

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1300
Introduction Date: 6/27/18
Enactment No.: 18-1106
Enactment Date: 6/27/18
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To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Greenleaf Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Greenleaf Elementary School.

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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2018-2019 Single Plan for Student Achievement (SPSA)

School: Greenleaf Elementary School
CDS Code: 1612590115618
Principal: Romy Trigg-Smith
Date of this revision: 4/20/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Romy Trigg-Smith	Position: Principal
Address: 6328 East 17th Street Oakland, CA 94621	Telephone: 510-636-1400 Email: romy.trigg-smith@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Greenleaf Elementary School

Site Number: 112

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: April 26th, 2018

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> <i>Phone calls</i> Other (notices, media announcements, etc.) |
|--|---|---|

Signatures:

<u>Romy Trigg-Smith</u> Romy Trigg-Smith, School Principal	<u>[Romy Trigg Smith]</u> Signature	<u>4/26/18</u> Date
<u>Araceli Terrazas</u> Print name of SSC Chairperson	<u>A.T.A.</u> Signature	<u>4/26/18</u> Date
<u>Monica Thomas</u> Monica Thomas, Network Superintendent	<u>Monica Thomas</u> Signature	<u>5.24.18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>4/1/18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Greenleaf Elementary School

Site Number: 112

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
January Mtg. (2/1/2018)	SSC & SELLS combined	Needs assessment, Review of SPF and data to inform the the priorities for next school year, Parents, teachers and community identified the areas of growth from the data
February (2/6/2018)	ILT	Review Measure G1 rubric assessments, current budgeted program, needs
February (2/9/2018)	Parent Leader Mtg	Review Measure G1 rubric assessments and brainstormed new ideas
February (2/1/2018)	Middle School	Review Measure G1 priorities and brainstormed ideas
February (2/27/2018)	SSC & SELLS combined	Shared SPSA priorities and funding aligned to priorities, used information to discuss Title 1 Funds and approved the use of funds towards Literacy Coach and Interventionist
February (2/28/2018)	Dual Language Committee	Reviewed SPSA: ELL Crosswalk from a Dual Language and ELL needs lense
February (2/22/2018)	Dual Language Committee	Reviewed SPSA with ELLMA feedback: Needs Assessment and Priorities & Practices from a Dual Language and ELL needs lense
February (2/13/2018)	Dual Language Committee meeting with ELLMA	Reviewed SPSA comparing it with Greenleaf Transformation Plan from previous year
February (2/07/2018)	Dual Language Committee	Introduced SPSA and Greenlaf Transformation Plan from previous year to Dual Language Committee

2018-2019 Final Budget

Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$127,400.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$472,830.01	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$100,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$805,748.70	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$148,088.72	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$3,642.12	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$151,730.84	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Greenleaf Elementary School

School ID: 112

School Description

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. This year we have also started the Dual Language Program starting in Kinder, and it will grow one grade level a year.

Our z-score has jumped from 5 to a 6 in 16-17, 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 have observed the upcoming trends and needs in education that support our case on becoming a dual language school:

- Observing college and career readiness of students in a biliterate high school
- SEL needs
- Transition from functional bilingual to successful Dual Language
- Successful Dual Language School observations

School Mission and Vision

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:

1. Implement Standards Aligned Curriculum: with assessments aligned to our Cycles of Inquiry and UbD units in both languages.
2. Integrate technology: to develop a blended learning curriculum
3. Build Teacher Leadership: Recruit, train and retain effective Dual Language teachers
4. 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.
5. 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.
6. Culture: foster cultural competence and multicultural awareness, using restorative justice to ensure we are equitably building and maintaining our community.

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:

1. 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.
2. Inquiry: instilling a lifelong curiosity for language acquisition and cultural exchange.
3. 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.
4. Integrity: Understanding our values, principles, and beliefs through the study of not only our own linguistic and cultural heritage, but also that of others.

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.

Family & Student Engagement

We have organized a system to encourage our teachers to have home visits with the families of the students in their classes. We have also coordinated multicultural celebrations to highlight the diversity of our community and parent workshops to inform our families about academic updates and resources.

We have Parent Leaders have been supporting us with the outreach, calling families, and working at events. We have also used robocall and introduced Talking Points to staff and families as an additional communication tool. We a parent representative per class as a liaison between teachers and all the families in the classroom. This person coordinates phone calls and regular check ins with parents and teachers to increase parent participation and parent diversity in parent workshops and school events.

We have visited many preschools in the area, and organized several school visits to promote enrollment in our school and having members of our community aware of the changes that are coming as we transition into a Dual Language Program. We created enrollment stations for families to come to the school and support them with enrollment. We are also including School Orientation Visits starting in April.

We have also reinforced and systematized the SSC and Parent Leader Meeting structure, having public meetings for both of these events. We have also reinforced the African American Community Meeting structure.

We made climate, culture and behavior a priority at our school, and we added a Restorative Justice Coordinator to our staff.

We also added a Culture Coach to our staff to support teachers building out their professional practice to support classroom culture. Our Assistant Principal is also coaching teachers and students on Mindfulness.

We have reinforced PBIS in our school, including the Principles of Being (Be Respectful, Be a Team Player, Be Responsible, Be Safe) to complement our Principles of Learning. Our systems include positive reinforcement through BeLeaf Tickets, clear expectations messaged through matrices posted in classrooms and throughout the school, and awards related to the Principles of Being. However, our observations and PBIS fidelity evaluations show that our current incorporation of PBIS strategies is variable and inconsistent.

To pursue greater integrity of our PBIS strategies we have included two cycles to practice PBIS in different areas of the school.

We have adapted 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.

We have also made a shift to incorporate restorative justice practices to support our students navigating conflicts and reflecting on harm caused to our community and each other. We have a full time Restorative Justice coordinator who has trained teachers to hold community circles for proactive and responsive support.

We intend to further build out our current Advisory system in the middle school to develop additional student leadership opportunities. One initiative that we will look to build out over the next three years is student leader mentoring program. For that purpose we will continue to build our students' understanding of our Principles and SEL competencies by creating a bank of SEL resources that includes SEL lessons, activities, strategies, tools, etc. while determining if we want to invest in additional training on our SEL curriculum, Caring School Communities, or adopt a different one (Toolbox or Second Step). More specifically we will work to build out a structure for them to support our younger students as peer mediators, for example, creating a list of skills to be covered in advisory throughout the year that include POL & POB, RJ Circles, Plan B conversations (and other PBIS strategies). This way, we will continue to have older students internalize the Principles by using them to teach younger students.

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.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>Increase SRI in MS by 9% to 39%</p> <p>Increase SRI in Elementary by 11% to 33%</p> <p>Increased ELA SBAC in Middle School by 7% to 49% at/above</p> <p>Increased ELA SBAC in Elementary by 6% to 25%</p> <p>High Status and Growth for middle school SBAC ELA in 16-17 (42% at or above grade level in 2015-16, an 18 percentage point increase from 2014-15)</p> <p>44 students reclassified by January 2018, 7 more than 2016-2017, with one more reclassification opportunity in February.</p> <p>36% of students at benchmark in February for trimester 2 in Kinder Dual Language, as measured by the school created adapted benchmarks for 90%-10% models. One more month to increase the % of students being at benchmark for trimesters 2 and 3.</p> <p>*PD focused on developing small group instructional skills *Coaches modeling small group instructional strategies *Academic conferences focused on establishing focal students and root causes to create small group instructional plans *Beginning to transfer small group practices to other domains beyond Guided Reading such as Guided Writing, Guided Math, Strategy Groups, Small groups focused on complex text</p>	<p>STILL incredibly low proficiency rates despite growth in SRI (33% for 3-5 and 39% for 6-8), low 3-5 ELA SBAC proficiency rate of 25%</p> <p>Passing on students from the early years (K-2) who are not proficient readers or close to grade-level in their reading abilities</p> <p>64% of students need to accelerate their progress in order to be at benchmark in March for trimester 2 in Kinder Dual Language, as measured by the school created adapted benchmarks for 90%-10% models (as only 36% of students are at benchmark) . The documents and benchmarks provided by the district are for 50%-50% models, and just for the end of the year. Ths school site has had to create a document taking into consideration the needs of a 90%-10% model and break the goals down by trimester.</p> <p>*Teachers trained in a variety of ways (new teachers have a lot of scripted curriculums which mean they haven't developed the craft of planning to inform strong instruction) *Haven't yet developed an aligned vision for Designated ELD nor a strong toolkit for integrated ELD strategies *Shift to the common core is still in process and teachers still upacking standards, what they mean and how they will be assessed *Still have a lot of revision to go as grade-levels are in very different places in terms of their understanding of the common core and SBAC</p>	<p>*Lack of strong Dual Language models presented by district leadership to follow and mimic in terms of curriculum and structural decisions</p> <p>*Understanding new Language Test: ELPAC and reclassification. Understanding the specific needs of second language learners and how to differentiate in two different languages, as well as transferability between both languages for our new Dual Language Program</p> <p>Being the first year in the Dual Language Program with a Balanced Literacy 90%-10% Program, not having a clear reference that mimics our unique situation in the district. Having the need to create a breakdown by trimester to make sure that we are on track to accomplish the end of the year goal</p> <p>*Building out the time for small group intervention in domains outside of guided reading based on F&P for K-5</p> <p>*Academic Conferences and data analysis focused too much on F&P, SRI for focal students and small group intervention/differentiation rather than using standards-based analysis</p> <p>*Shift from a teacher created curriculum adapted each year to a more stable curriculum in order to reinforce the continuity of the dual language program. Need to understand differences and commonalities between two languages. Need time to understand and adapt the new curriculum.</p>

LANGUAGE & LITERACY
(continued)

*Held a teacher and parent reclassification workshop so that both groups understood process *Small ELD pull out groups created for the first time *several PDs conducted about ELD, included teacher oriented PD/workshop on unpacking ELD strategies.

