focus on support skills for reading text online and reading COMPLEX text
  - Discrepancy b/n SRI & F&P
    - Print SRI test and use the ones that they got wrong
  
- Goal-setting revisit and refocus on general goals
- Class goals and tracking - incentives
- Consistent guided reading
- Should we do daily do nows? Students get bored and fall from high standards taught during this time
- More focus on vocabulary instruction
- [Example test](#)
- Guided reading group testing
- Groups create questions for the passages to give to different group
- Print the test to review answers