OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

ROOSEVELT MIDDLE SCHOOL

2016-17 Measure G1 Commission Presentation

Presented by Principal Cliff Hong

Presented to Measure G1 Commission

Jun 6 2017

VISION

Roosevelt's mission is to empower all students to be creative community leaders by providing them with a strong academic foundation, equipping them with 21st century skills, and instilling a community ethic.

We will accomplish these outcomes by creating a vibrant learning experience through engaging personalized instruction, designing solutions to real-world problems, and by supporting the whole child.

We believe that our model will set our students up for success in high school, college, career, and global citizenship.

School Data - ELA

2015 SBAC: 21.4% of students met/exceeded standards

2016 SBAC: 26.7% of students met/exceeded standards

5.4% improvement

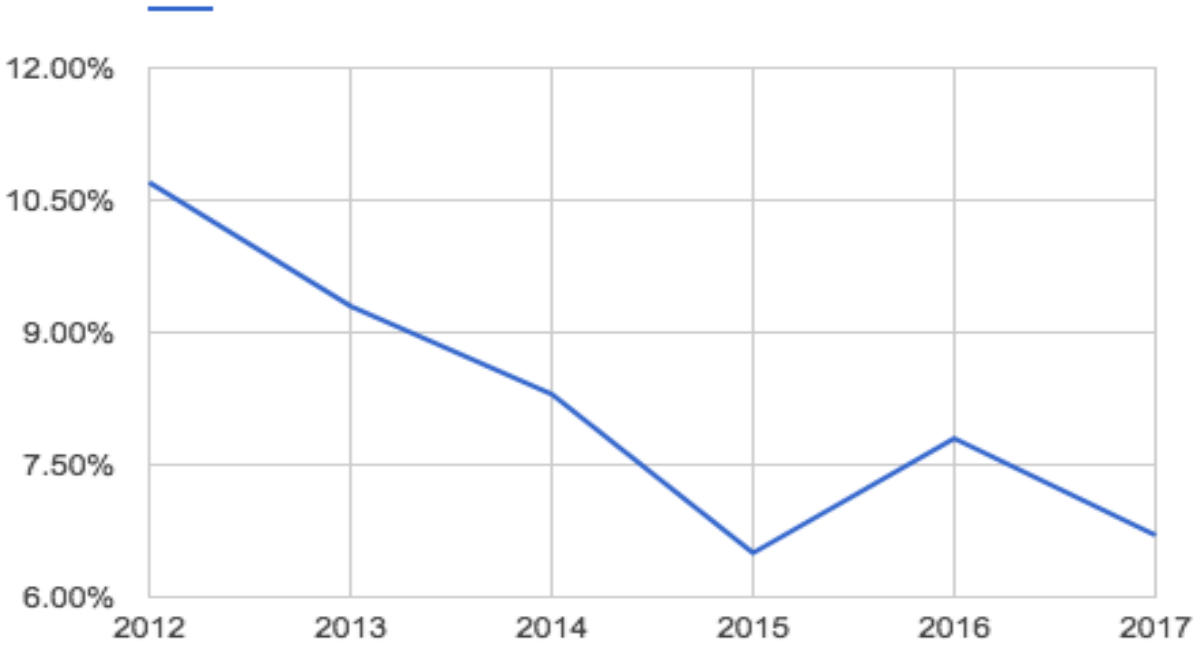
School Data - Math

2015 SBAC: 17.5% of students met/exceeded standards

2016 SBAC: 27.2% of students met/exceeded standards

<u>9.7% improvement</u>

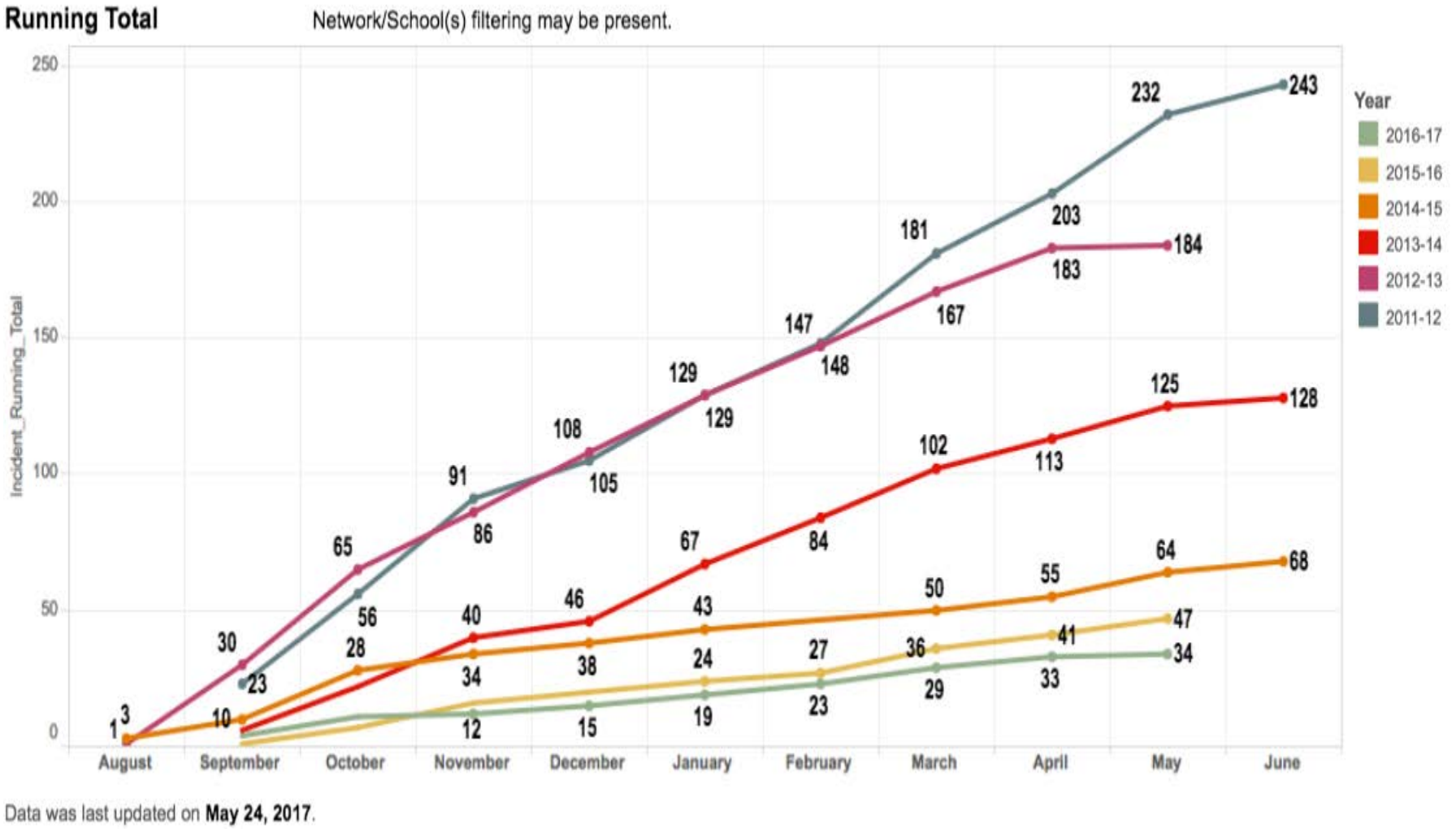
School Data - Chronic Absence



6.7% as of 5/25/17

(3rd best of 31 OUSD middle and high schools)

School Data - Suspensions



Data was last updated on **May 24, 2017**.

Overarching Vision for G1 Funds
MUSIC

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STRATEGY: Additional instruments to enhance the current program.

OUTCOME: EQUITY AND ACCESS Currently 150 students take music. We would be able to add at least 25 more students into the program.

Overarching Vision for G1 Funds
ART/MAKER

STRATEGY: Increase equitable access to 21st century digital fabrication tools:
-Upgrading desktops to design projects
-CNC router and 3D printers

OUTCOME: EQUITY AND ACCESS - Our students should have access to world-class tools and materials, not just private schools.

Overarching Vision for G1 Funds

RECRUITMENT

STRATEGY: Student Advisor for

1. new recruitment presentations
2. new strategies to confirm new families
3. new types of school tours

OUTCOME: Add at least 20 students to 2018-19 enrollment.

Grounded: School Wide Root-Cause Analysis

Challenge 1: Increase enrollment.

1. Root Cause: Must provide a program that is exciting to families.
2. Data: Will confirm 180 6th graders for 18-19 school year.

Challenge 2: Reduce suspensions for all students.

1. Root Cause: Need to address needs of students with Tier III needs.
2. Data: Will reduce all student groups' suspension rates to under 5% by 2020. In 2017-18, reduce to under 10% for African American students (already under 5% for Latino and Asian Pacific Islanders)

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2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
$95,000	Student Advisor	1. 2018-19 6th grade enrollment confirmations in April 2018 will be at least 180 students, up from the projected 163 students in 2017-18. 2. EQUITY - Reduce the % of African American students suspended to under 10%. (In future years, get all subgroups of students under 5%.)
$11,000	Music Supplies	EQUITY AND ACCESS - Currently 150 students take music. We would be able to program at least 25 more students into the program.
$11,000	Art/Maker Supplies	EQUITY AND ACCESS - We want our students to have access to world-class tools and materials, which is what students in wealthier schools and private schools get.

EVERY STUDENT THRIVES!