Pilot ELD/SLD instruction and strategies PDs to incorporate the needs of the new Dual Language Program. As we transition to a Dual Language curriculum, we have finalized our Language Allocation Plan paired with the progression of content throughout the grade levels. We have adapted curriculum, pulling from the Teachers College as well as Adelante, to meet the Dual Language needs, using already developed materials such as Adelante to support the language program. We have refined our assessment calendar and review benchmarks, so teachers have more clear expectations to make sure that students are progressing at the appropriate rate to reach proficiency in both languages.

*Structures in place at Greenleaf for Data Analysis and clear cycles of instruction that culminate in times for Grade-levels and teachers to reflect on their data *Academic Conferences and Data Analysis sessions allow for teacher to dig deep into their data with thought-partners *Cycles of Inquiry allow teachers agency of what data points they focus on and how they improve these *Goals are shared with students

*Teachers trained in a variety of ways and not all have received training for small group differentiation practices *MS schedules and structures mean small groups more difficult to pull during actual blocks *Fewer Citizen Schools fellows means that study hall is no longer as great a moment to pull small groups *Experimentation with small groups focused on other domains as we haven't accessed strong models *Need to find strong models for teachers to observe and borrow practices

***Teachers still relying on F&P and SRI to construct small group interventions instead of focusing the small group intervention and differentiation based on standards' mastery and standards-based data**

*Current lack of knowledge around new reclassification Language Test: ELPAC

*Dual Language curriculum sometimes not contemplated in district adopted curriculum

*Testing in two languages because of increased demand and need to adapt benchmarks to a 90%-10% model when most Dual Language schools in the district are 50% -50%. Need of supplemental curriculum in Spanish, such as books for read alouds, shared reading, or for teaching science content.

*Site struggles with SRI growth and status according to most SPF results; *Teacher turnover and newer teaching staff means less experience with analyzing data and knowing how to differentiate *Mis-Identification of Root Causes or lack of knowledge on how to determine these *SBAC and Common Core still a recent shift so teachers are still learning nuances and we are still defining alignment around instructional norms *Illuminate has been incorporated into usage, but we still have a few teachers each year that need more training *Data inconsistently shared with students *Goals returned to based on teacher investment in and systems for returning to these

*Teachers haven't been provided models for analytical thinking around item analysis, running records, and formative assessments *Instruction has lacked a focus on using Complex Text for small group intervention *SRI is considered an "abstract measure" that doesn't provide teacher-friendly information according to some teachers (so mindset against SRI for 2-5) *Time to build new skills and analyze all data deeply enough to recognize the needs in differentiation plans *Time to "play" with illuminate and become comfortable *Technology barrier *Time to unpack standards collaboratively is outweighed by relying on older plans

*Teacher turnover and teacher skill and will to develop, Credential requirements for new to teaching teachers

*K-2nd grade teachers having extensive knowledge base with regards to the fundamentals for reading instruction and the pedagogy to support basic reading skills

