



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017**

Please note: This application serves as a proposal for **IF** funds are allocated in 2017-18. This is not a guarantee of funds being distributed in 2017-18. Allocation decisions for 2017-18 will be made by the Measure G1 Commission on August 14, 2017.

School:	Aspire ERES Academy	Principal	Jenna Ogier-Marangella
School Address	1936 Courtland Ave. Oakland, CA 94601	Principal Email:	Jenna.Ogier-Marangella@aspirepublicschools.org
School Phone	510-436-9760	Principal Phone:	510-436-9760
2017-18 Enrollment (6-8)	70	Possible Grant Allocation Amounts*	50% Allocation: \$16,762 100% Allocation: \$33,525 Based on 97.1% Oakland residents

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.

School Demographics

Male	Female	% LCFF	% SPED	% English Learners	% Oakland Residents
43%	57%	87%	16%	33%	97%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Not Specified
1%	0%	0%	87%	0%	0%	0%	1%	10%

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Jenna Ogier-Marangella	Principal
Jessie Johnson	Dean of Culture
Zoe Henion	Lead Teacher
Lindzey Chadd-Bailey	AP of Instruction - Secondary
Mark Montero	Lead Teacher
Elvira Iniguez	Business Manager

School Vision:

All Aspire Bay Area graduates are critically literate and empowered, ready to leverage college to create a more just world.

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. School Governance Body, 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.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	n/a (no music instruction currently provided)	Access and Equitable Opportunity	Quality
Instructional Program	n/a	Instructional Program	Basic
Staffing	n/a	Staffing	Quality
Facilities	n/a	Facilities	Basic
Equipment and Materials	n/a	Equipment and Materials	Quality
Teacher Professional Learning	n/a	Teacher Professional Learning	Quality
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Emerging		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	26 projection (6th grade) 26 actual (6th grade)	Culture data - Suspension	7/75= 9% (grades 6-8)
Elementary School (ES) Outreach Strategy Actions	School is K-8, students transition to next grade automatically	Culture data - Chronic Absence	10.6% (grades 6-8)

<p>Programs to support ES students transition to MS</p>	<p>Aspire ERES Academy provides an end-of-year 5th grade transition meeting with students and families to prepare them for middle school</p>	<p>Survey data - families, students, teachers</p>	<p><u>15/16 Families (6-8 gr data)</u> 97% My child is getting a good education 97% The adults at the school truly care about my child <u>Spring 2016 Student (MS)</u> 86% My teacher treats me with respect. 85% My teacher gives us clear directions for our class activities. 83% My teacher makes sure we understand the objective/goal for each lesson. <u>Staff(15-16 EOY)</u> 96% I understand and embrace the vision and mission of our organization 84%I have positive working relationships with my teammate at my site/department.</p>
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Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
Family Chat with Principal	March 17th (see attached)

Staff Engagement Meeting(s)	
Staff Group	Date
Instructional Lead Team Meeting	March 7th, March 14th (see attached)

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in

self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation 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**

2. 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.
3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18. Please list all budget items in order of priority, in the event that a portion of the allocation is approved (as opposed to the full 100%).

1. Music Program

Programmatic Narrative Based on Rubric		
<p>ERES does not currently have a music or world language program. Although we recognize and value research that shows these programs support students’ socio-emotional and instructional growth, recruiting, developing and sustaining such programs are not feasible at this time.</p> <p>Our qualitative and quantitative school culture data from 16-17 shows that we need to prioritize the adoption of a new socio-emotional curriculum and increased support staff for middle school to ensure a positive and safe learning environment. We also currently have an art program that is strong, and would like to us G1 funds to further develop visual arts courses and electives that our middle school students have expressed interest towards.</p>		
Budget	2017-18 Activities	Anticipated Outcome

2. Art Program

Programmatic Narrative Based on Rubric
<p>The proposed programmatic strategy will increase access to high quality courses and electives in visual arts in grades 6-8. Our current Visual Arts Program has many strengths. We have a highly experienced, credentialed art teacher who works with all middle school scholars on a variety of art topics. Our art teacher provides standards based instruction in courses for which students receive credit. Exhibition opportunities are provided for students to show their mastery of art content. We provide our art teacher with some limited materials and professional development opportunities, but would like to do more. Middle school scholars have expressed interest in more advanced visual art opportunities that incorporate Science, Technology, Engineering, and Math (S.T.E.A.M.). We will use Measure G1 funding for our art teacher to develop S.T.E.A.M. expertise by</p>

attending S.T.E.A.M. conferences. She will contribute to school-wide planning and professional learning that incorporates visual art and S.T.E.A.M. professional growth for all teachers.