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure G1 Grant Application 2017-18

Draft Due March 1, 2017

School:	Roosevelt Middle School	Principal	Cliff Hong
School Address	1926 19th Ave, Oakland, CA 94606	Principal Email:	clifford.hong@ousd.org
School Phone	510-535-2877	Principal Phone:	
2017-18 Enrollment (6-8)	463	Anticipated Grant Amount*.	$117,135

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
53%	47%	94%	6%	6%	36%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
17%	1%	43%	35%	2%	1%	1%	1%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	**Role**
Cliff Hong	Principal
Shelley Gordon	Instructional Facilitator
Gerardo Palafox	Assistant Principal

School Vision:

Roosevelt's mission is to empower all students to be creative community leaders by providing them with a strong academic foundation, equipping them with 21st century skills, and instilling a community ethic. We will accomplish these outcomes by creating a vibrant learning experience through engaging personalized instruction, designing solutions to real-world problems, and by supporting the whole child. We believe this will set our students up for success in high school, college, career, and global citizenship.

School Priority Areas (from site plan)

1. *Area 1 - Literacy*
    a. *Goal: By the May administration of the SRI, >65% of students meet their personalized growth target. * Personalized growth targets are based on student performance on fall assessment. Students who are 3+ years behind, target is 2x growth in estimated grade level equivalency. Students who are 1-2 years behind, target is 1.5x growth in estimated grade level equivalency. Students who are on or above grade level, target is to maintain proficiency.*
    b. *Strategies*
        i. *Teach from the Expeditionary Learning Curriculum*
        ii. *Differentiate instruction through classroom stations*
        iii. *Provide novels to students at their reading level*
        iv. *Implement two schoolwide reading campaigns*
2. *Area 2 - Math*
    a. *Goal: By the May administration of the SMI, >65% of students meet their personalized growth target. * Personalized growth targets are based on student performance on fall assessment. Students who are 3+ years behind, target is 2x growth in estimated grade level equivalency. Students who are 1-2 years behind, target is 1.5x growth in estimated grade level equivalency. Students who are on or above grade level, target is to maintain proficiency.*
    b. *Strategies*
        i. *Use data to identify areas of growth for each student (TTO).*
        ii. *Teach using six different learning modalities (TTO).*
        iii. *Students use high quality dialogue to construct meaning with mathematical concepts (TTO).*
3. *Area 3 - School Culture/Climate*
    a. *Goal: On the CHKS survey, at least 90% of students report that there is always an adult at Roosevelt who wants them to do their best.*
    b. *Strategies*
        i. *Faculty and staff will engage in monthly implicit bias workshops to be able to approach students learning in a more welcoming manner, including culturally responsive pedagogy.*
        ii. *Advisories will be run twice a week with one goal being connection with adult and student.*
        iii. *Monthly recognitions like student of the month breakfasts and certificates for those who have strong academic and attendance growth, to honor students who are doing their best.*
        iv. *One-on-one mentorships with students with Tier III behaviors.*
4. *Area 4 - Family Engagement*

a. *Goal: By June, >50% of families have attended at least one family engagement event in the year.*
b. *Strategies*
    i. *The family engagement team plans at least one event per month.*
    ii. *Advertise events through flyers, newsletter, robocalls and texts.*
    iii. *Incentivize students to bring their parents through contests and prizes.*

Middle School Measure G1 Self- Assessment:

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

Music (Rubric Score)		***Art (Visual Arts, Theater, and Dance)***	
Access and Equitable Opportunity	Basic	***Access and Equitable Opportunity***	Basic
Instructional Program	Quality	***Instructional Program***	Basic
Staffing	Quality	***Staffing***	Quality
Facilities	Quality	***Facilities***	Quality
Equipment and Materials	Quality	***Equipment and Materials***	Quality
Teacher Professional Learning	Quality	***Teacher Professional Learning***	Quality
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Emerging		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		***Safe and Positive School Culture (SPF/SPSA)***	
2016-17 Enrollment Data (projection vs. 20 day)	-536 projected; 517 on 20th day -Enrollment has declined each year for the last 7 years (192 student decrease since 2011)	***SPF - Suspension***	status - green growth - blue Of all suspension incidents, there is a disproportionality: 48.8% - African American students 19.5% - Asian/Pacific Islander 31.7% - Latino
ES Outreach Strategy Actions	-road shows -5th grade tours to Roosevelt -maker faire open to 4th and 5th graders -mailers	***SPF - Chronic Absence***	status - yellow growth - red
Programs to support ES students transition to MS	-summer bridge -5th grade tours to Roosevelt	***CHKS data***	(students) status - orange growth - red (families) status - blue growth - blue

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	**Date**
SSC	2/21/17

Staff Engagement Meeting(s)	
Staff Group	**Date**
School Leadership Team (ILT)	2/22/17

Budget Justification and Narrative

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

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

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

   Our team will be the school leadership team.