<p style="text-align: center;">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>Increased ELA SBAC in Middle School by 7% to 49% at/above</p> <p>Increased Math SBAC in Middle School by 16% at/above to 36%</p> <p>Increase SRI in MS by 9% to 39%</p> <p>*Started concerted effort to revamp Unit Planing efforts through explicit UbD professional development in 16-17</p> <p>*Teachers worked to revise summative and interim assessments to align to common core and SBAC (in 16-17 and 17-18)</p> <p>*PD was conducted on content language objectives, the importance for thinking in such a way and creating these</p> <p>*ILT members have focused on the instructional core and analyzed task together</p> <p>*CLT has conducted walk-throughs focused on the instructional core</p> <p>*We've maintained structures to support standards unpacking, collaboration around curriculum design and revision of summatives (e.g. PLCs for grade-levels and departments, coach support, retreat planning days, coverage from stip subs for planning, and extended contract for planning)</p>	<p>Low 3-5 ELA SBAC proficiency rate of 25%</p> <p>Low 3-5 Math SBAC proficiency rate of 24% (despite 4% growth)</p> <p>Low 6-8 Math SBAC proficiency rate of 36% (despite growth)</p> <p>Low proficiencies for ELL subgroup on SPF</p> <p>*Teachers trained in a variety of ways (new teachers have a lot of scripted curriculums which mean they haven't developed the craft of planning to inform strong instruction) *Shift to the common core is still in process and teachers still unpacking standards, what they mean and how they will be assessed *Still have a lot of revision to go as grade-levels are in very different places in terms of their understanding of the common core and SBAC</p> <p>*Strong unit plans and summative assessments are JUST THE FOUNDATION for strong instruction and now we need these to translate into stronger LESSON PLANS, TASK CREATION, and FORMATIVE ASSESSMENT</p> <p>*Tension in alignment of school assessment calendar and scope and sequence and district assessment windows</p>	<p>*Ubd Unit planning requires more time and deep thinking *Inconsistencies with teacher training around planning *Need for skill building to develop a common language and understanding around planning, standards and SBAC structure and format *More challenging and time consuming to revise materials rather than rely on district provided planning</p> <p>*Haven't built out the time for small group intervention in domains outside of guided reading based on F&P for K-5</p> <p>*Our academice Conferences and data analysis focused too much on F&P, SRI for focal students and small group intervention/differentiation rather than using standards-based analysis</p> <p>*Focus has been on unpacking standards, creating unit plans, and mapping, but now we need to shift from the MACRO to the MICRO planning and focus on the HOW</p>
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<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;">(CULTURE & CLIMATE)</p>	<p>Increase in SPF Culture Climate Survey results for middle school students from 2014-15 to 2015-16 of 12 percentage points and further increase in 2016-2017 of 7%</p> <p>Decrease MS suspensions by 1.5% points to earn highest tier in SPF</p> <p>Earned highest tier for High School Readiness for MS on SPF</p> <p>In ELEMENTARY an increase by 52% to a rate of 94% on the student Culture/Climate survey for CHKS</p> <p>Staff reports on CHKS culture/Climate survey increased by 5%</p> <p>*This year (17-18), we have maintained a common SEL thread through staff meetings and used that space to create loops back to SEL standards and COIs around SEL; we have built out a new Behavioral COST structure to devote a separate meeting for developing Behavior Plans and student support plans; we have engaged parents in designing and planning for two parent workshops; we added an Academic Mentor to our staff to support Middle School culture through the G1 grant and she has been able to support RJ practices, hold friendship group/social skills group, manage MS internships, and facilitate peer mentoring</p> <p>In both 16-17 and 17-18, a greater push for parent/family engagement through home visits conducted during the first couple of weeks; held Multicultural events during our flex weeks</p> <p>*Introduce Principles of Being in 16-17 and new methods for reinforcing positive behaviors through BeLeaf tickets</p>	<p>INCREASE in chronic absence for MS students to 10.7%</p> <p>INCREASE in chronic absence for Elementary students to above 8%</p> <p>Massive discrepancy in Elementary (94%) and MS Student (58%) reports on Culture & Climate survey on CHKS reflects a recurring theme in needing to develop our MS culture and focus on innovating practices</p> <p>*Lack of commitment to ONE SEL curriculum so trachers are asked to be more critical and pull from various sources</p> <p>*Cap on PD time means that only a portion of it is spent on SEL needs, researching/identifying curricular resources or strategies and norming on pre-referral interventions</p> <p>*Calibrating and norming on Strong Tier I practices to be proactive rather than reactive with behavioral needs</p> <p>*New/Newer teachers have less experience with classroom management yet have very high needs students</p> <p>*Recruiting veteran teachers</p> <p>*Several high needs students (approx. 2% of student population, ~12 students) who require a lot of attention and support on a daily basis, close monitoring of behavior plans and stronger adult relationships which puts a LARGE burden on a few individuals and challenges capacity</p> <p>High staff turnover (retention rate of 57.6% for teachers from 2015-16 to 2016-17). High number of new to teaching teachers not fully credentialed</p> <p>Hard to find veteran bilingual educators for Dual Language program without relying visiting teacher program</p>	<p>*Community has not had a conversation about the pros and cons of adopting a coherent SEL curriculum that everyone commits to incorporating</p> <p>*Community needs to further unpack and develop skills with Caring Schools Community curriculum if that is the chosen curriculum</p> <p>*More time needs to be spent on analyzing and developing SEL lessons *More time to develop strategic behavior support plans with the specialists and experts on campus</p> <p>*Skill development in teachers for strong Tier I behavioral strategies that support strong classroom community *Teacher support for high need students that gives them ownership and agency over the plan but builds ability to execute *Need to deeply invest students in the community and idea that all adults want them to succeed even while providing certain expectations</p> <p>*Need to provide additional student leadership opportunities for MS students to build investment *Need to provide additional enrichment and extra-curricular activities for MS students to all have a preferred activity that they can engage in</p> <p>*Predictable pattern in struggle to provide counseling services to the students identifying as needing them the most</p> <p>*Working with high-needs students from traumatic background adds stress to teachers work and we believe the opportunity to participate in mindful mentoring sessions allows them to learn strategies to deal with this stress.</p> <p>*Dual Language Program: Communicating SEL needs in a second language and levels of frustration when students are not able to communicate in a second language</p>
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<p style="text-align: center;"> CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE) <i>(continued)</i> </p>	<p>*Created new opportunities for student leadership and connection through Advisory and Advisory Leadership Council in 16-17 and through Mixed Grade-level Advisories, Clubs, and Internships in 17-18</p> <p>*In 16-17 Revamped and reimagined previous assembly structure to reinvest students; Held Student led election of school mascot and move towards rebranding; Engaged together around developing behavioral support plans through COST and several different adults willing to contribute and support *Restorative Justice coordinator has strong relationships with high needs students</p> <p>In 2016-17, we made a grant to bring on an organization, the Teaching Well, to further support staff well-being, and the Teaching Well continues to give PD and provide mentoring to our teachers</p> <p>We have increased the number of coaches to provide more support for our teachers, allowing more opportunities to observe, debrief and receive more resources. We have also increased our intervention staff who support students who need extra intervention, making sure that there is attention to their different language needs. In Language, we have provided more resources and training for teachers to teach ELD and increase Reclassification rates.</p>		<p>*Exhausting conditions on getting a credential on top of everyday teaching. Lack of a systematic information on credential requirements and credential process. Adding the requirement of an additional bilingual credential for the instruction in Spanish in Dual Language</p>
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<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>We already have 44 students reclassified by January 2018, 7 more than 2016-2017, with one more reclassification opportunity in February.</p> <p>We have a 0.2 teacher doing English 3D for Long Term English Learners, two reading intervention teachers including ELD intervention for ELLs</p> <p>36% of students at benchmark in February for trimester 2 in Kinder Dual Language, as measured by the school created adapted benchmarks for 90%-10% models. One more month to increase the % of students being at benchmark for trimesters 2 and 3.</p> <p>The Kinder Dual Language team has met regularly to adapt the needs of the new program, adapting different curriculums to the specific needs of the student language population and the dual language program, from long term planning and scope and sequence to deep dive into specific cycle planning in all subjects and areas of need. The team also meets weekly to analyze regularly data in specific subject and areas to make sure that students are making progress towards their goals, and strategically adapting instruction based on this data.</p> <p>The Dual Language Design Team meets weekly to analyze the progress of the new Dual Language Program and continue to develop the vision for the incoming years. This team meets weekly to deep dive into current and future implications of the Dual Language Program, with areas of focus such as: how to ensure diversity in enrollment, provide accurate information about the dual language program, staff and community engagement, curriculum and SEL needed, additional resources needed</p> <p>The school site has developed a strong teacher and staff support to encourage long term commitment to the school and community: teaching well, additional coaching support, additional SEL support, credential and professional development</p>	<p>Only 9% of 3-5th grade ELL subgroup proficient on SBAC (and this is a 6% increase from 15-16)</p> <p>Only 13% of the 3-5th grade ELL subgroup at/above on SRI</p> <p>Only 6% of 6-8th graders in ELL subgroup at/above on SRI</p> <p>Limited knowledge around new reclassification Language Test: ELPAC and conditions and resources needed for administering this test</p> <p>Capacity from reading intervention teachers to also focus on Language intervention</p> <p>64% of students need to accelerate their progress in order to be at benchmark in March for trimester 2 in Kinder Dual Language, as measured by the school created adapted benchmarks for 90%-10% models. Greenleaf is the only Balanced Literacy 90%-10% school in Oakland Unified School District. The documents and benchmarks provided by the district are for 50%-50% models, and just for the end of the year. This school site has had to create a document taking into consideration the needs of a 90%-10% model and break the goals down by trimester.</p> <p>Finding resources for second language learners: materials, professional development, time for teachers to receive the professional development. This also means that some materials need to be provided in two different languages, and some materials need to be built as be create additional Dual Language classes from English Only classes.</p>	<p>We lack a strong understanding of ELL needs, ELD strategies and how to use these during Designated ELD lessons and Integrated ELD</p> <p>Need more understanding of ELD standards and the CA ELD framework to support instruction and planning</p> <p>Need more understanding new Language Test: ELPAC and reclassification.</p> <p>Need more understanding the specific needs of second language learners and how to differentiate in two different languages, as well as transferability between both languages for our new Dual Language Program</p> <p>Being the first year in the Dual Language Program with a Balanced Literacy 90%-10% Program, not having a clear reference that mimics our unique situation in the district. Having the need to create a breakdown by trimester to make sure that we are on track to accomplish the end of the year goal</p> <p>Students can develop an additional layer of stress to their SEL needs if they are not able to communicate their needs</p>
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<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT) (continued)</p>		<p>Finding resources to support the SEL development for students that are in an environment where they might have language barriers to communicate their needs</p> <p>As the Dual Language Program grows, more resources are going to be needed to provide materials, professional development and coaching support to the incoming grades becoming Dual Language.</p> <p>The Dual Language Design Team is a key for analyzing the broader and longer term needs and implications of the Dual Language Program. We need to have this Dual Language Design Team in the following year as the program grows into more grade levels</p> <p>We are also going to need more Spanish dominant teachers and English dominant teachers with specific knowledge about how to teach a second language, and how to adapt curriculum to teach in two languages. Teachers are going to need Professional development, coaching and credential support, as well as system to allow them to take care of themselves to stay long term in our community</p>	
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Greenleaf Elementary School

School ID: 112

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Rigorous Academics Achieved through Small Group interventions, scaffolding and differentiation based on strong STANDARDS-BASED DDI to support Reading and Language development	By 2021, 67% of students 3-8 score proficient on ELA SBAC. By 2021, 80% of our 8th graders score proficient on ELA SBAC and at/above on SRI. By 2021, 100% of our 8th graders are reclassified.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	25.0%	35.0%	45.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	F&P Foundations for K-1 in Spanish to ensure moving additional students on to grade-levels with a strong foundation in literacy. F&P for K-2 to ensure moving additional students on to grade-levels with a strong foundation in literacy. F&P in English for the English Only students in Kinder. F&P in English starting in 1st grade. SRI - Growth by 10% of students at/above reading proficiency from 17-18 to 18-19 school year. Growth of % of students mastering Core Phonics Inventory through CORE Multiple Measures and % of students improving on SIPPS mastery tests Reading Information, Reading Literary, ELA Performance Task IABs Reading Summatives on Illuminate for 3-5 Writing On-Demands, and Text-Based Writing Assessments (SBAC Interims and HWTs for Middle School)				
Theory of Action for Language & Literacy Priority:	If we continue a focus on strong data analysis practices, but really SHIFT TO FOCUS ON STANDARDS in this analysis, we will identify the root causes for students struggling, we will develop differentiation, scaffolds, and small group intervention plans that support the academic achievement of our subgroups. In K-1 (as students move through our Dual Language program), if we take into consideration students' language needs while analyzing data for our different language populations in order to differentiate and scaffold for language needs, students will have the supports needed for language and literacy acquisition that will support a foundation for ELA SBAC growth in the future.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.	<p>Build out a revised assessment plan for Kinder to take into consideration different learner profiles (English Only, Spanish Only, Bilingual)</p> <p>Use data in both languages to support targeted intervention from Bilingual Literacy specialist</p> <p>Consider language acquisition Speaking/Listening assessment to support analyzing language development as well as literacy development</p>	<p>Increased F&P proficiencies for Kinders-1st grades</p> <p>Increased foundational scores in Kinder/1st based on refined grouping practices</p>
1-2	Use technology and blended learning to support differentiation	<p>Analyze the needs of different subgroups and use blended learning platforms (Khan Academy, Prodigy, iReady, Magna High) to differentiate and build foundational skills</p> <p>Support teacher training to develop expertise with using blended learning platforms</p> <p>Increase number of chromebooks on campus to move towards 1:1 ratio</p> <p>Analyze data from blended learning platforms to inform small group instruction needs</p> <p>Use blended learning platforms to specifically meet the needs of students with disabilities</p>	More targeted and differentiated ways of structuring "small group support" by the use of blended learning spaces and technology
1-3	Strengthen Small group differentiation IN CLASS through skill building in teachers	<p>Focused PD on developing Guided Reading, SIPPS instruction, small group ELD intervention using English 3D, etc.</p> <p>Follow up observation and feedback on the implementation of small group instructional strategies</p> <p>Provide teachers release time using Stip Subs to meet with Coaches to develop practices and conduct peer observations</p>	<p>Increased proficiency/growth rates in F&P</p> <p>Stronger early literacy, foundational skill development in K-2.</p> <p>Increase in SBAC proficiency rates.</p>