Budget	2017-18 Activities	Anticipated Outcome
ITEEA Conference Fee (\$300) + Round Trip flight to Atlanta (\$700) + Ground Travel (\$150) + Meals (\$220) + Hotel (\$450) = ITEEA TOTAL: \$1820 + CA Symposium Conference Fee (\$350) =\$2300	Art teacher will attend the following STEAM professional development opportunities: STEAM Education Professional Development Workshop Hosted by The International Technology and Engineering Educators Association (ITEEA) April 2018 in Atlanta California STEAM Symposium December 2017 in San Francisco Art teacher will return to school site and lead STEAM professional development for middle school teachers.	Increase diversity of art classes offerings for middle school students from one course (visual arts) to two courses (visual arts and STEAM). Increased enrollment retention from 75% to 85% from 5th to 6th grade due to increased number of elective and course offerings 10% increase on student engagement and interest (since STEAM courses were requested by middle school students and families) as measured by student survey responses

3. World Language Program

Programmatic Narrative Based on Rubric

ERES does not currently have a music or world language program. Although we recognize and value research that shows these programs support students' socio-emotional and instructional growth, recruiting, developing and sustaining such programs are not feasible at this time.

Our qualitative and quantitative school culture data from 16-17 shows that we need to prioritize the adoption of a new socio-emotional curriculum and increased support staff for middle school to ensure a positive and safe learning environment. We also currently have an art program that is strong, and would like to us G1 funds to further develop visual arts courses and electives that our middle school students have expressed interest towards.

Budget	2017-18 Activities	Anticipated Outcome

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

As a tk-8 school we currently have an 75% retention rate of 5th graders to 6th graders. Based on student and family feedback survey data, we have found that our students and families desire more elective choices in Middle School. Additionally, our student survey results showed higher numbers of middle school students do not feel safe at school in comparison with our elementary students.

Therefore, we want to use G1 funds to prioritize the adoption of a new socio-emotional curriculum and increased support staff for middle school to ensure a positive and safe learning environment. We also currently have an art program that is strong, and would like to us G1 funds to further develop visual arts courses and electives that our middle school students have expressed interest towards.

Budget	2017-18 Activity	Anticipated Outcome

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

The proposed programmatic strategy will create a more positive and safe middle school learning environment. We have made great improvements in safe and positive school culture over the past several years. Through a strategic Positive Behavioral Intervention Systems (PBIS) plan, coupled with Restorative Practices (we trained all staff over the summer), our suspension rates dropped in 2015-16, with more students in class learning at all times.

Unfortunately, in 2016-17, there was an increase in suspension rates. Additionally, our middle school teacher attrition rate is exceptionally high. For the past eight years, all but one of the middle school teachers has left ERES for other employment opportunities. Upon leaving teachers expressed concern about the middle school climate and culture. Also, student, staff, and family surveys identified a need for expanded support of middle school scholars in PBIS, Restorative Practices, and socio-emotional curriculum. PBIS and Restorative Practices are evidence based practices that can be effectively aligned and integrated to increase positive outcomes for student behavior (Vezzuto, 2015).

If we are funded at the 50% level, then we propose to de-prioritize the Student Support Manager position. With the remaining funds (\$3000) we would train an additional middle school staff member in the new middle school SEL curriculum, Ruler.

Lucy A. Vezzuto, Ph.D., Integrating Restorative Practices within a Multi-tiered System of Support, OCDE MTSS Conference, April 2015

Budget	2017-18 Activity	Anticipated Outcome
.3FTE (\$15,000) + Benefits (\$4,000) = \$19,000	Hire Student Support Manager to strategically plan for and respond to positive middle school culture and safety needs.	Retain 100% highly qualified middle school educators to create a more positive and safe middle school learning environment. Hiring staff member for SSM role will result in a decrease in office referrals/suspensions from 9% to 5% (and an increase in time spent in class).

		10% increase in student survey data around feeling safe at school.
\$6000 for 3 Educators for 2 Days = \$6,000	Adopt 6-8 RULER Social Emotional Learning Curriculum. Through Training for 3 Staff Members who will then train and implement professional development for all 6 of our middle school educators.	Professional Development: Train the trainer model of professional development in order to create a more positive and safe middle school learning environment as measured by a 4% decrease in office referrals/suspensions and an increase of time spent in class. 10% increase in student survey data around feeling safe at school.
3 Teacher Packages (\$70 each) + 90 student workbooks (\$60 each) = \$5,610	Teacher and Student Materials and Workbooks for Year 1 of RULER SEL Implementation for all teachers and students	Equipment and Materials: Support a Positive and Safe Middle School Environment through the RULER SEL teacher and student materials necessary for complete implementation as measured by an 10% increase in student survey data around feeling safe at school.

Please submit this application by Friday, August 4 to Mark Triplett, at mark.triplett@ousd.org and Cc linda.pulido@ousd.org.

Family Chat with Principal

Meeting Agenda

3/17 8:30-9:30am

Agenda Item	Facilitator	Time
<p>Introduction & Norms</p> <p>Introduce protocol for each station & norms</p>	Courtney & Lindzey	10min
<p>Feedback Station Rotations</p> <p>Families rotate to 5 stations. Facilitators introduce station topic and any new initiatives that may be happening in 17-18. Families then share strengths, ask questions, or propose next steps.</p>	<ul style="list-style-type: none"> • <i>Families on Campus: volunteering, drop off, & pick up</i> (Elvira & Yadira) • <i>Cafeteria & Lunch Policy</i> (Olga) • <i>Culture</i> (Lindzey & Anna) • <i>Recess & Integrals</i> (Shannon & Emilio) • <i>Student Learning: during and after school</i> (Courtney, Maribeth & Rosa) 	<p>Total: 40min</p> <p>8min @ each station:</p> <p>1min: Facilitators introduce station</p> <p>2min: Families share strengths & appreciations</p> <p>5min: Families share questions and/or propose next steps/solutions</p>
<p>Prioritizing</p> <p>Families place stickers on top 2 priorities for 17-18 school year.</p>	Courtney & Lindzey	5min
<p>Closing & Appreciations</p>	Courtney & Lindzey	5min