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

4. Add additional lines if you would like to add additional budget items.

5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
Based on the rubric, our music program is of a high quality. Students can take a number of different courses, including band, strings, choir, and jazz band. Our music teacher has a dedicated room with practice rooms. We provide funding for materials. And we have guest instructors come in.		
Budget	**2017-18 Activities**	**Anticipated Outcome**
$11,000	Provide funds for additional musical instruments and additional sheet music to enhance the current program.	EQUITY AND ACCESS - Currently 150 students take music. We would be able to program at least 25 more students into the program.

2. Art Program

Programmatic Narrative Based on Rubric		
Based on the rubric, our art program (maker design) is of a high quality. Students have a dedicated space to do their work. They use their creativity to design solutions and concepts based on certain basic criteria. Our design teacher assigns a variety of projects for students to engage in. We also have dance workshops during PE which we would like to expand.		
Budget	**2017-18 Activities**	**Anticipated Outcome**
$11,000	Provide funds for additional tools and materials to enhance the current program and to present in additional showcases. In order for our students to have equitable access to 21st century digital fabrication tools we need to upgrade computers. We would purchase two new desktops, likely Lenova's to run digital fabrication tools. The rest would be spent on purchasing a CNC router machine and 3D printers. -Two new desktop computers -Upgrading the desktops we have so that students can design and complete projects -4 drone racing kits (to start a middle school drone racing team) -aCNC router and 3D printers	EQUITY AND ACCESS - We want our students to have access to world-class tools and materials, which is what students in wealthier schools and private schools get. One anticipated outcome is that we will organize an end-of-year showcase where students will feature products they have fabricated on the fabrication equipment. The other anticipated outcome is the establishment of a drone racing team.

3. World Language Program

Programmatic Narrative Based on Rubric		
We do not currently have a world language program. We are planning on adding this part of our program in the 18-19 school year. We are considering developing a dual-language Spanish pathway in our school for all grades and we would like to intentionally plan this program and carefully implement it when we're ready.		
Budget	**2017-18 Activities**	**Anticipated Outcome**

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Roosevelt has experienced a decline in enrollment each year for the last 7 years (192 student decrease since 2011). We recognize that transitions from 5th to 6th grade can be a challenging, sometimes traumatizing experience. We believe that this, plus a lack of adequate information for students and families about middle school, contributes to students not selecting Roosevelt for middle school. From deciding which middle school to choose, to understanding the options process, to touring the new school, to transitioning, to getting oriented to the programs and people in their new school, there are many points at which rising 6th graders will need support. Thus, we are proposing to hire a student advisor, whose job it will be to manage some aspects of the 5th to 6th grade transitions, including outreach to 5th graders, and creating a positive culture for students once they are here.		
Budget	**2017-18 Activity**	**Anticipated Outcome**
$95,000	Student Advisor. Duties include: 1. Working with principal and recruitment team to create new recruitment presentations and visit feeder elementary schools to speak with prospective families to help them transition to Roosevelt 2. Help create new walking field trips for 5th graders from feeder elementaries to Roosevelt 3. Help to develop presentations from our electives to feeder elementary schools to have 5th graders experience fun aspects of middle school 4. Help create new strategies to contact and confirm new families on the student assignment list 5. Help to develop new types of tours for prospective families	2018-19 6th grade enrollment confirmations in April 2018 will be at least 180 students, up from the projected 163 students in 2017-18.

3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
In addition to the needs of the 6th graders, we recognize that transitions in 7th and 8th grade can be challenging for students as well. To increase the safe and positive culture of the school for all students, we believe that there is a need for a staff member to implement various levels of positive culture strategies. Thus, the student advisor we are proposing to hire above will also be responsible for the implementation and monitoring of initiatives to ensure that all students are safe and happy. Though we have reduced suspensions over the past several years, we are intent on investing in the reduction of suspensions for African-American students in particular, to increase the equity at Roosevelt and be a model for other schools.		
Budget	**2017-18 Activity**	**Anticipated Outcome**
$95,000 (same person as for enrollment and retention)	Student Advisor (same person as for enrollment and retention): 1. Analyze data on student discipline and satisfaction and lead development of new strategies to reduce suspensions. 2. Develop a new tool for tracking interventions implemented for individual students who engage	1. Suspensions will continue to be kept under 5% of students. 2. Number of incidents will continue to be kept below previous years. 3. EQUITY - Reduce the % of African American students suspended to under 10%. (In future years, get all

	in harmful behavior. 3. Research best practices in reducing harmful behaviors and facilitate the implementation of these strategies schoolwide. 4. Help to facilitate new parent groups around harmful behaviors.	subgroups of students under 5%.)