1-4	Create ELD intervention pull out plan for 3-8th graders by analyzing ELPAC data and other ELD progress monitoring tools (ADEPT, observation, etc.)	<p>ELD intervention teacher with enough time in schedule to support this focus</p> <p>Support from Dual Language/Curriculum coordinator and literacy coach in analyzing data to define groups</p> <p>Observation/feedback from coaches</p>	<p>We will see ELLs reclassifying at greater rates and accessing more of the Tier I curriculum.</p> <p>We will have more ELLs scoring proficient on ELA SBAC and scoring at/above on SRI.</p>
1-5	Teachers analyze KEY data points for progress monitoring growth in language and literacy (SRI, F&P, Reading Summatives, Writing rubric scores, ADEPT, etc.) to support Data Driven Instruction	<p>Leaders support exporting relevant data, setting up literacy trackers, creating data displays for analysis</p> <p>Leaders craft strong reflection tools and support the reflecting analysis during 1:1 or Grade-level/Department meetings</p> <p>Stip Subs provide coverage for Data Conferences</p>	<p>Increased proficiency/growth rates in F&P</p> <p>Increased proficiency/growth rates in SRI</p> <p>Stronger early literacy, foundational skill development in K-2.</p> <p>Increase in SBAC proficiency rates.</p>
1-6	Implement strong data analysis practices, with a STRONGER FOCUS ON STANDARDS, to develop differentiation and small group intervention plans that support the academic achievement of our subgroups.	<p>Continue use of Academic Conferences (1:1 Data analysis conferences) to support the analysis of data BUT FOCUS ON STANDARDS MORE</p> <p>Use root cause analysis to identify the needs of struggling students</p> <p>Use an equity lens while analyzing data to determine inequitable trends and commit strategies to address these"</p>	<p>Increased proficiency/growth rates in F&P</p> <p>Increased proficiency/growth rates in SRI</p> <p>Stronger early literacy, foundational skill development in K-2.</p> <p>Increase in SBAC proficiency rates.</p>
1-7	Align after school priorities with literacy growth	<p>Support ASP developing staff capacity to support literacy achievement through blended learning or small group literacy skill building to support all students, including low-performing students and gifted and talented (GATE) students</p> <p>Share resources to support shared literacy goals (e.g. computers, blended learning platforms)</p>	Targeted literacy instruction happening in ASP

1-8	Implement stronger EARLY LITERACY FOUNDATIONAL SKILL instructional strategies (systematic phonics, vocabulary instruction, phonemic awareness instruction, fluency, comprehension)	<p>Leverage our EECTL to build strong foundational literacy skills in early grades to propel student achievement</p> <p>Differentiate PD for TK/K/1st grade teachers to support their understanding of instructional norms to develop early literacy (Phonemic Awareness strategies, Accuracy/Decoding strategies)</p> <p>Align and develop a coherent phonics program with common TPR for sound/spelling patterns and consistent use of visuals</p> <p>Support strong progress monitoring of students' literacy and language skills</p>	<p>Increased proficiency/growth rates in F&P</p> <p>Stronger early literacy, foundational skill development in K-2.</p> <p>Increase in SBAC proficiency rates.</p>
1-9	Providing professional development for teachers on research based methods of embedding language into content curriculum, including GLAD training, provided by our literacy coach, who is a GLAD trainer	<p>Encourage teachers to sign up for GLAD training offered by the district</p> <p>Use Stip subs for coverage to support GLAD observations</p> <p>Provide opportunities for teachers who are not GLAD trained to observe GLAD practices in action</p>	<p>We will see ELLs reclassifying at greater rates and accessing more of the Tier I curriculum.</p> <p>We will have more ELLs scoring proficient on ELA SBAC and scoring at/above on SRI.</p>
1-10	Apply an equity lens to data analysis by observing the trends in data for our African American students and using the information to inform instructional decisions to support growth	Support teachers in disaggregating data and looking at the trends to understand the needs of African American students	Increased achievement for our subgroups
	Apply an equity lens to data analysis by observing the trends in data for our latino students and using the information to inform instructional decisions to support growth	Support teachers in disaggregating data and looking at the trends to understand the needs of latino students	Increased achievement for our subgroups
1-11	Apply an equity lens to data analysis by observing the trends in data for our economically disadvantaged students and using the information to inform instructional decisions to support growth	Support teachers in disaggregating data and looking at the trends to understand the needs of economically disadvantaged students	Increased achievement for our subgroups

	Apply an equity lens to data analysis by observing the trends in data for our Gifted and Talented students and using the information to inform instructional decisions to support growth	Support teachers in disaggregating data and looking at the trends to understand the needs of GATE students	Increased achievement for our subgroups
1-12	Apply an equity lens to data analysis by observing the trends in data for our students with disabilities and using the information to inform instructional decisions to support growth	Support teachers in disaggregating data and looking at the trends to understand the needs of students with disabilities	Increased achievement for our subgroups

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Continue to Revise Scope & Sequence/Unit Plans, Summative, Interim, AND FORMATIVE Assessments to Support Stronger Instruction while focusing on TASK through Lesson Planning	<p>By June 2021, Greenleaf will have a solidified standards-based scope & sequence (long term plans), unit plans, revised Interims and Summatives in all grade-levels for ELA (Reading/Writing) and Math, to drive the instruction in the building to high standards.</p> <p>By June 2021, Greenleaf will have improved SBAC Math proficiency by 30% (of students at/above).</p> <p>By June 2021, Greenleaf will have improved SBAC Math proficiency of 3-5 ELLs by 20% from current proficiency to 30%.</p> <p>By June 2021, 100% of classrooms will reflect TASKS aligned to grade-level standards including high-levels of TALK and/or engagement w/ TEXT (as measured by Instructional Core walk-throughs).</p> <p>By June 2021, Greenleaf will have developed a K-4 Dual Language curriculum that builds off of strong UbD unit planning and summative revision.</p>			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	English Learners	9.0%	15.0%	25.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<p>Internal progress monitoring on Calibrated Writing rubrics/aligned to SBAC and Calkins.</p> <p>Internal standards tracking based on Illuminate reports for Revised CEOUs and Summative/SBAC interims (self-created)</p> <p>Data from IABs administered through CAASP</p> <p>Instructional Core Focused Walk-through tools that assess instruction based on TASK</p>				
Theory of Action for Standards-Based Instruction Priority:	<p>By enhancing our planning and assessment practices, through the design and revision of standards-aligned unit and lesson plans as well as SBAC-aligned summative, interim AND FORMATIVE ASSESSMENT, we will improve the academic achievement of all of our students and our subgroups</p> <p>By exposing students to rigorous TASKS that push them to engage in TALK (strong academic discussion) and provide exposure to rich TEXT, students learning experiences improve and their mastery of skills and standards follows.</p> <p>By applying strong formative assessment and Data-driven instructional practices, teachers closely monitor students' progress and standards' mastery and are able to revise instruction to support student improvement.</p> <p>By teachers defining Instructional Norms, and 3 to 5 CORE Instructional levers to focus on developing, teachers build agency around improving their own practices and providing stronger learning experiences.</p>				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Continue to refine and revise standards-aligned unit plans using the UbD framework introduced in the 16-17 school year	Support the refining of scope and sequences and unit plans to ensure standard-driven planning Provide space during retreat for backwards mapping and revision	SBAC proficiencies will improve over time as students become more proficient on standards
2-2	Using OETF to support the development of strong lesson plans and tasks	Principal, Coaches will observe classroom instruction to provide feedback on task implementation Principal, Coaches will collect lesson plans to provide feedback on strength and standards-alignment	We will see more rigorous and more standards-aligned tasks as we focus on feedback around lesson planning and creating strong tasks
2-3	Continue creating and revising SBAC-aligned summative and interim assessments	Collaborate with ILT to develop a strong assessment calendar with critical consideration of the assessment tools used Vertically align the use of Illuminate for 3-8 as our standards-based summative/interim tool	Assessment tools will be much more aligned to SBAC and common core standards
2-4	Build out SBAC-aligned formative assessments through illuminate to align to standards and End of Unit assessments	Literacy and Math Coaches support development of formative assessments through illuminate and the data analysis following Support analysis of data during PLC collaboration	More frequent adjustment of standard-based instruction through formative assessment Teachers ability to share clearly about standards' mastery using formative and summative evidence