5.12 Family Feedback / Comentarios sobre la familia

Cafeteria ***** (14)	
<p>Strengths: Very welcoming staff Staff lets family know expectations Love 'tajin' More supervision with students</p> <p>Growth Opportunities: More meal time (Starbucks) Food that most children eat Variety of foods Good staff in the cafeteria Go to lunch Free smiles</p>	<p>Fortalezas: El personal es muy acogedor El personal le permite a la familia conocer las expectativas Les gusta el tajin Más supervisión con los estudiantes</p> <p>Oportunidades de crecimiento: Cafecito para los papas(Starbucks) Mas tiempo para comer Comida que más se comen los niños Variedad de comidas Buen personal en la cafetería Sentirme mas bien benida Bajar a dejar el lonche Sonrisas gratis</p>
Culture/ La Culture de la Escuela ***** (8)	
<p>Strengths: -Restorative conversations after conflict -time to reflect -positive phone calls home and for negative behaviors -meeting with kids after conflict with teachers</p> <p>Growth Opportunities: -Consequences are not strict enough (MS) -logical consequences are needed (MS) -predictable consequences so that parents know school expectations and responses (MS) -parents come in and support student (MS) -whole class punishments are not fair (MS) -more support for struggling students (MS) -more awareness of toolbox for families (Elem) -need SEL curriculum for MS -grade level behavior expectations (MS) -individual accountability (rewards) (MS) -more positive incentives (MS) -how could we incentivize and communicate importance of families at school? (MS)</p>	<p>Fortalezas: -Cambio de conversaciones después del conflicto Tiempo para reflexionar Llamadas telefónicas positivas a casa y para comportamientos negativos - reunión con niños después de un conflicto con los maestros</p> <p>Oportunidades de crecimiento: -Consecuencias no son lo suficientemente estrictas - Se necesitan consecuencias - consecuencias impredecibles para que los padres conozcan las expectativas y las respuestas de la escuela Los padres vienen y apoyan a los estudiantes -Los castigos en clase no son justos - más apoyo para estudiantes con dificultades -más conciencia de la caja de herramientas para las familias Expectativas de comportamiento a nivel de nivel - responsabilidad individual (recompensas) Incentivos más positivos Trabajo de SEL más alto en MS</p>

	-¿cómo podríamos incentivar y comunicar la importancia de las familias en la escuela?
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Student Learning / Aprendizaje de estudiantes ***** (7)

<p>Strengths:</p> <ul style="list-style-type: none"> -we love the teachers -we love the after school program -we love the 2nd grade newsletter that goes out 1x/week to keep families updated on student learning <p>Growth Opportunities:</p> <ul style="list-style-type: none"> -honor roll for MS and celebration -Global Arts “to go” -Cal Create -School wide spelling bee -support for students struggling with reading -reading logs for families -more support for teachers -T needs to pull ‘grow your brain’ card and get bigger container -MS newsletter to families 1x/month -more support for families on academic hw help -website for families -English class for families -family workshop on parenting skills/strategies 	<p>Fortalezas:</p> <p>Nos encantan los maestros Nos encanta el programa después de la escuela -nos encanta el boletín de 2º grado que sale 1x / semana para mantener a las familias actualizadas sobre el aprendizaje de los estudiantes</p> <p>Oportunidades de crecimiento:</p> <ul style="list-style-type: none"> -Honor Roll para MS y celebración -Atre Global "para ir" -Cal Crear Concurso de ortografía de toda la escuela - Apoyo a los estudiantes que luchan con la lectura De registro para familias -más apoyo para los profesores -T necesita sacar la tarjeta 'crecer tu cerebro' y obtener un contenedor más grande -MS boletín a las familias 1x / mes -más apoyo para familias con ayuda académica -website para familias -Clase de inglés para familias - taller familiar sobre habilidades y estrategias de crianza de los hijos
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Arrival & Dismissal/ Llegada y Salida ***** (5)

<p>Strengths:</p> <ul style="list-style-type: none"> -arrival is going well -student roster used at dismissal <p>Growth Opportunities:</p> <ul style="list-style-type: none"> -provide color code to student (walk,car, etc) -keep communicating with families about procedures -enforce walking families through 2nd gate -talk with city about light -cones on 2nd lane 	<p>Puntos fuertes:</p> <p>La llegada va bien -lista de estudiante utilizada en la salida</p> <p>Oportunidades de crecimiento:</p> <ul style="list-style-type: none"> - proporcionar un código de color al estudiante (caminado, coche, etc) - Manténgase en contacto con las familias sobre los procedimientos -enforzar a las familias que caminan por la segunda puerta para recoger a los estudiantes Hablar con la ciudad sobre la luz -conos en el segundo carril
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Volunteer/Voluntario ***** (21)