Roosevelt Middle School
2016-17 SSC Meeting Agenda

Date: Tuesday, February 21, 2017

Time: 4:30pm-5:30pm
Location: Room 126

Minutes

1. Review academic data. SSC reviewed academic data and celebrated the positive movement.
2. Review attendance data. SSC reviewed the attendance data and requested that we look at the chronic absence tiers of students more closely each time.
3. Review discipline data. SSC reviewed the discipline data.
4. Review and approve proposed 2017-18 SPSA plans and budget.
    a. SSC completed the G1 self-assessments.
    b. SSC discussed and approved G1 expenditures.
        i. Student advisor.
        ii. 6th grade transitions coordinator.
        iii. Dance elective instructor.
        iv. Music and art class supplies.
    c. SSC asked for updates in subsequence meetings on Measure G Libraries, the Ed78 grant, and Federal afterschool funds. Approved the proposed budget shown in attachment A.

_____ _____

Cliff Hong, Secretary Date

RMS 16-17 SLT
Meeting Agenda & Minutes
Date: 2/22/17

Facilitator	**Brenda**	**NORMS** 1. Set concrete next steps and follow through with them 2. Monitor your airtime, everyone contributes 3. Speak your truth 4. Be present - no side work and text only in emergencies 5. Start and end on time
Process Checker 1	**Gabriela**	
Process Checker 2	**Rani**	
Timekeeper	**Salomeh**	
Note Taker 1 **-next step and who it's assigned to** **-decisions** **-items we will park for later** **-questions needing to be answered**	**Mike**	
Note Taker 2 **-Support note taker 1** **-Ensure next steps are documented**	**Gerardo**	**STANDING AGENDA** 1. Ice Breaker 2. Follow up on next steps 3. Burning Issues 4. Prioritized Items (w next steps, person responsible, due dates) 5. Next Meeting Roles, Appreciations and Process Check
Snacks	**Joao**	
Scribe (chart paper or whiteboard)	**Molly**	
Follow Up (THIS person reminds people of their jobs for next week...before next week)	**Allison**	
On Deck 1	**Cliff**	
On Deck 2	**Shelley**	

PARKING LOT ISSUES/QUESTIONS & BURNING ISSUES

1. RMS philosophy on instructional improvement. What are the teacher moves that need to be mastered, in what general order, in order to be successful?
2. Tier III students - How do we support these students in our classrooms and across the school. (Specifically, 4 students in 6th grade (Joao).

Next Steps:

- 2.8 Mr. Palafox will update dresscode with information about heels and put posters with dress code
- 2.1 Mr. Palafox will check in with Mr. Mendoza to see if he would be willing to be a mentor for Kevin Wells
- 2.1 Ms. Salomeh will send out an email with the list of students and their mentor teachers
- 2.15 Cliff talks with Nate about outside bathroom.
- 2.22 Salomeh to check in with Mr. Pickens about his post in main foyer (PE coming into building early)
- 2.22 Brenda to ask Ms. Rodriguez to make a key so that people can understand the Aeries attendance codes. (They are at the bottom of an AERIES printout)
- 2.22 We will share out department work at our All Staff meeting on Friday morning
- 2.22 Shelley will follow-up with ELD, PE, and Elective departments about the action plan document
- 2.22 Brenda and Sean will collaborate to put together a draft of an "interventions" page for a few students

Attendees:

3:30-3:40	Icebreaker: You just won the $403 million PowerBall jackpot ($243.9 million cash value), what is the first thing you do?
3:40-4:00	Burning Issues 1. Why are students in the halls before the end of Block 4? ○ Bigger problem last week than this week. Was it that our clocks are off (5 minutes fast today)?? ● Others noticed that PE students are often released early on rainy days and end up congregating in the hallway, especially before lunch 1. Teachers don't always know when and why students are missing from class (especially if it's related to a discipline issue such as an in-house suspension) ● We don't have a structure in place to notify affected staff members of issues that would affect students' presence in class If it is last minute, Ms Tapia calls teachers for work, if it is ahead of time, Ms. Tapia emails teachers for work. Students should ALWAYS return to class with passes. Put it in the Bulldog Bark and announce it for teachers. ● Sometimes status is noted in Aeries, but not everyone knows what the codes mean (They are at the bottom of an AERIES printout) Print out any student's attendance and you will see them.) 2. Shelley - do we care if no one outside of SLT is doing the department action plans? ● Sends emails reminding staff to fill out action plans, she can continue, is it worth? ● Allyson - The tracking tool is important and ELD, electives, PE should be responsible for filling out the tool so they can still goal set and have a means of