2-5	Continued focus on unpacking Common Core standards and understanding the Common Core Instructional Shifts	<p>PD on literacy instructional norms (e.g. Workshop planning/execution, Guided Reading, Close Reading of Complex text, Explicit vocabulary instruction)</p> <p>Observation and Feedback cycles to support the implementation of instructional norms</p> <p>Modeling lessons and strategies to build teacher practice</p> <p>Leading Cycles of Inquiry with teachers and supporting collaboration and planning in PLCs</p> <p>One on one check in meetings to set area of growth and develop professional practice</p>	SBAC proficiencies will improve over time as students become more proficient on standards
2-6	Teachers continue to norm and align on what makes a strong TASK and create and analyze tasks in ILT, PLC, and PD spaces	<p>PD provided on Instructional CORE and observing lesson videos to define task, rigor of task, complexity of text, opportunities for talk so teachers become more meta and reflective around TASK</p> <p>Provide spaces in ILT and PLCs for norming around strong TASKS and creating these</p> <p>Provide Observation and Feedback around TASK and co-planning opportunities for teachers and coaches to develop TASKS together</p>	<p>SBAC proficiencies will improve over time as teachers provide more standards-aligned and rigorous tasks</p> <p>Subgroup proficiencies will improve as teachers tweak TASKS to support ELL students and include strong formative assessment</p>
2-7	Teachers submit lesson plans for feedback on TASK	Coaches provide feedback on lesson plans with a focus on the alignment of task to standards, the inclusion of Academic Discussion within a TASK, the inclusion of standards-based formative assessment	<p>SBAC proficiencies will improve over time as teachers provide more standards-aligned and rigorous tasks</p> <p>ELLs will develop strong language proficiency as tasks include more TALK</p>

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	<p>By 2021, Students will be able to internalize the Principles of Being and Principles of Learning, demonstrate these daily, and express why they are important on CUlture/RJ survey.</p> <p>By 2021, INCREASE of students reporting that they feel part of their school "All of the time" or "Most of the time" each year as measured by the CHKS.</p> <p>By 2021, INCREASE Middle School CHKS student metric to 90% or higher.</p> <p>Decrease in referrals each year by 10%.</p> <p>Reduction of In-School AND Out of School Suspensions for African American subgroup.</p> <p>Consistent Parent Room Leader Structure in place and used for engagement and workshops (which means at least 1-2 parent leaders identified per class each year).</p>			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
California Healthy Kids Survey	All Students	58.0%	68.0%	78.0%	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<p>Reduce Chronic Absenteeism to less than 6%</p> <p>Reduce the # of Middle School Suspensions to less than 2</p> <p>Teacher and staff retention</p> <p>Teachers reported satisfaction - reporting that they feel supported towards meeting their professional practice goals</p> <p># of parent engagement opportunities</p> <p>% of parents reporting satisfaction with culture/climate</p>				

**Theory of Action for
Conditions for Student &
Adult Learning Priority:**

By continuing a focus on building out our SEL curriculum by further incorporating Restorative Justice, our PBIS principles, and our MS advisory practices, we will increase the number of students who feel supported and deeply committed to our community.

By training and supporting teachers to implement strong SEL practices, we will support the social and emotional development of our students, especially low-income students and Foster youth, and further develop trust in each other.

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.

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.

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

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Make PBIS strategies more consistent	<p>Create a menu of activities or lesson plans for teachers for each of the Principles they can use in class.</p> <p>Develop a reward system that is easy to follow and requires little prep on the side of the teacher.</p> <p>Students will create their own PBIS matrices at the beginning of the year, indicating what the POB and POL should look and sound like at school.</p> <p>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.</p>	<p>Teachers will be teaching lessons/conducting activities aligned to principles from our BANK of ACTIVITIES/LESSONS</p> <p>Students will express understanding of all principles and why they are important</p> <p>Students will follow expectations in all spaces of the school</p>

3-2	Further build out our current Advisory system in the middle school to develop additional student leadership opportunities and a peer mediation program	<p>Continue to refine the structure and curriculum for advisory based on Long Term Scope and Sequence. Creating a list of skills to be covered in advisory throughout the year that include POL & POB</p> <p>Create a student leader mentoring program. Build out a structure for student mentors to support our younger students as peer mediators</p> <p>Develop our Student Leaders as Junior Coaches for our younger students</p> <p>Provide check-in, check-out and small group or one-on-one support from caring adults to help students, especially students in high need subgroups such as low-performing students, newcomer students, foster youth or homeless students, disabled students, receive targeted support and assistance to meet their academic and SEL growth goals</p>	MS students will report stronger satisfaction as measured by CHKS
3-3	Support strong Student Behavioral Support Plans	<p>Develop a COST meeting system focused on behavioral, emotional, social needs separate from Academic Needs</p> <p>Continue to hold PD or staff meetings explaining the SST process and supporting teachers holding SSTs for high need students</p> <p>Have RJ Coordinator, AP, Counselors, AND OTHER MS CULTURE SUPPORT person design and monitor the implementation of behavior contracts</p>	<p>Regular referrals for counseling or drafting of behavior support plans from Behavioral COST space</p> <p>Students on support plans reducing referrals or time spent out of class</p>

3-4	Continue to Define Restorative Practices at Greenleaf and implement these	<p>Build common understanding of what RJ means at Greenleaf and why we use the theory and practices as a model</p> <p>Provide training to teachers to support their abilities to hold RJ circles, conversations and build inclusive practices</p> <p>Develop a matrix of natural consequences to common infractions that support students reflecting on their harm on our community</p> <p>RJ coordinator continue holding group sessions with targeted groups to support reflection and investment (Latino boys, African-American males, African-American females, etc.)</p>	<p>Decrease in Referrals and Suspensions</p> <p>Increase in students reporting satisfaction based on CHKS survey</p>
3-5	Build institutional celebrations or events that generate positive student culture	<p>Continue use of Awards Assemblies to celebrate students demonstrating the Principles of Being and Principles of Learning</p> <p>Develop a milestone/capstone project or trip for each grade-level (currently 8th six flags, 5th dinner/dance, 4th Sacramento) and have teachers develop unit plans that incorporate the milestone/capstone projects to support all students and specifically meet the needs of Gifted and Talented students through this project-based work</p> <p>Continue partnership with K2C (Kindergarten to College) to build college going culture at Greenleaf</p>	<p>Increase in students reporting satisfaction based on CHKS survey</p>

3-6	Leveraging community partners to provide further support to high-need students such as low income students	<p>Continue partnership with EBAC to provide students with mental health services</p> <p>Continue partnership with Citizenschools, BACR, Upward Roots, Higher Gliffs, Temple Sinai, JCL to provide students with tutoring and enrichment opportunities and ensure that low-income students have access to these programs</p>	Increase in students reporting satisfaction based on CHKS survey
	Leveraging community partners to provide further support to high-need students such as foster youth	Provide mental services and extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as Foster Youth	Increase in students accessing classroom spaces. Decrease in students getting sent on referrals.
	Leveraging community partners to provide further support to high-need students such as homeless students	Provide mental services and extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as homeless students	Increase in students accessing classroom spaces. Decrease in students getting sent on referrals.
3-7	Develop coherent SEL practices across TK-8 aligned to RJ, PBIS, and Vision	<p>Create a bank of SEL resources that includes SEL lessons, activities, strategies, tools, etc</p> <p>Determine if we want to invest in additional training on our SEL curriculum, Caring School Communities, or adopt a different one (Toolbox or Second Step).</p> <p>Create Cycles of Inquiry around an SEL focus</p> <p>Provide strong self-awareness, self-management, relationship skills to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S. or Foster Youth "</p>	<p>Increase in students reporting satisfaction based on CHKS survey</p> <p>Time spent in classrooms focused on developing SEL</p>