<p>Strengths:</p> <ul style="list-style-type: none"> -a list of what volunteers could do 	<p>Puntos fuertes:</p> <ul style="list-style-type: none"> -una lista de lo que los voluntarios podrían hacer
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<p>Growth Opportunities:</p> <ul style="list-style-type: none"> -volunteers take work home -email teachers -communicate directly with parents over the phone to complete hours -field trip chaperone -transport with students (not meet at location) -support for families to complete their hours -regular communication to complete hrs/ if not completed consequences -if cannot volunteer, donate funds to use for field trips or materials -home lunch drop off policy -1 page for families of most important school rules 	<p>Oportunidades de crecimiento:</p> <p>Voluntarios llevan trabajo a casa</p> <ul style="list-style-type: none"> -Mandar emails a los maestros -Comunicar directamente con los padres por teléfono para completar horas Supervisar viaje de campo -transporte con estudiantes (no reunirse en el lugar) - Apoyar a las familias para que completen sus horas - comunicación regular para completar las consecuencias de las horas / si no compitieron -si no puede ser voluntario, donar fondos para usar para excursiones o materiales Política para dejar el almuerzo -1 página para las familias de las reglas escolares más importantes
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<p>Art & PE / Arte y Educación Física ***** (7)</p>
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<p>Art Strengths:</p> <ul style="list-style-type: none"> -challenged -expressing themselves <p>Art Growth Opportunities:</p> <ul style="list-style-type: none"> -more art displays -challenge advanced students -STEAM!!!!!!! -more integrals (drama, music) -more info about projects -long term art project (ex. sewing) <p>PE Strengths:</p> <ul style="list-style-type: none"> -sweaty -'feel the burn' -love PE cardio -activities -homework <p>PE Growth Opportunities:</p> <ul style="list-style-type: none"> -nutrition & health -water -circuit training -more frequent -more adaptive to skill level -survey student interests -gradual increase of intensity -team sports -hats? 	<p>Fuerzas del arte:</p> <p>Desafiado</p> <ul style="list-style-type: none"> -expresándose <p>Oportunidades de crecimiento artístico:</p> <ul style="list-style-type: none"> -más exposiciones de arte Desafía a los estudiantes avanzados -más integrales (drama, música) -Más información sobre proyectos -proyecto de arte a largo plazo (por ejemplo, costura) <p>PE Puntos fuertes:</p> <ul style="list-style-type: none"> -sudados -'siente la quemadura' -educación física de cardio -ocupaciones -tareas <p>PE Oportunidades de crecimiento:</p> <ul style="list-style-type: none"> -nutrición y salud -agua -entrenamiento de circuito Más frecuente -más adaptable al nivel de habilidad -estudiar los intereses de los estudiantes - Incremento de intensidad -Deportes de equipo -¿sombrosos?
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<p>Recess / Recreo</p>

<p>Strengths:</p>	<p>Puntos fuertes:</p>
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-roof for shade

Opportunities for Growth:

- more structured activities
- make roof higher & relocate it
- Zumba and Yoga
- designated areas
- safety
- more supervision
- roof & punching bag
- option of Study Hall
- more running space for MS
- newsletter

-techo para la sombra

Oportunidades para el Crecimiento:

- actividades más estructuradas
- hacer el techo más alto
- Zumba y Yoga
- Áreas asignadas
- la seguridad
- Más supervisión
- techo y bolsa de boxeo
- Option para ir a estudiar a la clase de estudio
- más espacio para correr para MS
- hoja informativa

Instructional Lead Meeting Agenda 3.7

ERES Vision & Mission	2016-2017 Goals
<p style="text-align: center;"><u>Vision:</u></p> <p style="text-align: center;">All ERES graduates are critically literate and empowered, prepared for high school, and ready to leverage college and create a more just world.</p>	<p>In 3 years, all ERES scholars will be reading on grade level AND there will no longer be a gap in academic achievement between scholars who receive FRL and those who do not (as determined by SBAC). <i>Therefore this year we will focus on:</i></p> <ol style="list-style-type: none"> 1. Scholars developing a joyful reading identity by understanding themselves as a reader, actively working toward their literacy goals, and using texts, writing, and discourse to engage in and understand the world around them. 2. We will improve our school culture by developing both scholars' and educators' socio-emotional skills, in order to increase proactive problem-solving, attendance, and time in class, while decreasing disproportionate discipline outcomes by gender. 3. Deeply engaging our families as partners in pursuit of our collective vision
<p style="text-align: center;">OUR NORMS</p> <p style="text-align: center;"><i>So that we can best serve our scholars, families, community, and each other, we strive to:</i></p> <ul style="list-style-type: none"> • Be prepared, present, and mindful of time • Be clear about next steps and follow through on them <ul style="list-style-type: none"> • Come back to data and ground our work in it <ul style="list-style-type: none"> • Use open and clear communication • Support one another while being direct - go to the source <ul style="list-style-type: none"> • Be solutions-oriented; listen and stay open in the face of challenge <i>and</i> opportunity • Remember that Lead Team is the first team (model confidence and commitment in our priorities) 	

Our Lead Team Charter

As the Lead Team, we commit to being the *first* team - constantly modeling confidence in and commitment to our priorities. Our purpose is to facilitate the realization of our school goals and our North Star of critical literacy for all students. In order to do this, we will focus on what scholars are thinking, saying and doing in class, in relation to text and content. We will gather data related to these three areas to monitor student progress - including STAR, F&P, AR, and anecdotal video/observational evidence. We will use this data to choose the highest leverage literacy foci for regular cycles of inquiry - those which we believe will yield the greatest growth for teacher practice and

thus student achievement. We will strive to understand exactly what teachers need to grow in identified practices, and strategically adjust support and learning opportunities for staff based on what we learn they need most.