	improvement. Can we jump into department meetings and reiterate/figure out why the tool is not being completed. ● Joao- habitually forgets, but the tool is valuable and it helps us figure out where we are and where we need to go. It is a necessary thing. Being in SLT makes it more relevant to us than departments who do not have a representative. ● Shelley - the vision was for teams to fill it out during weekly department meetings and update ● Molly - share out is the most valuable piece of it in SLT, we do not read what other departments are doing, maybe finding time in an all staff meeting to share out would be more beneficial ● Shelley - the tool was because we did not have time to share out large group ● Cliff- sometimes other burning issues come out and create dissonance within departments and take time away from action plans ● Shelley- inquiry cycles are meant to keep departments focused, but should departments update with what they are doing even if it was distracted. ● Cliff- we will share out this Friday
4:00-4:15	Action Plan Updates STED ● Working on adding design thinking into science curriculum. Brulato is finishing climate change (posters and letters). Delgado on body systems. Focus on systems. 7th grade - hacking food/lunches and designing new food labels. Math ● Working on improving cycle of tasks. Practice and then apply skills. ¾ through our 2nd cycle. We'll have data on tasks to see if things are working or not working. Humanities ● Concentrating on stations. Focusing on how to do pull outs during stations, small group interventions and independent reading. Cycle of inquiring about chosen area and check back on results. SPED ● By the end of this year we'll have 95% of our IEP's done. 1 overdue IEP overall for our school. Students are doing stations independently. Markkeysha is able to supervise stations while Molly pulls students out for reading in small groups. Admin ● Referral data is better than before but it's not consistent the way they're inputted. Need to pick a new data point.

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Reading (SRI)
Students who are multiple years below.
<table>
<tr><td>Fall to Winter Reduction</td><td>6.90%</td></tr>
<tr><td>Fall to Winter Reduction from last year</td><td>5.40%</td></tr>
<tr><td>Fall to Winter Reduction ranking vs other OUSD middle schools</td><td>6/21</td></tr>
</table>

Students who are at/above grade level.
<table>
<tr><td>Fall to Winter Growth (all students)</td><td>3.60%</td></tr>
<tr><td>Fall to Winter Growth from last year (all students)</td><td>3.30%</td></tr>
<tr><td>Fall to Winter Growth ranking vs other OUSD middle schools (all students)</td><td>11/21</td></tr>
</table>

On the midyear SRI, of the 21 OUSD middle schools Roosevelt now has the FIFTH HIGHEST % of students who are at/above grade level!

Math (SMI)
-On the midyear SMI, Roosevelt DOUBLED the growth compared to last year in the same time period (Sep-Jan)!
-On the midyear NWEA MAP, Roosevelt students performed 25% better than the national average! Students with IEPs did 51% better than the national average! ELs did 59% better than the national average!
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<td>4:15-4:30</td>
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Questions about next year’s plans?

What does the final budget look like?

It was not as bad as Cliff thought. Not great. Without grant money, it would be tight. Overall, all positions are staying. One AP is being lost, we will add a student advisor. This will cost half of NGLC money and leave Ed78 money. Salomeh and Cliff will work on marketing. Currently paying for 6 extra teachers, but this is only sustainable for ~2 years
Let’s invite families to the maker fair so elementary school families can come and we can promote RMS.

SLT engaged in the Measure G1 self-assessment.
SLT discussed and agreed to the following Measure G1 expenditures: student advisor, dance elective, 6th grade transitions person, supplies for art/music.
Teachers asking if we will loop next year?

Shelley is checking in with teachers to see if they want to loop - so far, no one wants to loop.

Do we know how many students are assigned for SPed next year?

No not yet. Next year’s inclusion ideas are on hold until we find out about staffing?

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	● Updates about EBIA? ○ Not yet. ● Have we looked for new SpEd teachers? ○ HR Request put in ● Do teachers know we are keeping the same bell schedule? ○ Roughly the same, but we should not put it out that it is the same. ○ LUNCH! Still need to figure out our plan for next year... What info do staff need about next year? ● We are not cutting teachers and positions are staying the same ● Likely no looping ● Bell schedule will remain roughly the same (lunch?)
4:30-4:55	Continued work on RTI pyramid Intervention collaboration tool proposal ● We reviewed the website and discussed how this might be used for our staff to track interventions ● Brenda and Sean will work to create a pilot Molly will observe paras and what they are doing now next week (3/3) so that she can prepare to support with a future training Brenda has started working with a group of St. Mary's volunteers - they are mostly available in the afternoons. Maybe for pullout support in Humanities classes. Next steps from RTI pyramid document: ● Build an academic program for after school mentors and provide training (what are the outcomes we're looking for; and which students they work with). ● Humanities is continuing to refine our station intervention process including how to best utilize Ms. Nicol and Ms. Arthur. ● Academic intervention teacher (share with elementary???) Cliff to begin discussion with Elementary school principals. ● Increase number of students served by math pullouts ● Brenda to recruit volunteers to help with interventions (pullouts? push-ins?) ● Molly will train paras on push-ins during next End-of MP minimum day ● Sean will research possible database/portfolio solutions to help us keep track of all students' progress, interventions, etc.
4:55-5:00	Next Steps, Next Roles, Process Checks, Appreciations, and Updates (Culture/Climate Next Week) Next Culture Climate SLT (3/1): ● Plan out launch of Bulldog Bucks revamp (Salomeh) ● Staff attendance (Gerardo) ● Revisit committee structure ? ● Plan for morning staff meetings for next year