3-8	Develop PRIDE and INVESTMENT in Middle School students through additional leadership opportunities	<p>Create space for a Middle School Peer Leadership group or Student Council/Student government</p> <p>Have this group suggest events/activities for increased engagement (e.g. staff v. student soccer game, dances, etc.)</p> <p>Refine internship practice or similar structure in which students OPT INTO activities based on interest</p> <p>Provide extra-curricular or enrichment opportunities for our MS students</p> <p>Lift up student voice through opportunities (e.g. T-shirt design competition, running assemblies, etc.)</p>	<p>Decrease in Referrals and Suspensions in Middle School</p> <p>Increase in MS students reporting satisfaction based on CHKS survey</p>
3-9	Define clear games and activities for choices during recess that make K-5 recess SAFE and JOYFUL	<p>Partner with recess program that will structure choices for recess and support managing implementation of activities</p> <p>Supervisors and junior coaches support constructive conflict resolution and development of SEL skills</p>	Decrease in conflicts from Recess and Referrals/Suspensions that result from the recess space
3-10	Expand and enhance our multi-cultural celebration events and projects	<p>Embed multi-cultural celebration project planning throughout cycles or units</p> <p>Further incentive parent attendance at events to generate additional parent support</p> <p>Provide PBL training to teachers to develop stronger PBL units</p>	Increased empathy and cultural awareness in students which will manifest in a decrease of student conflict and BULLYING incidents

3-11	<p>Retain teachers to support strengthening our foundation and Create a culture of deep teacher appreciation while maintaining high expectations</p>	<p>Provide personal (through mindful mentoring) and professional support (through coaching and PD) to educators to strengthen their practices</p> <p>Provide opportunities for teachers to engage and check in with leadership</p> <p>Meet teachers' expressed need</p> <p>1:1 coaching sessions each week for all teachers with an allocated primary coach</p> <p>Mindful mentoring for at least 50% of teachers through partnership with Educate78 and the Teaching Well</p> <p>Whole staff PD to support teacher wellness and sustainability 3 times a year</p> <p>Reflection on teacher progress towards student achievement and professional practice goals through coaching conversations</p> <p>Shout outs weekly in our Leaf Leader and at every staff meeting and PD</p> <p>Two teacher appreciation weeks for our teachers to feel valued</p> <p>Communicate an open door policy but with a clear hierarchy of who to reach out to with needs</p>	<p>Sustain retention rate around 80% or improve (depending on final 17-18 retention)</p> <p>Increased teacher satisfaction rate</p>
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3-12	<p>Make regular and continuous contact with families AND Create comfortable spaces for our parent subgroups to be acknowledged, valued, and supported</p>	<p>Designate a parent representative per class as a liaison between teachers and all the families in the classroom.</p> <p>Create a volunteer plan in which parents in each classroom volunteer a specific number of hours and attend events per year.</p> <p>Create a parent survey, organize two parent workshops a year to give parents strategies to support students at home, and organize one parent workshop a year coordinated between the school and parents to train parents to become presenters and train other parents during the following years.</p> <p>Transform the parent room into a place where they can come and work as a team, with resources and office supplies they can use, making sure that we introduce this room to parents during the Back to School night</p> <p>Continue implementing Home Visits as a community building strategy to support engagement</p> <p>Coordinate kindergarten interviews to help families understand the expectations for TK and K, and have the kinder team create beginning of the year workshops based on homework and attendance to help transition preschool students from early childhood programs into kindergarten.</p> <p>Continue holding monthly SSC, SELLS meetings</p> <p>Increase frequency of African American community meetings to encourage greater participation</p> <p>Develop more targeted outreach to our subgroup communities to support attendance</p>	<p>Increase in Parent satisfaction through CHKS</p> <p>Decrease in referral/suspension due to stronger parent connection and accountability</p>
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Refine Designated and Integrated ELD by developing ELD scope and sequence for grade-level bands and understanding standards more deeply and consider an embedded year-long focus (e.g. ACADEMIC DISCUSSION)	<p>By 2021, have 100% of 8th graders reclassified.</p> <p>By 2021, have % fewer LTELs.</p> <p>By 2021, have 20% more ELLs scoring proficient on ELA SBAC in elementary and MS.</p> <p>By 2021, 20% more ELLs scoring at/above on SRI in elementary and MS.</p> <p>By 2021 25% of students will qualify to receive OUSD BILITERACY PATHWAY AWARD ELIGIBILITY CRITERIA</p>			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
English Learner Reclassification	English Learners	37 students	57 students	77 students	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	F&P Foundations for K-1 in Spanish to ensure moving additional students on to grade-levels with a strong foundation in literacy. F&P for K-2 to ensure moving additional students on to grade-levels with a strong foundation in literacy. F&P in English for the English Only students in Kinder. F&P in English starting in 1st grade. SRI - Growth by 10% of English Learner students one year below or at/above reading proficiency from 17-18 to 18-19 school year to increase reclassification				
Theory of Action for English Language Learners Priority:	<p>By focusing on teachers deeply understanding the coherence and structure of ELD standards, we can support stronger planning in designated and integrated ELD spaces to support stronger ELD and therefore support additional students becoming reclassified.</p> <p>By maintaining the rigor of the standards-aligned curriculum to the Dual Language program with clear language allocation for each subject, we will provide strong Tier 1 instruction in our Dual Language program.</p> <p>We will also expand our current support for English Language Learners to include support for our Spanish learners.</p> <p>We will have clear language allocation for each subject and each unit across grade levels.</p> <p>Content taught in Spanish will include Spanish as a Second Language differentiation, and content taught in English will include English Language Development differentiation.</p>				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will plan to use complex texts and tasks in both Spanish and English according to the language allocation program taking into consideration vertical alignment between grade levels	Provide space for teachers to plan focused on analyzing complex texts and co-developing tasks.	Evidence in unit and lesson plans of consideration of text and task
4-2	Teachers will teach language including appropriate levels of scaffolding and explicit transferable/non transferable skills	Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding. Provide opportunities for teachers to work together identify the language demands in the content area standards and curriculum.	Increase of number of ELL students reclassified and proficient in SRI and SBAC Evidence in unit and lesson plans of language instruction with differentiation and explicit transferable/non transferable skills
4-3	Teachers will focus on Oral Output and developing students listening and speaking skills through Academic Discussions	Support teachers developing skills in facilitating Academic Discussions through observation and debrief, through focus on Academic Discussions during PLC collaboration or PD, and supporting peer observations and Cycles of Inquiry focused on Academic Discussions	We will increase opportunities for students to TALK and engage in collaboration, communication through structured protocols We will see teachers explicitly teach conversation starters, prompts and support reflection on quality conversations.
4-4	Teachers will create flexible and multiple grouping and differentiation based on standards based data and formative assessment , taking into consideration to minimize isolation of ELLs and maximize inclusion in mixed fluency-level settings and some groupings.	Ensure ELLs are placed in courses based on multiple factors – including CELDT (ELPAC), SRI, years in US schools, and ELL subgroup (newcomer, at-risk, progressing, Long-term ELL)	We will see a variety of differentiation strategies used, including flexible groupings that take into consideration language acquisition and language needs We will see small group instructional foci on language development
4-5	Teachers will plan across grade levels to make sure that there is vertical alignment for Language instruction: grade level bands based on language level, creating a year scope and sequence and unit plan: K-1 emerging, 2-3 emerging, 4-5 emerging...	Provide a whole school clear objective for Language instruction focused on one section of the CA ELD standards a year Provide time for PD, input, digest, internalize, collaboration and individual implementation, and create the space to review it during the next cycle Provide a space and time for vertical collaboration	We will see grade level bands' lesson plans based on language level, creating a year scope and sequence and unit plan

4-6	Critical integration of curriculums: Adelante, Calkins, Making Meaning, SIPPS, Expressions, Systematic ELD, etc.	Dual language and curriculum coordinator and Principal will support teachers critically analyzing the benefits of curricular programs, texts provided, strength of routines, alignment to standards to support critical development of Dual Language curriculum Provide PDs about transferability and how to adapt curriculums to both English and Spanish	We will see lesson plans critically including curriculum materials taking into consideration transferability/non transferability between both English and Spanish
4-7	Offer educators PD opportunities aimed at developing Spanish skills, learning Blended Learning skills, developing and using Dual Language curriculum, GLAD strategies, and support for English and Spanish learners	Develop a Professional Development Pathway showing what is expected from a Year 1 teacher, Year 2 teacher and so on Greenleaf will look for partnerships with other Dual Language schools so that we can organize and share curriculum. We will consider the Dual language Summer Institute as an opportunity to make these connections	Increase retention of Bilingual and BCLAD teachers
4-8	Create differentiated support plans and schedules for newcomers that involves the use of supportive blended learning programs (e.g. BrainPoP)	Collaborate and support teachers in creating differentiated learning plans for newcomers that meets their language development needs	We will see newcomers achievement accelerated with strong differentiation