At a logistical level, we will:

- Gather and analyze data to understand student and teacher need
- Provide teachers with key learnings and exemplars for the practices we prioritize (for example, lesson study/internalization, structured independent reading, etc.)
- Examine and develop our own leadership so we can best support and lead our teams
- Make strategic decisions about school-wide instruction, in service of our North Star
- Build systems and incentives to create a joyful literacy culture
- Share and develop best practices around partnering with families

Lead Team: March 7th, 2017

Outcomes	<ul style="list-style-type: none"> • Continue to build community and our sense of #oneteam. • PD plan for Friday • Share team updates & plan for Q4! 		
Roles	Facilitator - Lindzey, Timekeeper - Allie Notetaker - Elvira		
Time	What	Why	How/ Materials
3:50	Community Builder	Build a stronger sense of each other and ourselves as leaders.	<i>Share a highlight from the day</i>
4:00	Agenda, Outcomes & Norms	Ensure we are all rooted in a common purpose for how we will work together and what we will aim to accomplish	Review our agenda & outcomes Review norms and set an intention for today Ground ourselves in our vision and goals
4:05	Check-in Items	Ensure information is shared openly and with timeliness	Check in items: <ul style="list-style-type: none"> • Saturday School • Friday PD debrief • Thursday Rundown • Measure G1 <i>What is Measure G1? How could we increase our middle schoolers' access to Art, World Languages, or Music?</i> Opportunity for funding for middle school

			<p>How can we improve our current art program? What does Shannon need to make art better for middle schoolers? → send to PD (STEAM) and have her share with classroom teachers, improve materials available for middle school projects</p> <p>What are middle schoolers saying about art and elective options?</p> <p>Enjoy art, would like more access to technology</p> <p>-Other?</p>
4:20	EE Observations	Ensure information is shared openly and with timeliness	<p>Check in items:</p> <ul style="list-style-type: none"> • Friday PD - feedback and debrief • Thursday run-down • Saturday School • Emilio intro & expectation setting - How's it going? Supports? <p>-Other?</p>
4:40	Debrief EE Observations	Ensure we have shared and are collectively aware of how EE is supporting our scholars	<ul style="list-style-type: none"> • Split up and observe for 20 minutes • Gather data on how we see EE leading our scholars toward our goals • Strengths? Opportunities? • How did this process work?
4:55	Closing	Close with continuity	<ul style="list-style-type: none"> • Next steps review • Appreciations
<p>Notes</p> <p>Friday PD Debrief - more time for STAR, time to think about how we get from D1-2, create a plan for how we will communicate directly?, agreements about how we approach it when we have a problem with someone, introducing difficult conversations tools and strategies, avoiding gossip-fest, non-discussables, scenarios</p>			
<p>Next Steps</p> <ul style="list-style-type: none"> • EI check-in w/Chipotle re donations • EI search for 3-fold poster board for every class - Ordered on Amazon • LT make SS passport, check in with courtney and send assignments and agenda • LT emails sharon about candidate resumes • LT Town Hall Invite to staff • Destiny covers emilio this Friday (and first Friday of the month moving forward) 			

Instructional Lead Meeting Agenda 3.14

ERES Vision & Mission	2016-2017 Goals
<p style="text-align: center;"><u>Vision:</u></p> <p style="text-align: center;">All ERES graduates are critically literate and empowered, prepared for high school, and ready to leverage college and create a more just world.</p>	<p>In 3 years, all ERES scholars will be reading on grade level AND there will no longer be a gap in academic achievement between scholars who receive FRL and those who do not (as determined by SBAC). <i>Therefore this year we will focus on:</i></p> <ol style="list-style-type: none"> 1. Scholars developing a joyful reading identity by understanding themselves as a reader, actively working toward their literacy goals, and using texts, writing, and discourse to engage in and understand the world around them. 2. We will improve our school culture by developing both scholars' and educators' socio-emotional skills, in order to increase proactive problem-solving, attendance, and time in class, while decreasing disproportionate discipline outcomes by gender. 3. Deeply engaging our families as partners in pursuit of our collective vision
<p>OUR NORMS</p> <p><i>So that we can best serve our scholars, families, community, and each other, we strive to:</i></p> <ul style="list-style-type: none"> • Be prepared, present, and mindful of time • Be clear about next steps and follow through on them <ul style="list-style-type: none"> • Come back to data and ground our work in it <ul style="list-style-type: none"> • Use open and clear communication • Support one another while being direct - go to the source <ul style="list-style-type: none"> • Be solutions-oriented; listen and stay open in the face of challenge <i>and</i> opportunity • Remember that Lead Team is the first team (model confidence and commitment in our priorities) 	