	● <u>Next Academic SLT (3/8/17):</u> ● Action plan update

DECISION-MAKING PROCESS

1	Someone identifies a decision that needs to be made and refers to this flowchart.
2	Send the issue to the decision-making group who should facilitate this decision. The group leader decides the process and timeframe and announces to others in the group. (SLT, COST, Admin Team, Family Engagement Team, Staff Wellness Committee, Student Wellness Committee, Attendance Team, Department, Health Center) All decisions having to do with the following must first go to Mr. Hong: safety, hiring, finances, students missing class, staff attendance and daily work schedule, student schedules.
3	The group (or subset of the group) works on a proposal to vote on.
4	-Level I – One member makes the decision unilaterally; it significantly impacts no stakeholders (time, money, energy) and/or there is little time -Level II – The group or a subcommittee of the group makes the decision with advisement from affected stakeholders; it significantly impacts some or many stakeholders but there is little time -Level III – The group makes the decision, modified consensus (thumbs up and to the side); it significantly impacts many stakeholders and there is time -Level I – Group leader makes the decision unilaterally (It significantly impacts few or no stakeholders [time, money, energy] and/or there is little time.) -Level II – The group or a subcommittee of the group makes the decision with advisement from affected stakeholders, using modified consensus (thumbs up and to the side) (It significantly impacts some or many stakeholders but there is little time.) -Level III – The group makes the decision, using the information gathering protocol and modified consensus (thumbs up and to the side) (It significantly impacts many stakeholders and there is time.)
5	Level III Decisions – Information Gathering Protocol The group facilitates a discussion(s) with those stakeholders who will be **substantially** impacted by the decision (time, money, energy) and who need to be invested for the decision to succeed. 1. If the total number of stakeholders who will be **substantially** impacted and need to be invested is 10 or fewer, a meeting will be held with all stakeholders invited, plus **all**

	members of the decision-making body (one hour limit, talking circle format). Proxy feedback may be gathered by attendees. 2. If the total number of stakeholders who will be **substantially** impacted and need to be invested is greater than ten, a separate feedback meetings will be held with all stakeholders invited, plus **representatives** of members of the decision-making body. Proxy feedback may be gathered by attendees. a. If the subgroups are under 10 members, then one hour limit, talking circle format. b. If the subgroups are more than 10 members, form small groups to process and then a whole group share out on a common set of feedback
6	Level III Decisions – Decision Making Through Modified Consensus in a Closed Session -Decide on a time limit for the discussion by the decision-making body. The more impactful and/or complex the decision, the more time is needed. One hour time limit per decision. -RJ style talking circle, so everyone gets to speak. Facilitator may choose to allow some free flowing discussion, then bring it back to the circle for the next person. -Several rounds until everyone has said their peace, 45 minute max. Facilitator summarizes the proposal at least once a round. When approaching 45 minutes, let the last people speak for that round, and facilitator summarizes. Deciding between yes or no: 1. 100% thumbs up or to the side, if any thumbs down, one more round of comments 2. 75% thumbs up or to the side, otherwise it's a no vote Deciding between alternatives: 1. 100% thumbs up or to the side, if any thumbs down, one more round of comments and adjust the proposal 2. 75% thumbs up or to the side, if any thumbs down, one more round of comments and adjust the proposal 3. 51% thumbs up or to the side

Initiatives Chart

	Communication (SRI)	**Analytical (SMI)**	**Culture/Climate**
SCHOOL-WIDE	**Instruction**: ● Academic	**Instruction**: ● Academic Discussion	**Advisory: Family events** ● Back-to-school Potluck ● SLCs

	Discussion ● Groupwork **Personalized Learning**: ● Flex Time ● NGLC pilot: portfolio **Advisory:** ● Advisory: book club (library visits) ● SLCs (student-led conferences) **Other:** ● Book room	● Groupwork **Personalized Learning:** ● Flex Time ● NGLC pilot: portfolio **Advisory:** ● SLCs (student-led conferences) ● NGLC (personalized learning grant proposal)	● End of year Potluck **Family Engagement** ● Communication tools ● Parent leadership ● Parent workshops ● SSC (School Site Council) **Instruction:** ● Groupwork **PBIS/Student Agency:** ● Community Meeting ● Student Activities Comm ● Bulldog bucks ● Student Store ● Student-Led Library ● Oratorical fest ● Discipline system (in classroom and out) ● Basketball teams ● Book Room ● Talent Show 2016 **Staff Wellness:** ● Wellness Committee
DEPARTMENT	**Humanities:** ● Blended learning ● i-Ready ● Free book room ● Cross curricular planning/curriculum **Science:** ● PBL (project	**Math:** ● NGLC Pilots: ○ i-Ready ○ Blended learning ○ TTO (Teach To One) **Science:** ● PBL (project based learning)	**Science**: ● STEM Night ● Field trips Flex **SPED:** ● Running the library ● Field Trips

	based learning) **SPED:** ● Blended Learning ● i-Ready ● Library ● CRoss curricular planning	**SPED**: ● i-ready ● blending learning	
GRADE-LEVEL FAMILIES	Flex Time	Flex Time **7th-**-cross curricular planning/curriculum	**All Grades:** ● Common policies ● Field Trips **8th Grade:** ● Dinner Dance ● Promotion Ceremony ● Class Picnic
STUDENT ACTIVITIES COMMITTEE			**Student activities:** ● assemblies ● dances ● student council ● Student Led workshops ● Friday movies ● Student staff games ● Student fundraisers ● Spirit week ● TLC ● Oratorical Fest
STAFF WELLNESS COMMITTEE			**Staff wellness activities:** ● Holiday Party ● Thanksgiving Potluck ● Birthday Gifts ● Happy Hour Planning ● End of Year Party ● Staff Shoutouts ● Breakfasts

Date	Data
8/24	-Action Plans - Shelley -Suspensions, previous year (SLT inquiry?) - Cliff
8/31	-SMI1 (report?) - Mike -Action plan updates (report out) - Shelley
9/7	Referrals (SLT inquiry?)- Palafox
9/14	SRI1 (report?) - Joao/Helida -Advisory (report out) - Helida, Salomeh, Shelley
9/21	-Attendance (report?)-Rodriguez/Tapia -Student Surveys (SLT inquiry?) - Salomeh -Back to School Night Attendance (report) - Lai
9/28	-F&P 1 (report?) - Joao/Helida -Action plan updates (report out)
10/5	-Suspensions (SLT inquiry?) - Palafox -Staff Surveys - Suzanne/Bloom
10/12	-HWT1 (report) - Joao/Helida -End of Marking Period: Grades/failure rate - Shelley
10/19	Referrals-Palafox
10/26	-Action plan updates (report out) - Shelley -Advisory (report out) - Helida, Salomeh, Shelley
11/2	Attendance- Salomeh & Brenda
11/9	
11/16	Suspensions-Tapia
11/23	THANKSGIVING
11/30	Referrals-Palafox
12/7	-End of Marking Period: Grades/failure rate - Shelley
12/14	-Attendance- Rodriguez/RAT/Admin -Suspensions- Tapia -Family Engagement - Attendance to SLCs and total for the year - Lai
12/21	WINTER BREAK
12/28	WINTER BREAK

1/4	-Advisory (report out) - Helida, Salomeh, Shelley
1/11	Referrals- Palafox
1/18	-F&P2 - Joao/Helida -Action plan updates (report out) - Shelley
1/25	Attendance- Salomeh & Brenda
2/1	-SRI2 - Joao/Helida -HWT2 -Grades/failure rate - Shelley
2/8	Suspensions- Tapia Advisory (report out) - Helida, Salomeh, Shelley
2/15	-Action plan updates (report out) - Shelley
2/22	Referrals- Palafox
3/1	SMI2 - Mike
3/8	-Attendance - Salomeh & Brenda
3/15	-End of Marking Period: Grades/failure rate - Shelley -Action plan updates (report out)
3/22	-Suspensions- Tapia -Advisory (report out) - Helida, Salomeh, Shelley
3/29	
4/5	SPRING BREAK
4/12	-Referrals- Palafox -Student Surveys - Salomeh
4/19	-Action plan updates (report out) - Shelley
4/26	Attendance- Salomeh & Brenda -Staff Surveys- Suzanne/Molly
5/3	
5/10	Suspensions- Tapia
5/17	-HWT3 - Joao/Helida -End of Marking Period: Grades/failure rate - Shelley -Action plan updates (report out) - Shelley

5/24	Referrals- Palafox Advisory (report out) - Helida, Salomeh, Shelley
5/31	SBAC- Palafox
6/7	Attendance - Salomeh & Brenda -Family Engagement - ENd of Year Potluck attendance and total for the year - Lai
6/14	-F&P3 - Joao/Helida -SRI3 - Joao/Helida -Action plan updates (report out) - Shelley -Student Surveys - Salomeh -Staff Surveys- Suzanne/Molly -Grades/failure rate - Shelley

Measure G1 Commission Middle School Proposal Rubric

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Name: **Commissioner:**

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

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