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contracts- EBAYC	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A1.6 After School Programs	5825				112-1
\$53,974.36	General Purpose Discretionary	Stipends	Rigorous Academics Achieved through Small Group interventions, scaffolding and differentiation based on strong STANDARDS-BASED DDI to support Reading and Language development	A2.1 Implementation of the CCSS & NGSS	1120				112-2
\$20,000.00	General Purpose Discretionary	Supplies	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A2.3 Standards-Aligned Learning Materials	4310				112-3
\$516.79	General Purpose Discretionary	Surplus (set aside for PE teacher)	n/a	n/a	4399				112-4
\$10,000.00	General Purpose Discretionary	Copier	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A2.4 Teacher Recruitment & Retention	5610				112-5

\$6,641.25	General Purpose Discretionary	Consultant- set aside	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A2.4 Teacher Recruitment & Retention	5825					112-6
\$36,267.60	General Purpose Discretionary	PE Teacher	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	1.00		112-7
\$9,971.47	LCFF Concentration	Consultants- Playworks LCAP 2.2 - Playworks, which supports a strong Tier 1 culture through structuring students play time, allowing them to build SEL skills through navigating activities and also develops students' leadership	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A2.2 Social Emotional Learning	5825					112-8
\$53,193.08	LCFF Concentration	ITL- TSA 11 month - Supports coaching of new teachers in their pedagogy, curriculum development, and classroom management. Observes classrooms and provides feedback to teachers on practice to support development.	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A2.5 Teacher Professional Development for CCSS & NGSS	1119	11 MONTH CLASSROOM TSA	C11TSA0387	0.50		112-9
\$36,835.45	LCFF Concentration	Bilingual teacher - Supports equity for our community by bringing instruction in two languages to our Dual Language program.	Rigorous Academics Achieved through Small Group interventions, scaffolding and differentiation based on strong STANDARDS-BASED DDI to support Reading and Language development	A2.4 Teacher Recruitment & Retention	1105	TCHR BILINGUAL	TCHBIL0226	0.62		112-10

\$97,134.00	LCFF Supplemental	RJ Coordinator- LCAP 5.2 - Supports community building through Tier 1 community circles, classroom meetings, and relationship building. Supports Tier 2 needs through restorative conversations, harm circles, and parent meetings.	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A2.2 Social Emotional Learning	5736			0.26	112-11
\$16,657.66	LCFF Supplemental	Consultants-Playworks, which supports a strong Tier 1 culture through structuring students play time, allowing them to build SEL skills through navigating activities and also develops students' leadership, Teaching Well LCAP 2.2	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A2.2 Social Emotional Learning	5825				112-12
\$63,228.57	LCFF Supplemental	Prep- Art/ELD - Supports enrichment in the Arts while also focusing support in the form of ELD intervention to LTELs and ELLs by analyzing multiple data points to determine the needs of ELLs.	Refine Designated and Integrated ELD by developing ELD scope and sequence for grade-level bands and understanding standards more deeply and consider an embedded year-long focus (e.g. ACADEMIC DISCUSSION)	A3.2 Reading Intervention	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0097	0.90	112-13
\$7,991.25	LCFF Supplemental	EEIP- Navarro - Enrichment Teacher that provides students with Social Emotional Learning opportunities, teambuilding and community building activities, and leadership opportunities/development which supports strong culture, climate and student investment.	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A2.2 Social Emotional Learning	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0154	0.10	112-14
\$49,238.06	LCFF Supplemental	Life Skills/Enrichment teacher - Provides culturally relevant pedagogy through engaging, hands on curriculum, which involves unique leadership opportunities and supports SEL development.	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A2.2 Social Emotional Learning	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0525	0.70	112-15

\$45,286.39	LCFF Supplemental	STIP- Supports coverage of teachers to have planning time with coaches during which they can plan for upcoming units and revise unit summatives. Also provides coverage for teachers to co-plan with PLC, conduct data analysis sessions, revise curriculum, and make peer observations.	Continue to Revise Scope & Sequence/Unit Plans, Summative, Interim, AND FORMATIVE Assessments to Support Stronger Instruction while focusing on TASK through Lesson Planning	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TEACHER STIP	TCSTIP0708	1.00	112-16
\$52,648.32	LCFF Supplemental	STIP- Supports coverage of teachers to have planning time with coaches during which they can plan for upcoming units and revise unit summatives. Also provides coverage for teachers to co-plan with PLC, conduct data analysis sessions, revise curriculum, and make peer observations.	Continue to Revise Scope & Sequence/Unit Plans, Summative, Interim, AND FORMATIVE Assessments to Support Stronger Instruction while focusing on TASK through Lesson Planning	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TEACHER STIP	TCSTIP0397	1.00	112-17
\$45,585.85	LCFF Supplemental	TSA: Provides Tier 2/3 intervention for students in needed literacy skills AND English Language Development through pull out reading intervention for 4th-8th grade students.	Refine Designated and Integrated ELD by developing ELD scope and sequence for grade-level bands and understanding standards more deeply and consider an embedded year-long focus (e.g. ACADEMIC DISCUSSION)	A3.2 Reading Intervention	1119	10 MONTH CLASSROOM TSA	C10TSA0077	0.46	112-18
\$68,794.70	LCFF Supplemental	TSA: Purchasing an additional teacher allows us to keep our class sizes small to improve teacher to student ratio and therefore more differentiation and personalization as well as stronger relationships between students and teachers	Rigorous Academics Achieved through Small Group interventions, scaffolding and differentiation based on strong STANDARDS-BASED DDI to support Reading and Language development	A2.7 Class Size Reduction	1119	10 MONTH CLASSROOM TSA	C10TSA0123	1.00	112-19
\$26,265.21	LCFF Supplemental	TSA: Provides Tier 2/3 intervention for students in early literacy skills in both English and Spanish through pull out reading intervention for Kinder through 3rd grade students.	Refine Designated and Integrated ELD by developing ELD scope and sequence for grade-level bands and understanding standards more deeply and consider an embedded year-long focus (e.g. ACADEMIC DISCUSSION)	A3.2 Reading Intervention	1119	11 MONTH CLASSROOM TSA	C11TSA0086	0.26	112-20

\$40,761.56	Measure G1	Surplus	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.	A2.2 Social Emotional Learning	4399				112-21
\$50,510.02	Title I: Basic	Reading Intervention TSA	Rigorous Academics Achieved through Small Group interventions, scaffolding and differentiation based on strong STANDARDS-BASED DDI to support Reading and Language development	A2.5 Teacher Professional Development for CCSS & NGSS	1119	11 MONTH CLASSROOM TSA	C11TSA0086	0.50	112-22
\$91,517.20	Title I: Basic	Literacy Coach	Rigorous Academics Achieved through Small Group interventions, scaffolding and differentiation based on strong STANDARDS-BASED DDI to support Reading and Language development	A3.2 Reading Intervention	1119	11 MONTH CLASSROOM TSA	C11TSA0346	1.00	112-23
\$6,061.50	Title I: Basic	Surplus to be allocated in Fall 2018	n/a	n/a	4399				112-24
\$3,642.12	Title I: Parent Participation	Surplus to be allocated in Fall 2018	n/a	n/a	4399				112-25

Title I School Parent Involvement Policy 2017-2018

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parent to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Greenleaf agrees to implement the following statutory requirements:

Will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the title I Program
2. Explain the requirements of the Title I Program
3. Explain the parents' rights to be involved in an organized, ongoing and timely way, in the planning review and improvement of its Title I Program.
4. The parents right to participate in the development of the Districts Title I plan:

As an SSC we regularly review student achievement data to determine our needs and strategic actions. We then get parent input on how they prioritize the way we spend our Title I funds and bring it to the SSC for approval.

- Offer a flexible number of the meetings for parents. (We have monthly meetings afterschool on school grounds at the same time and share the same space each month)
- Involve parents of Title I students in an organized, ongoing and timely way in the planning, review and improvement of its Title I programs and the Title I parent involvement policy. (We regularly ask for feedback from our SSC and brainstormed the parent involvement policy.)
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. (We hold regular all school data nights, where we share our data, assessments and curriculum with parents. Grade levels follow up with parent workshops each month. Teachers review data and assessments with parents and students at the monthly workshops. All of this information is also reviewed at SSC meetings.)

Family of Color Council meetings, one on one conference between families and teacher, grade level workshops and whole school data nights.)