Roles	Facilitator - Lindzey, Timekeeper - Allie Notetaker - Elvira		
Time	What	Why	How/ Materials
3:50	Community Builder	Build a stronger sense of each other and ourselves as leaders.	<i>During major times of change, what helps you stay grounded and focused on the opportunities?</i>

4:00	Agenda, Outcomes & Norms	Ensure we are all rooted in a common purpose for how we will work together and what we will aim to accomplish	Review our agenda & outcomes Review norms and set an intention for today Ground ourselves in our vision and goals
4:10	Lead Team Reflections	As we close this chapter of Lead Team, ensure we've taken time to reflect on our successes and challenges as a team and as individual leaders.	<p>Lead Team Reflection:</p> <ul style="list-style-type: none"> • What elements of our team charter have we fully lived up to? • What hopes do we have for the future of lead team? This year and next? <p>Jess: Would like to focus on partnering deeper with families as a whole school</p> <p>Callie: I would like to get better at my own leadership. I would like to observe coaching conversations. As a lead next year, I'd like to do a lot more observations. I would love to use coaching protocols in a powerful way.</p> <p>Courtney: Hope for 4th quarter→ stay committed to charter, vision and goals because so much happens at end of year. Big learning→ easy to get distracted at end of year.</p> <p>Lindzey: As a lead team, it's easy to talk about all the things we're going to accomplish this year, how to find balance between being responsive to people's needs while also focusing on our school priorities. Delicate balance.</p> <p>Elvira: I think we'll have an interesting opportunity to professionally develop my team. I'm happy to help them in their growth.</p> <p>Jess: Continuing to grow in my coaching abilities and do this with Miko and Sia. Ground this in COIs. Get a bird's eye view on how to support our team in Q4. Keep things feeling fresh...</p> <p>Individual Reflection:</p> <ul style="list-style-type: none"> • Where have I succeeded as a leader in leading toward our priorities this year? <p>Courtney: Our rollout for reading workshop was really successful this year. We started the rollout with thinking about our beliefs with educators and literacy education. Reading workshop is tool to get us there. In that way, I supported a</p>

			<p>more adaptive change rather than just pushing a curriculum on others</p> <p>Callie: A lot of us did home visits. That was a powerful piece...keep up for next year. Parents as partners! Will encourage my team to do this next year.</p> <p>Jess: Proud of being a mentor this year. There was a lot of new things I was trying to adapt to...</p> <p>Elvira: Creating a lot of unity amongst the team. STAR team members are new→ being solutions-oriented. Working in strong collaboration.</p> <ul style="list-style-type: none"> • Where have I stumbled? <p>Courtney: We did great job of setting our course at beginning of year. Had clear PD cycle. We had so much success at beginning of year. We moved to the next thing too quickly in middle of year...could spend more time as a staff to discuss what's working instructionally, culturally and what we can do better. EPACs did self assessment each quarter. I.e. did you meet your goals? Time to slow down is helpful</p> <ul style="list-style-type: none"> • What am I working on in Q4, and who do I hope to continue to grow into in the year ahead? <p>-Other? -Next Week Celebration</p>
4:40	Check-in Items	Ensure information is shared openly and with timeliness	<p>Check in items:</p> <ul style="list-style-type: none"> • Saturday School • Measure G1: <i>Review application and provide input to finalize</i> • STEAM PD • Materials • Increase in suspensions → bring on Maribeth as Student Support Manager for middle school positive culture • Friday Family Chat <p>Reminder: Parents need to vacate campus by 8:10 1st: Whole school meeting and send home communication 2nd: 1:1 meetings if necessary</p>

			<ul style="list-style-type: none"> April 10 PD - How can we best use our time? What feels most important? <p>Callie: Do something for 1hr to set up for Q4 and then we go to classrooms</p> <p>Elvira: Want to give a RP PD...touch base with Allie to give RP and Toolbox training</p> <p>Courtney: Would be a unique time to have whole staff here together so I think that 1-2 hours of culture, reminders of equity, RP etc. is imp...maybe short article over Spring Break grounding in a text could be cool</p> <p>-Lunch at Wilson from 11:30-12:30</p> <p>-Other?</p> <p>Callie: Saturday School for next year happen during a less busy time (interims, SLCs etc.)</p>
4:55	Closing	Close with continuity	<ul style="list-style-type: none"> Next steps & process review Appreciations
<p>Notes</p> <p>Friday PD Debrief - more time for STAR, time to think about how we get from D1-2, create a plan for how we will communicate directly?, agreements about how we approach it when we have a problem with someone, introducing difficult conversations tools and strategies, avoiding gossip-fest, non-discussables, scenarios</p>			
<p>Next Steps</p> <ul style="list-style-type: none"> • EI check-in w/Chipotle re donations • EI search for 3-fold poster board for every class - Ordered on Amazon • LT make SS passport, check in with courtney and send assignments and agenda • LT emails sharon about candidate resumes • LT Town Hall Invite to staff • CW will finalize G1 application • Destiny covers emilio this Friday (and first Friday of the month moving forward) 			



Supported by the [Yale Center for Emotional Intelligence](#)

RULER Overview

How RULER Becomes an Integral and Enduring Part of Your School or District

RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

[Phase 1 \(1 year\)* - The Anchors of Emotional Intelligence](#) This first phase grounds teachers, staff, students, and families in the Anchors of Emotional Intelligence. These fundamental RULER tools enhance individuals' ability to understand and regulate their own emotions and to consider and empathize with how others are feeling. The Anchors also foster the kind of healthy emotional climate essential to personal growth.

[Phase 2 \(1 year\)* - The Feeling Words Curriculum](#) The second phase enables teachers to integrate RULER into a wide range of subject areas, ensuring that emotional intelligence is woven into the content of every class and throughout each student's school day. The Feeling Words Curriculum that teachers learn to use is tailored to specific grade levels and aligned with the Common Core.

[Phase 3 \(ongoing\) – Lasting results](#) RULER creates a self-perpetuating program by training teachers and other staff to become RULER Trainers who then teach the rest of the school what they've learned. As teachers are trained, they in turn teach their students, and as new teachers arrive, RULER Trainers teach them. To ensure lasting success, RULER also supports RULER Trainers with ongoing feedback, advanced training, and an online community where participants from around the world compare notes, participate in webinars, watch videos, and stay up-to-date on the latest program enhancements. * *Budgetary and/or time constraints sometimes mean the process takes longer. Please [contact us](#) if you would like to discuss other options for bringing RULER to your school.*



Grace

Emotions matter

Yale *Center for Emotional Intelligence*

What if

emotional intelligence became a standard part of the school curriculum?





What would be different?

On more faces, we would see joy as students learn about and explore the world.

In more classrooms, we would find greater respect and stronger connections, resulting in more collaborative and engaged learning.

In more schools, we would discover children and adults working together to build trust and inspiring each other to achieve.

In more communities, we would see children becoming self-aware adults who lead compassionate and fulfilling lives.

Emotions matter for all of us and especially for children. How we feel affects our learning, the decisions we make, how we treat others, and our personal well-being.

We know this is possible.

At the Yale Center for Emotional Intelligence, we are making this vision a reality in hundreds of schools. RULER is our evidence-based approach that helps schools integrate emotional intelligence into their everyday practice.

Together, we can help all children better recognize, understand, label, express, and regulate their emotions.



EMOTIONS MATTER FOR *Classroom Performance*

Our research shows that students with higher emotional intelligence are better prepared to manage their emotional lives so that they can focus, learn, and do their best in school.



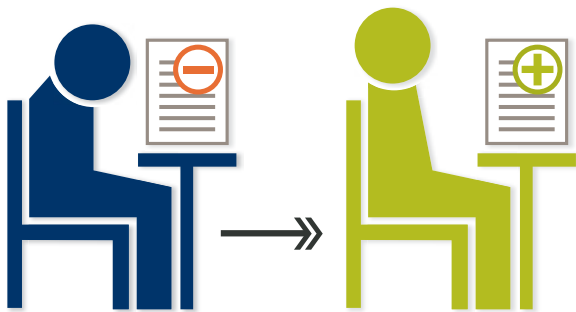
In a nearby middle school, an 8th-grade math class begins. It's the first class of the day and students are busy trying to solve an equation – all except Patrick.

Patrick is distracted and failing the class. His teacher can see he's having difficulty, but she's asked him so many times to pay attention that she's becoming frustrated.

How might developing emotional intelligence help Patrick and his teacher?

Patrick would recognize the source of his distractions: under the pressure of helping his single mother prepare his four younger siblings for the day, he shuts down when he arrives at school. His teacher, more inclined to ask about his feelings, would discover that Patrick's lack of focus is rooted in stress, not boredom. Together, they would devise a plan to help him manage his stress so that he can focus in class.

RULER leads to IMPROVED ACADEMIC PERFORMANCE



Students in RULER classrooms perform better academically compared to those in classrooms not using RULER.

the MOOD METER

the
TOOL

How are you feeling?

Emotional awareness enables students to get the most out of their learning experiences. This awareness, though, is not intuitive and the skill is rarely taught in school. Moreover, instability in homes and poverty in communities can exacerbate the difficulties of coming to school emotionally prepared to learn. The Mood Meter is a simple and effective RULER tool for helping students to recognize and communicate their feelings.



EMOTIONS MATTER FOR *Conflict Resolution*

In emotionally intelligent schools, children learn to manage the feelings of anger, disappointment, or shame that might otherwise push them to hurt one another. They learn how to be more empathic and build positive relationships. Our research shows these skills can strengthen the emotional climate of classrooms and reduce the incidence and severity of conflicts.

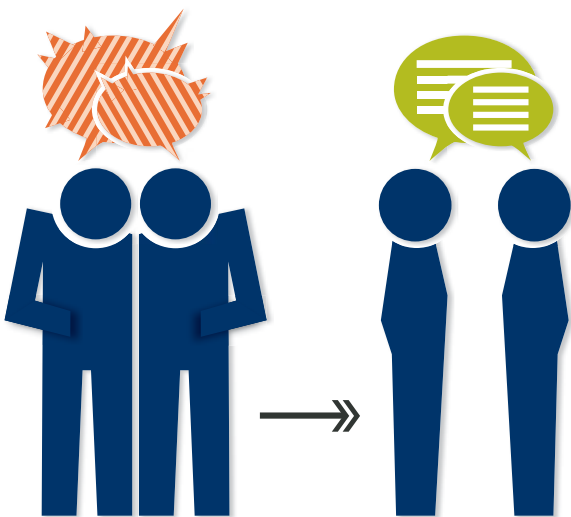


It's recess at a local middle school, and a basketball game is underway. A hard foul leads to a shove. Suddenly, two boys, Sam and Kevin, square off and are ready to fight. A teacher intervenes and sends the boys to the principal's office.