- Coordinates and integrates the Title I program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. (We do this through regular grade level workshops, family teacher conferences, SSC meetings and whole school workshops.)
- Distributes to Title I Program parents in timely way, program information related to school and parent programs, meetings and other activities in a form and language that the parents understand. (We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place regularly.)
- Provides support during regularly meetings, for parental activities requested by Title I Program parents. (We support all our parents through regular meetings that encompass all the data and curricular needs of our students. The meetings go from the whole school level to the one on one level depending on what our families need.)

Accessibility

- Provide opportunities for all Title I parents to participate including parents with limited English proficiency parents with disabilities and parents of migratory students. This includes providing information and school reports in a form and language parents understand. (All our materials are in several languages and we provide translations during meetings.)

Adoption

This School Parental Involvement Policy has been developed jointly with and agreed upon with parents of children participating in Title I Part A Programs as evidenced.

This Policy was adopted by Greenleaf Elementary School by the school site council on December 21, 2017 and will be in effect for the 2017-2018 school year. The school will distribute this policy to all parents of participating Title I, Part A children. It will be made available to the local community. Greenleaf's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

Signature:



Date:

12/21/17

 Araceli Terrazas.

12/21/17

GREENLEAF K-8 PARENT CONTRACT

Greenleaf School is a partnership between parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together.

Pledge by the parent (and guardian):

I, _____, am fully committed to supporting the education of my child, _____. I promise to encourage and support my child as he or she works to achieve his or her goals.

I understand Greenleaf's Principles of Being and Principles of Learning, and I will make sure that my child learns to live up to them. I also understand that there will be disciplinary consequences (see Handbook) if my child violates those values and expectations, even in little ways, and I will support the school in their efforts to enforce high standards for behavior and citizenship.

I understand that every school day is important. For that reason, I will make sure that my child arrives at school everyday on time (8:45); doesn't miss any instruction; and only is absent or leaves early when it is absolutely necessary, communicating it to the office as soon as possible.

I will send my child to school everyday in a clean uniform (see Handbook).

I understand that Greenleaf's School standards are very high. Grades and promotion are earned, and my child may need an additional year to master the challenging, college-focused curriculum.

I will communicate regularly with my child's teacher. I will return a phone call from a member of the Greenleaf staff within 24 hours. If I am asked to attend a meeting at the school regarding my child's education or behavior, I will make every effort to be there. If I have a concern or questions, I will communicate in a respectful tone with teachers and staff.

I will provide a quiet place where my child will complete his/her homework. We will check to see that our child completes his/her homework every night.

I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child.

I will attend Back to School Night, Report Card Conferences, Goal Setting Sessions, and try to find a family representative to attend at least one Family Engagement Event (Parent Workshops, Celebrations, Science Night, Literacy Week Night, Dual Language Design Meetings, etc.).

Signed _____ Date _____

GREENLEAF K-8 STUDENT CONTRACT

Greenleaf School is a partnership between parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together.

Pledge by the student:

I promise to work hard to achieve my personal best. I understand that my education is important, and I will try to make the most of every opportunity I have to learn. I will do my best to attend school every day. I will arrive on time and in uniform. I understand the Greenleaf values, and I will try to live up to them every day.

I will **respect** my classmates, teachers, staff and any member of the Greenleaf community and its property. My teachers hold the keys to my future; I will always treat them with special respect. I also know that all Greenleaf scholars are my teammates; I will be a **teampayer** and will care for them, support them and celebrate their success. I will make **safe** decisions that keep my friends and myself out of harm.

I will be **responsible**. I will do my best and I'll try to approach things with a positive attitude. I will always be ready to learn and I will turn my homework and classroom assignments on time.

I understand that Greenleaf's standards for academics and behavior are very high and that there will be consequences if I do not live up to them. If I fail to honor any of these commitments, I will take responsibility for my actions, try to learn from my mistake and will work to improve my behavior. I know that I must always work to be a better student and a better person.

Signed _____ Date _____

CONTRATO CON LAS FAMILIAS GREENLEAF TK-8

En la escuela Greenleaf padres, estudiantes, maestros y personal de la escuela trabajan para dar la mejor educación posible a sus estudiantes. Con el fin de lograr nuestros ambiciosos objetivos, todo debemos comprometernos a trabajar juntos.

Compromiso del padre (o tutor legal): Yo, _____, me comprometo a apoyar a mi hijo/a _____ en su educación. Prometo a animar y respaldar a mi hijo/a en su esfuerzo por conseguir sus metas.

Entiendo los principios de Greenleaf, y me aseguraré que mi hijo/a esté a su altura. También entiendo que habrá consecuencias disciplinarias (ver el Manual) en caso de que mi hijo/a incumpla esos valores, incluso de manera leve. Además apoyaré a la escuela en sus esfuerzos por aplicar las normas de comportamiento y civismo.

Comprendo que todos los días en la escuela son importantes. Por eso, me aseguraré de que mi hijo/a llegue a la escuela puntualmente (8:45); no pierda instrucción y sólo se ausente o se vaya temprano en caso de absoluta necesidad, siempre comunicándolo en la oficina lo antes posible.

Mandaré a mi hijo/a a la escuela cada día con su uniforme limpio (ver el Manual) .

Estoy de acuerdo con los altos niveles de exigencia de la escuela Greenleaf. Las notas y las promociones de curso tienen que ganarse, y mi hijo/a puede que necesite un grado más para dominar el exigente curriculum escolar orientado a alcanzar la educación universitaria.

Me comunicaré con regularidad con el maestro/la maestra de mi hijo/a. Devolveré llamadas de los miembros del personal de Greenleaf en un margen de 24 horas. Si me piden asistir a una reunión sobre la evolución académica de mi hijo/a, haré todo lo que esté en mi mano para atender. Si tengo alguna duda o pregunta, lo comunicaré con respeto a los maestros y personal de la escuela.

Proporcionaré a mi hijo/a un espacio tranquilo donde pueda completar sus tareas y la revisaremos para ver que estén terminadas cada día.

Participaré activamente en las actividades de la comunidad escolar dando mi opinión y trabajando, junto con otras familias y miembros de la comunidad, para crear el mejor entorno para mi hijo/a.

Asistiré a los eventos de la escuela (Noche de Regreso a las Escuela (Back to School Night), Juntas de Reportes de Notas (Report Card Conferences), Juntas para establecer objetivos (Data nights), y trataré de encontrar un miembro de la familia que atienda a, al menos, un evento para las familias en la escuela (Talleres de padres, Fiestas, Noche de la Ciencia, Noche de la Lectura, Juntas de Diseño de la Escuela de Doble Inmersión, etc).

Firmado _____ Fecha _____

CONTRATO CON LOS ESTUDIANTES GREENLEAF TK-8

En la escuela Greenleaf padres, estudiantes, maestros y personal de la escuela trabajan para dar la mejor educación posible a sus estudiantes. Con el fin de lograr nuestros ambiciosos objetivos, debemos comprometernos a trabajar juntos.

Compromiso del estudiante:

Prometo trabajar duro para dar lo mejor de mi. Entiendo que mi educación es importante e intentaré aprovechar al máximo cada oportunidad para aprender. Haré todo lo posible por venir a la escuela cada día. Llegaré a tiempo y llevaré el uniforme. Comprendo los valores de la escuela Greenleaf e intentaré estar a su altura todos los días.

Respetaré a mis compañeros, maestros, personal y cualquier miembro de la comunidad de la escuela Greenleaf y sus posesiones. Mis maestros son la clave de mi futuro, por esa razón, los trataré siempre con especial respeto. Soy consciente de que todos los alumnos de Greenleaf son mis compañeros; sere un **buen compañero** y me preocuparé por ellos, los apoyaré y celebraré sus éxitos. Tomaré decisiones que nos mantengan a mi y a mis amigos **seguros**.

Seré **responsable**. Daré lo mejor de mí e intentaré mirar a las cosas con una actitud positiva. Estaré siempre preparado para aprender y entregaré mi tarea a tiempo.

Comprendo que los estándares académicos y de comportamiento de Greenleaf son muy exigentes y que no estar a su altura tendrá consecuencias. Si no cumpla estos compromisos, asumiré las consecuencias de mis actos, intentaré aprender de mis errores y trabajaré para mejorar mi comportamiento. Soy consciente de que debo siempre trabajar para ser mejor estudiante y persona.

Firmado _____ Fecha _____



2017-2018

School Site Council Membership Roster – Elementary

School Name: **Greenleaf**

Chairperson : Araceli Terraza
Vice Chairperson: Katherine Gibson
Secretary: Chelita Reed

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Romy Trigg-Smith	X			
Katherine Gibson		X		
Sandra Prades-Bertran		X		
Caitlin Monson		X		
Chelita Reed			X	
Araceli Terraza				X
Carmen Lopez				X
Sara Lucas				X
Alma Lopez				X
Minerva Lopez				X

Meeting Schedule (day/month/time)	3rd Thursday each month @ 3:00
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SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community