What if emotional intelligence was part of this school's curriculum?

It would come to light that this confrontation came from a previous misunderstanding. Kevin once made a comment at Sam's expense that Sam felt went too far. More skilled at communicating his feelings, Sam would explain how Kevin's teasing had affected him. Upon hearing Sam and respecting his feelings, it's easy to imagine Kevin apologizing. While the two might continue to exchange jabs on and off the court, conflicts would not escalate.

RULER leads to REDUCED AGGRESSION



Classrooms using RULER have less aggression among students compared to those not using RULER.

the
TOOL

the BLUEPRINT

How can seeing the world from another's perspective change the course of a relationship?

Take bullying. Too often, victimizing another person originates in the perpetrator's own frustrations and insecurities, and a lack of knowledge of healthy strategies for solving problems and managing feelings. We created the Blueprint to encourage perspective-taking and empathy, so that students invest more fully in the health and well-being of their classmates and themselves.



EMOTIONS MATTER FOR *Health & Success*

The stress students and educators feel is reaching epidemic levels. While many pressures can't be eliminated—budgets are tight and expectations for high academic achievement are well-founded—schools can do more to create emotionally intelligent learning and working environments.

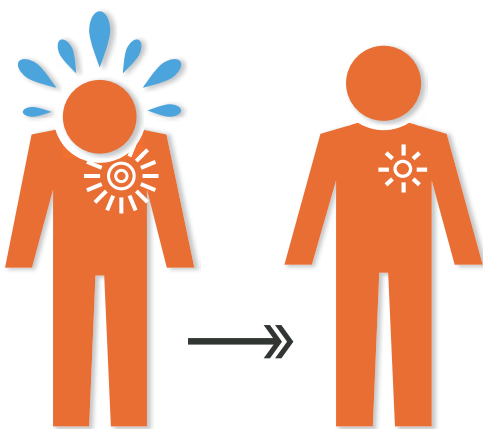


Budget cuts are on the agenda for a meeting between a high school's head English teacher, Sheila Jackson, and the principal. The cuts threaten to increase class sizes and eliminate the field trips that Ms. Jackson has used to great effect as capstone experiences for students. She's made no secret of her frustrations. Because the last meeting with the principal ended badly, Ms. Jackson is anxious the next will be worse.

How might emotional intelligence training help Ms. Jackson and the principal work together?

Knowing how her anger may prevent her from being the strong leader her colleagues need, Ms. Jackson would take a moment, pause, and then consider: How might she enlist the principal as an ally in her mission? Focused on making the most of this difficult situation, Ms. Jackson and the principal might look for creative ways to restore at least some of the funding for the experiences her students have found so rewarding.

RULER leads to
REDUCED ANXIETY



Students in RULER classrooms have less anxiety compared to those in classrooms not using RULER.

the
TOOL

the META MOMENT

How can you be your best self in tough situations?

Quick, thoughtless reactions to emotional triggers can complicate getting the best outcomes for students and teachers, both in and out of the classroom. The Meta-Moment process is designed to help children and adults gain emotional self-control and take effective action in difficult moments. By pausing to observe and manage their own reactions, they are better able to respond effectively to challenges and be their best selves.



EMOTIONS MATTER FOR *All of Us*

At the Yale Center for Emotional Intelligence, we know that emotionally intelligent learning environments are foundational to helping children and adults lead productive, healthy, and fulfilling lives.

The evidence is compelling. Rigorous research has shown that RULER raises academic achievement and contributes to more supportive, productive, and compassionate classrooms. That research is guiding the development of innovative new programming tailored to a wider range of children and educators, and it is identifying new ways to investigate and unlock the power of emotional intelligence.



Our work won't be finished until emotional intelligence is incorporated into the curriculum of every school, and until every child has the skills needed to lead a productive, healthy, and fulfilling life.

To find out more about bringing RULER to your school or to support our mission, visit www.ei.yale.edu.

“RULER fits so well into the curriculum. With it, we've given students higher-level vocabulary to talk about the characters that they're reading about.”

– 2ND GRADE TEACHER

“RULER gives us the skills we need to succeed beyond high school.”

– 11TH GRADE STUDENT

“RULER is a way for children to express their feelings without fear of being laughed at... you notice that other people have the same feelings as you... you see what other people have in common with you.”

– 5TH GRADE STUDENT

“To see students using words and communicating effectively in adversarial situations where they once used physical aggression and verbal abuse confirms that RULER has had a profound effect on children's ability to self-regulate.”

– SUPERINTENDENT



*“Educating the mind without educating the heart
is no education at all.”*

– ARISTOTLE

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 **RULER**

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Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement