OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Greenleaf Academy

2016-17 Measure G1 Commission Presentation

Presented by Romy Trigg-Smith

Presented to Measure G1 Commission

June 6th, 2017

Our School Vision and Mission

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 graduate 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.

Greenleaf scholars engage in multiple **multicultural** opportunities that foster a safe and welcoming environment and build strong relationships among students, staff and community.

Greenleaf scholars engage in multiple **leadership** opportunities each year that supports them becoming social change agents as adults.

Overarching Vision for G1 Funds

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Music: How are G1 funds being used to give better access to music at your school site?

- Glee Club/Choir 3 hours each week, 1 hour a week of music per MS grade-level during Study Hall
- Hip Hop Spoken Word class accessible to more students, including trips to the recording studio
- Online music platform to support our music teachers with methodologies
- Coordinate school performances aligned to school multicultural celebrations: Latino, African-American and Asian-Arabic-Pacific Islander

Music provided from other funds:

- District provided Music teacher who works with only self-selected 4th and 5th graders learning clarinet and violin.
- Hip Hop Spoken Word as part of our Middle School After School Program for only a select group of 10 students each semester
- Increase our music instrumental classes to include middle school for 17-18 school year by increasing the FTE of our current 4th-5th grade music teacher. Our principal has already reaching out to Fillmore (VAPA Director) to instigate this and he responded positively

Overarching Vision for G1 Funds

OAKLAND UNIFIED SCHOOL DISTRICT
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Arts: How are G1 funds being used to give better access to arts at your school site?

- Coordination of MS Art Honors, three extra classes a week, one for each grade-level
- Coordination of community resources, diverse offerings and exhibition opportunities aligned with School Multicultural celebrations

Arts provided from other funds:

- We have an Art teacher and a Life Skills teacher that provide electives to our Middle School students.
- We received an Arts Incentive Grant for the 2016-2017 school year and we optimistic we will renew that grant so that we can continue developing our arts program and maintain the programming that we launched this year. With the grant this year, we have contracted for a Hip Hop class, Graffiti art class, and funded a few trips to the Arts Museum as well as materials for a screen printing class. We will hope to continue these activities for next school year.

Overarching Vision for G1 Funds

OAKLAND UNIFIED SCHOOL DISTRICT
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World languages: How are G1 funds being used to give better access to world languages at your school site?

- Bilingual Academic Mentor focused on Middle School Student Support
- Affirmation for our many bilingual students of the value of maintaining their Spanish language abilities
- Conduct sessions in Spanish and can communicate in students' home language

World Languages provided from other funds:

- We have received a grant from the school district to become a Dual Language school
- Currently, we have designated and integrated ELD throughout the grade levels. We will ensure that there is vertical alignment in our ELD program. For the integrated ELD, we will provide teachers with GLAD (Guided Learning Acquisition Development) training to support teachers in embedding ELD in content. Our Dual Language model will emphasize the awareness of how both languages are connected. Students will develop their linguistic skills in both languages by transferring linguistic knowledge and experiences across both languages.
- To develop a school that truly supports biliteracy and celebrates the diverse cultures present on campus, we have created a multicultural calendar and a plan that supports developing the targeted languages. Our multicultural calendar incorporates each of the cultures represented at our school, through months that are focused on our student's culture, as well as integrating culturally relevant resources into our reading and writing units.

Overarching Vision for G1 Funds

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How will these dollars accelerate the outcomes for your students and help them reach the targets laid out in the school's vision?

- Our Middle School Scholars will be lifelong learners that always demonstrate the principle of inquiry by participating in multicultural and cross disciplinary projects
- Align music and arts exploration to our Multicultural vision from our Dual Language initiative
- Explore cultures through music and arts
- Real life music and arts experiences: field trips to museums or tickets to shows
- Instilling our students to become social change agents with community projects such as a School Garden

Grounded: School Wide Root-Cause Analysis

Successes: What are some implementation successes you will be looking for in 2017-2018

- *Cultural flexibility, empathy, and a strong sense of identity* are *essential in the success an Art and Culture Program.* If students all internalize the principles of Learning and Being, they will be developing SEL skills that help them build relationships, develop empathy, invest in their community, and embrace each other's differences.
- Middle School students would know they are successful and confident by the ability to communicate to express needs and understand the different members of the community. These students would feel safe because they can communicate with every teacher and students, knowing they have the tools to solve problems. They would be proud of their cultures, both the one they live in and the one their own family and background is founded in. They would also be aware of how both the school and their family are connected and engaged around her own learning experience.
- Glee Club, Hip Hop Spoken Word. Middle School Art Honors, Peer Mediation Program and Garden Club functioning regularly through the school year

Grounded: School Wide Root-Cause Analysis

How do you know you were successful (evidence, data)?

- School performances and exhibits aligned with School Multicultural Celebrations
- Increase in SPF Culture and Climate Status and Growth

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2017-18 Measure G1 Budget Allocations

Music

Budget	2017-18 Activities	Anticipated Outcome
$3,078 (38 weeks x 3hrs x $27) SmartMusic Program $400	Building out music program by offering extended contract for teacher to lead Glee Club/Choir ● After school Glee Club/Choir led by teacher in community ● One Glee Class per grade-level ● Coordinate School Performances aligned with School Multicultural Celebrations ● Online Music Program for methodologies to use during Glee Club ○ https://www.smartmusic.com/ ○ Teach Version ($399)	● Have all students who express a strong interest in music able to participate in music class ● Provide exposure to students of arrangements of all genres ● INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a preferred activity
$3,078 (38 weeks x 3hrs x $27) $450 ($75 per visit for each grade-level, twice a year)	Hip Hop Spoken Word extended contract for additional programming for all grade-levels ● Trips to recording studio (1 visit each grade-level, twice a year) ● Rehearsing time for Performances	● Have students in each grade-level who express a strong interest in music able to participate in a class of interest ● INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a preferred activity

2017-18 Measure G1 Budget Allocations

Arts

Budget	2017-18 Activities	Anticipated Outcome
$3,078 (38 weeks x 3hrs x $27)	Extended contract for Art Teacher ● Teacher MS Art Honors for all classes ● One Honors class for each grade (6,7,8)	● Have MS Arts Honors classes for each grade-level ● Have all students who express a strong interest in Art able to participate in MS Arts Honors classes ● INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a preferred activity

2017-18 Measure G1 Budget Allocations

World Languages

Budget	2017-18 Activities	Anticipated Outcome
See below for cost	Bilingual Academic Mentor focused on Middle School Student Support ● Conduct sessions in Spanish and can communicate in students' home language	● Affirmation for our many bilingual students of the value of maintaining their Spanish language abilities

2017-18 Measure G1 Budget Allocations

5th to 6th Grade Retention

Budget	2017-18 Activity	Anticipated Outcome
$1769 (16 hours * 4 teachers * $27) $1000 Supplies	2 day-1 night, Overnight camp and extended contract for 4 teachers ● Developing a bridge camp between 5th and 6th grade to building community and culture with teachers before 6th grade ● Support relationship building between students and teachers before the year starts ● Develop trust amongst students and staff in 6th grade	● 100% of our 6th grade spots will be filled with Greenleaf scholars ● Stronger culture data (CHKS, RJ survey, referrals, suspensions) from 6th graders
$1000 for supplies $432 for Extended contract (8 hours * 2 teachers *27)	Build “Challenges” for Team Building for Overnight Camp ● Use the San Jose Downtown College Prep Challenges and build our own materials for kits ● Supplies for building the challenges (reclaimed wood, string, plastic cups, etc.)	● 100% of our 6th grade spots will be filled with Greenleaf scholars ● Stronger culture data (CHKS, RJ survey, referrals, suspensions) from 6th graders

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2017-18 Measure G1 Budget Allocations

Safe and Positive School Culture

Budget	2017-18 Activity	Anticipated Outcome
$15,400	Academic Mentor on Culture and Student Support (Assuming 20 hours a week and stipends for sports support) ● Conduct Advisory sessions and Mindfulness classes ● Support with Middle School culture development ● Coordinating peer mentoring and peer mediation programs ● Coordinating for the MS Sports program to improve School Culture through Sports	● We will decrease the red for growth, in both our Chronic Absence rate and suspension rate as measured by SPF. ● Provides a point of connection to school for students who have athletic strengths ● 80% of students who participate in Sports program “agree” or “strongly agree” that they feel part of a team at Greenleaf
$2,916 3hrs each * 9 teachers * 4 sessions *$27	Extended contract for MS Teacher Retreat Periodically (Aug, Oct, Jan, March) ● Middle School teachers will step back to revise policies and practices aligned to school culture	● We will be able to decrease the percentage of students that don't feel like they can talk to make things better or know where to go for help with a problem as measured by CHKS survey
$795 for 6 classes and one teacher trained	Community Building Camping Trip at Rob Hill, Presidio for each grade-level	● INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time"
$1026 (1 hr x 1 teacher x $27 x 38 weeks)	Garden Club ● Team building and community service in Garden ● 2 sessions a week for 30 minutes w/ students who have an affinity for working in our Garden	● INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time"

EVERY STUDENT THRIVES!

Greenleaf 8th Grade Honor Roll

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org @OUSDnews

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:	Greenleaf Tk-8	Principal	Romy Trigg-Smith
School Address	6328 E 1th St	Principal Email:	romy.trigg-smith@ousd.org
School Phone	519-636-1400	Principal Phone:	519-636-1400
2017-18 Enrollment (6-8)	156 students total 56 6th graders 54 7th graders 46 8th graders	Anticipated Grant Amount*.	$35,546

**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
41%	59%	84.4%	8.4%	0%	26%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
14%	0%	1.9%	84.5%	0%	1.3%	0%	0%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	**Role**
Romy Trigg-Smith	Principal
Brian Cooper	Assistant Principal
Lorilei Aguinaldo	Math/New Teacher Culture Coach
Maria Ingles	Dual Language Coordinator

School 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 graduate 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.
Greenleaf scholars engage in multiple multicultural opportunities that foster a safe and welcoming environment and build strong relationships among students.
Greenleaf scholars engage in multiple leadership opportunities each year that supports them becoming social change agents as adults.

Mission:
In order to reach our vision we will:
Implement Standards Aligned Curriculum: with assessments aligned to our Cycles of Inquiry and UbD units in both languages.
Integrate technology: to develop a blended learning curriculum
Build Teacher Leadership: Recruit, train and retain effective Dual Language teachers
Foster Student Leadership: Support a cultural exchange between students and families so that our students can own and find strength in being a language model for their peers and build upon their cultural competencies.
Develop Parent and Community Leadership: Maintain equity of voice for all language groups so that parents are engaged in the language instruction of both groups and feel heard in an inclusive community.
Culture: foster cultural competence and multicultural awareness, using restorative justice to ensure we are equitably building and maintaining our community.

School Priority Areas (from site plan):
What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school and the priorities you are focusing on for the upcoming school year.

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

Greenleaf, a TK-8 school in the heart of East Oakland, opened in 2007 as a K-5 school after a design team of educators, parents, and community members spent a year re-envisioning the school's mission.

Over the years our parents' desire for a middle school and our success as a K-5 school, led us to expand from a K-5, to a TK-8 program. We're in an exciting transition where we continue to build our identity as a TK-8 and strategically vertically align throughout the grade levels.

We also have an early exit bilingual program in grades K-2nd, transitioning fully to all English-Only classes in 3rd grade. This bilingual program focuses on accelerated English and Spanish reading goals so that students learn to read transfer their Spanish reading into English reading. We are developing and designing a Dual Language program that will start in Kinder next year and will grow a grade level per year till we become a fully Dual Language school.

Our current student population is 84% Latino and 14% 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 that they have experienced.

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

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

As we've grown to support over 600 students, we've built out our Restorative Justice and Social Emotional Learning supports. Our school develops a climate and culture calendar that focuses on our Principles of Learning -Pride, Integrity, Determination and Inquiry and Principles of Being - Being Safe, Being A Teamplayer, Be Respectful, Be Responsible. Within that calendar we build out very specific cross grade level and cross staff activities to ensure that 100% of our students have an adult on campus that cares about them and that 100% of adults take ownership for all students no matter what grade level. Our Culture Coach and our Literacy Coordinator support that planning work along with our teacher lead Climate and Culture committee.

We have a focus on academic goals for students and we are data driven, so we have:
- Weekly COIs (Cycles Of Inquiry), where grades level analyze data and reflect on their instruction
- Academic Conferences after each assessment cycle, where teachers meet with the Administration and Instructional Facilitators to analyze data and find resources to meet our students needs.

We build on a teacher and staff collaboration, so we have:
- PLCs (Professional Learning Communities), where teachers from the same grade level or department meet 3 times a week to plan and refine their curriculum.

We want to generate professional development opportunities, so we have:
- ALPs (Action Learning Plans) where teachers have the opportunity to make vertical groups (from different grade levels), and study a specific area that they want to grow in
- PDs (Professional Development meetings) all year long, trying to differentiate according to teacher needs
- Grade level PDs, where administration and Instructional Facilitators observe, meet, and collaborate with a specific grade level to refine one part of their instruction, including peer observations, lesson study sessions, debriefing sessions

We believe in teacher leadership, so we create different opportunities for our teachers, including:
- Grade level teacher leaders
- Content teacher leaders (LA, Math, Science, Technology)
- Dual Language working group
- Teachers lead PDs

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

Transformation priorities for the upcoming school year

We have a Greenleaf Transformation Plan for the beginning of our Dual Language program starting next year. This transformation Plan includes 4 Priorities: Rigorous Academics, Culture and Climate, Community Engagement, and Educator Development. We will align these priorities to our Measure G1 Proposal, focusing mainly on the Culture and Climate Priority.

<u>Transformation Priority 1: Rigorous Academics</u>
Objective: When we adapt our standards-aligned curriculum to the Dual Language program, we will maintain the rigor of our current curriculum with clear language allocation for each subject. We will also expand our current level of support for English Language Learners to include support for our Spanish learners as well.
Justification: By strengthening our Tier I instruction for a Dual Language program while developing differentiation and intervention for each of our language dominant populations, we are giving our students more tools to close the achievement gap.

<u>Transformation Priority 2: Culture and Climate</u>

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

Transformation Priority 3: Community Engagement
Objective: 100% of families attend Back to school night and report card conferences, 80% of families in each incoming class will be involved in strategic ways at Greenleaf, such as fulfilling the minimum of 10 hour volunteering contract that includes supporting teachers and the school, as well as coming to engagement events. 100% of parents agree or strongly agree, and 70% of parents agree that they feel welcome to participate at our school, as measured by the CHKS survey.
Justification: By having parents volunteer more on campus, they will better understand how they can provide additional support to their students and feel invested in the community. By being on campus more frequently, families have additional opportunities to learn about our achievement and cultural goals and reinforce our Principles of Learning and Principles of Being. If parents are on campus they can stay and participate in Workshops

Transformation Priority 4: Educator Development
Objective: 80 % of teachers and staff will be retained .
Sub-Objective: 80% of teachers stating that they feel supported towards meeting their professional practice goals
Justification: In launching a Dual Language program, retaining teachers becomes even more critical as strong bilingual teachers are more challenging to hire. In addition, if we have a stronger retention rate we will be able to achieve our goals in student gains and climate and culture because we aren't retraining teachers each year. We can build on teacher expertise.

Middle School Measure G1 Self- Assessment:

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

Music (Rubric Score)		***Art (Visual Arts, Theater, and Dance)***	
Access and Equitable Opportunity	Entry	***Access and Equitable Opportunity***	Basic/Quality
Instructional Program	Entry	***Instructional Program***	Basic/Quality
Staffing	Entry	***Staffing***	Basic/Quality
Facilities	Entry	***Facilities***	Basic/Quality
Equipment and Materials	Entry	***Equipment and Materials***	Entry/Basic
Teacher Professional Learning	Entry	***Teacher Professional Learning***	Entry/Basic
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Developing		
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)	73 students in 5th grade in 2015-2016 school year. 18 students not coming back to Greenleaf in 6th grade for the 2016-2017 school year. 60 available spots in 6th grade, 5 spots not filled with students from 5th grade in Greenleaf. 60 projected, 60 at 20 day count, 5th grade students incoming into 6th grade. This year, for the first time ever, we had less than 60 students coming back to Greenleaf from 5th grade to 6th grade.	***SPF - Suspension***	Status 5.1% Growth +4.5pp (RED)
ES Outreach Strategy Actions	Middle School Enrollment Parent Meetings for 5th grade families	***SPF - Chronic Absence***	Status 7.28% Growth +0.71pp (RED)
Programs to support ES students transition to MS	Citizen Schools after school programming for all 6h graders, Study Hall Program, Advisory, MS Culture and Behavior Plan, Camp Phoenix over the summer	***SPF - CHKS data***	Student: Status 51% Growth +12pp

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

Community Engagement Meeting(s)	
Community Group	**Date**
SSC Agenda SSC Meeting Notes	03/16/17
Parent Leader Meeting Agenda	03/17/17

Staff Engagement Meeting(s)	
Staff Group	**Date**
ILT Agenda and Notes	03/07/17

Middle School Meeting Agenda	03/23/17

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

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
We scored entry level in all the areas of our self assessment for our Music Program. Currently have a district provided Music teacher who works with only self-selected 4th and 5th graders learning clarinet and violin. We also have Hip Hop Spoken Word as part of our Middle School After School Program for only a select group of 10 students each semester, so not all students have exposure or the opportunity to participate. We want to expand the program to extend the number of students that participate in both Hip Hop Spoken Word and Instrumental classes, as well as coordinate school performances and give additional music opportunities to our students. We propose starting with building out music program by offering extended contract for a teacher to lead Glee Club/Choir 3 hours each week. This will ensure 1 hour a week of music per MS grade-level during Study Hall or After School. This initiative will put us in the basic level at the beginning of the year, and moving towards a quality level as we progress in the future, making sure that we are having all students participating, involving diverse resources and performance opportunities. Additionally, we plan to increase our music instrumental classes to include middle school for 17-18 school year by increasing the FTE of our current 4th-5th grade music teacher. Our principal has already reaching out to Fillmore (VAPA Director) to instigate this and he responded positively. Finally, we also propose to increase the impact of the Hip Hop Spoken Word class that has only been taught in After School program and provide extended contract so that the class is accessible to more students. We would also like to fund trips to the recording studio as well as an online music platform to support our music teachers with methodologies. Finally to increase our students appreciation and awareness of music and the arts, we propose a field trip for 7th graders

to a theater or show that enables them to recognize what culminating performances can look and sound like. We feel that such an opportunity would broaden their horizons.

Budget	2017-18 Activities	Anticipated Outcome
$3,078 (38 weeks x 3hrs x $27) SmartMusic Program $400	Building out music program by offering extended contract for teacher to lead Glee Club/Choir ● After school Glee Club/Choir led by teacher in community ● One Glee Class per grade-level ● Coordinate School Performances aligned with School Multicultural Celebrations ● Online Music Program for methodologies to use during Glee Club ○ https://www.smartmusic.com/ ○ Teach Version ($399)	● Have all students who express a strong interest in music able to participate in music class ● Provide exposure to students of arrangements of all genres ● INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a preferred activity
$3,078 (38 weeks x 3hrs x $27) $450 ($75 per visit for each grade-level, twice a year)	Hip Hop Spoken Word extended contract for additional programming for all grade-levels ● Trips to recording studio (1 visit each grade-level, twice a year) ● Rehearsing time for Performances	● Have students in each grade-level who express a strong interest in music able to participate in a class of interest ● INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a preferred activity
N/A	Building out music program by offering MS instrumental classes ● Already Asked Fillmore (VAPA Director) to increase FTE for classes for MS and he has agreed ● 1 hour a week of music per MS grade-level or ensemble meeting during Study Hall	● Have a Music teacher to start developing a music program in MS ● Have students in each grade-level who express a strong interest in music able to participate in a class of interest
$1500 ($25 x 60 tickets) $480 ($8 x 60) Bart Transport	7th grade Trip to the Theater to view a play or musical ● Students attend a musical/theatrical performance with teachers and chaperones	● Build interest and investment in music and arts

2. Art Program

Programmatic Narrative Based on Rubric
We have a basic/quality score in most areas of the rubric for MS Visual Art Programming. We have an Art teacher and a Life Skills teacher that provide electives to our Middle School students. By having additional funds to put towards extended contract, this teacher can support the coordination of MS Art Honors. We will also making sure that we involve community resources, diverse offerings and exhibition opportunities that would move us to a Quality score almost overall. We received an Arts Incentive Grant for the 2016-2017 school year and we optimistic we will renew that grant so that we can continue developing our arts program and maintain the programming that we launched this year. With the grant this year, we have contracted for a Hip Hop class, Graffiti art class, and funded a few trips to the Arts Museum as well as materials for a screen printing class. We will hope to continue these activities for next school year. In addition to our current program, we wish to expand more Middle School Art Honors classes to impact additional students and all middle school students with a profound interest in Art. Therefore, we propose paying our art teacher to

conduct three extra classes a week, one for each grade-level.

Budget	2017-18 Activities	Anticipated Outcome
$3,078 (38 weeks x 3hrs x $27)	Extended contract for Art Teacher ● Teacher MS Art Honors for all classes ● One Honors class for each grade (6,7,8)	● Have MS Arts Honors classes for each grade-level ● Have all students who express a strong interest in Art able to participate in MS Arts Honors classes ● INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a preferred activity

3. World Language Program

Programmatic Narrative Based on Rubric
While we have scored Emerging in most sections of the Rubric, we have a history of using world language education in our lower grade levels with our bilingual early exit program. As we are becoming a dual Language School next year, we will be gradually moving towards sustaining and thriving in all grade levels. In order to accomplish this, we need to build capacity with teachers, including electives and have diversity in our teachers. We will ensure a multilingual learning environment by continuing developing our **Language Program.** Currently, we have designated and integrated ELD throughout the grade levels. We will ensure that there is vertical alignment in our ELD program. For the integrated ELD, we will provide teachers with GLAD (Guided Learning Acquisition Development) training to support teachers in embedding ELD in content. Once teachers are trained in GLAD strategies, we can use the same strategies for Spanish Language Development throughout the content. Our transferability curriculum will also be used to create a strong multilingual learning environment. Our Dual Language model will emphasize the awareness of how both languages are connected. Students will develop their linguistic skills in both languages by transferring linguistic knowledge and experiences across both languages. We have adapted our Principles of Learning to include the multicultural implications of being a Dual Language School, and we will adapt the explanation and understanding of the Principles of Being to take into account our multicultural community and our current Principles of learning, supporting teachers to explicitly connect the PoB to our Dual Language program. ● Pride: graduating a generation of students who not only experience profound achievement, but also feel the responsibility to work for the betterment of their community. ● Inquiry: instilling a lifelong curiosity for language acquisition and cultural exchange. ● Determination: fostering a will within our students to work to the best of their abilities with a rigorous educational experience to be college and career ready. ● Integrity: Understanding our values, principles, and beliefs through the study of not only our own linguistic and cultural heritage, but also that of others. Our program will promote the diverse cultures present and equal status of both languages at our school site developing a system that outlines which language is spoken by teachers and students throughout the day, and in different areas of the school, to promote biliteracy in both languages. We will develop a multicultural calendar which we will discuss in detail in the Instructional Strategies. To develop a school that truly supports biliteracy and celebrates the diverse cultures present on campus, we have create a multicultural calendar and a plan that supports developing the targeted languages. Our multicultural calendar incorporates each of the cultures represented at our school, through months that are focused on our student's culture, a well as integrating culturally relevant resources into our reading and writing units.

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

In light of the above, we propose to use the funds to target hiring a Middle School Bilingual Academic Mentor who will help lift up the value of language and diverse cultures for our middle school students, allowing them to continue identifying positive value in maintaining their Spanish language abilities. We are currently granted other Fall Call funds to support our language program Tk-8, which is why we are prioritizing the other Measure G-1 focus areas.

Budget	2017-18 Activities	Anticipated Outcome
See below for cost	Bilingual Academic Mentor focused on Middle School Student Support ● Conduct sessions in Spanish and can communicate in students' home language	● Affirmation for our many bilingual students of the value of maintaining their Spanish language abilities

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Greenleaf has received recognition as one of the few Middle Schools that has a waiting list in our neighborhood. We are privileged with the interest of our surrounding community in being part of our school.

This year, for the first time ever, we will have less than 60 students coming back to Greenleaf from 5th grade to 6th grade, which means students from other schools filled our additional open spots. This makes continuity in our community difficult as we have to re-norm our expectations with scholars who have not already internalized our expectations for all of K-5th grade. Additionally, although not related to the 5th to 6th transition, we experience attrition each year with students leaving Greenleaf from 6th to 7th grade and 7th to 8th grade. So, we are continuing to brainstorm ways to make our program as attractive to diverse interests as well as academically rigorous and supportive.

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

We believe that the transition from 5th to 6th grade is a challenging one that requires some new and innovative support efforts even at Greenleaf where students are remaining at the same school for the most part. We often see an increase in referrals from 6th grade as students navigate the new rigors of the schedule and work. We believe if we made some more concerted community-building efforts during the transition from 5th to 6th grade, we would see stronger culture in our Middle School. Therefore, we propose to pay our 6th grade teachers, RJ coordinator, and Life Skills teacher to host an overnight camp for our returning 5th graders and incoming 6th graders before the launch of the school year. We feel that this Overnight camp will support the development of staff-student relationships and support trust building within our community! During this camp, we want to design and implement a series of challenges for students to participate in as groups to form bonds, trust and communication. Our RJ coordinator and Life Skills teacher were trained last year by Downtown College Prep staff members in Culture within Curriculum Challenge; however, we did not have the money to purchase these so we have proposed to build our own challenges ourselves to be reused each year with the new incoming 6th graders during this bridge camp.

Budget	2017-18 Activity	Anticipated Outcome
$1769 (16 hours * 4 teachers * $27) $1000 Supplies	2 day-1 night, Overnight camp and extended contract for 4 teachers ● Developing a bridge camp between 5th and 6th grade to building community and culture with teachers before 6th grade	● 100% of our 6th grade spots will be filled with Greenleaf scholars ● Stronger culture data (CHKS, RJ survey, referrals, suspensions) from 6th graders

	• Support relationship building between students and teachers before the year starts • Develop trust amongst students and staff in 6th grade	
$1000 for supplies $432 for Extended contract (8 hours * 2 teachers *27)	Build "Challenges" for Team Building for Overnight Camp • Use the San Jose Downtown College Prep Challenges and build our own materials for kits • Supplies for building the challenges (reclaimed wood, string, plastic cups, etc.)	• 100% of our 6th grade spots will be filled with Greenleaf scholars • Stronger culture data (CHKS, RJ survey, referrals, suspensions) from 6th graders

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

According to SPF, we got a 7.28% on Chronic Absence, 5.1% on suspensions, and 51% on the Culture/Climate Survey for Students. We are currently in the red, for growth, in both our Chronic Absence rate and suspension rate.

We believe we have a lot of growth to be made still in our culture in our Middle School. To highlight this need, in the CHKS survey, we had questions like:

- "If I get angry with a friend, I can talk about it and make things better." We had 33% in 6th grade, 21% in 7th grade, and 45% in 8th grade state that this is "not at all true" or "a little true" for an answer.
- "I know where to go for help with a problem". We had 31% in 6th grade, 30% in 7th grade, and 50% in 8th grade state that this is "not at all true" or "a little true".

Additionally, an objective in our 2016-2017 Culture Theory of Action is making a 10% INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" each year as measured by the CHKS. As well as a decrease in referrals each year by 10%. Therefore, we are currently working towards fostering more student investment in our community and the idea that students are part of a team.

During the 2016-2017 school year, we have introduced PBIS in our school, including the launch of Principles of Being (Be Respectful, Be a Team Player, Be Responsible, Be Safe) to complement our Principles of Learning. Our new 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.

Over the past two years, 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 also have launched mindfulness training for students, but just in one middle school classroom currently.

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 a student leader mentoring program. More specifically we will work to build out a structure for older students to support as peer mediators. This way, we will continue to have older students internalize the Principles by using them to teach younger students. Therefore, we see a need to expand our capacity for Middle School support systems.

We believe that if we hire a Middle School Academic Mentor, this person can support with Middle School culture development and Middle School student support and we will be able to decrease the percentage of students that don't feel like they can talk to make things better or know where to go for help with a problem. Additionally, this Academic Mentor could support developing the Advisory program, MS student leadership programs, peer mediation programs, mindfulness throughout the Middle School, and stronger systems for student support plans in Middle School.

Additionally, we have noted the strong sense of pride our new sports program has generated this school year with the

first season of Middle School sports. Our sports program has garnered strong interest from students who have strengths in athletics and provided them an activity of interest at school. We believe the sports program to be a culture building one, but only if supported with strong systems. We have had a tough roll out, trying to develop the best practice times, requirements for participation, communication systems. Therefore, we believe a Middle School focused Academic Mentor could be a strong strategy so that this person can spend time building out the sports program and revising systems.

Additionally, in order to have students continue to feel invested in our community, each other, and have adults on campus who they can trust, we propose developing opportunities to build this trust through community building outside of the classroom, such as an overnight camping trip to the Presidio at Rob Hill for each grade-level.

In order to hold our Middle School team accountable for culture goals and progress towards developing relationships and positive community, we also propose holding 4 Middle School teacher retreats as step-back opportunities to reflect on systems, advisory, culture initiatives, etc. and adjust strategies and practices. These sessions will be solely focused on culture and alignment of PBIS and Restorative Practices in middle school.

Finally, we propose increasing our opportunities for Gardening in Middle School. We are currently under construction and have not had systematic or regular garden class, even though we have several Middle School students who have expressed interest in Gardening. We propose offering another opportunity for our Middle School students to participate in a preferred activity, by offering Middle School Garden club during study hall on Tuesday and Thursdays. This will provide another opportunity for students to feel part of their school community and become further invested in our school.

Budget	2017-18 Activity	Anticipated Outcome
$15,400	Academic Mentor on Culture and Student Support (Assuming 20 hours a week and stipends for sports support) ● Conduct Advisory sessions and Mindfulness classes for Middle School ○ Conduct social skills groups ● Support with Middle School culture development ● Middle School student support including behavior contract development and monitoring, Check In and Check out ● Coordinating peer mentoring and peer mediation programs ● Coordinating Restorative reflection processes during In-School Suspensions ● Coordinating for the MS Sports program to improve School Culture through Sports ● MS sports program to support strong culture and reinforce Principles (Pride, Responsibility, Being a Teamplayer	● We will be able to decrease the percentage of students that don't feel like they can talk to make things better or know where to go for help with a problem as measured by CHKS survey ● We will decrease the red for growth, in both our Chronic Absence rate and suspension rate as measured by SPF. ● Reinforce the Principles of Learning and Principles of Being ● Instill Pride in our Middle School students ● Provides a point of connection to school for students who have athletic strengths ● 80% of students who participate in Sports program “agree” or “strongly agree” that they feel part of a team at Greenleaf
$2,916 3hrs each * 9 teachers * 4 sessions *$27	Extended contract for MS Teacher Retreat Periodically (Aug, Oct, Jan, March) ● Middle School teachers will step back to revise policies and practices aligned to school culture (Advisory structure, Assemblies, Celebrations, Consequence Chains/Toolkits for Support, RJ practices, etec.)	● We will be able to decrease the percentage of students that don't feel like they can talk to make things better or know where to go for help with a problem as measured by CHKS survey
$795 for 6 classes and one teacher trained	Community Building Camping Trip at Rob Hill, Presidio for each grade-level ● $45 per teacher (CAP leadership training)	● INCREASE of students reporting that they feel part of their school community "All of the time" or

	● $75 per class (up to 30 people) ● $100 for roundtrip transportation (if needed)	"Most of the time"
$1026 (1 hr x 1 teacher x $27 x 38 weeks)	Garden Club ● Team building and community service in Garden ● 2 sessions a week for 30 minutes w/ students who have an affinity for working in our Garden	● INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time"

Greenleaf TK-8 (AGENDA)

SSC Meeting - *Junta del Concilio Escolar (SSC)*

March 16th, Thursday 2017 - *jueves, 16 de 3:00 pm - 4:00 pm*

1. Welcome Roll Call and Establish Quorum (5 min)
   Bienvenida / Asistencia y Establecer Quórum (5 min.)

2. Reading and approval of minutes (5 min.)
   Aprobación de Minutas (5 min)

3. Review the 2017-2018 Measure G-1 Grant, Needs and Brainstorm Ideas (20 min.)
   Repasar el presupuesto 2017-2018 Medida G-1, Necesidades e ideas (20 min)

4. Parent Meeting Tomorrow - Review Main Ideas (10 min.)
   Reunión de Padres Mañana - Repasar Ideas Principales (10 min)

5. Brainstorm Fundraising Ideas for EOY (10 min.)
   Ideas de recaudación de fondos para el fin de año (10 min)

6. Public Input/Announcements (5 min.)
   Anuncios públicos y Noticias (5 min.)

Next SSC Meeting:
La próxima junta de Concilio Escolar: April 27th, 3pm-4pm, 2017

Next Parent Meeting: TOMORROW, March 17th, 2017
La próxima junta de padres líderes: Mañana, 24 de Marzo 2017

Parent Meetings: 2nd and 4th Thursdays of the Month from 9 am - 10:15 am (Parent Room or Cafeteria)
Juntas de Padres: 2º y 4º jueves del mes de 9:00-10:15 am (salón de padres o cafetería)

SSC Meeting
March 16, 2017 3:00pm

Meeting called to order we reviewed the minutes from the last meeting and approved as read.
Reviewed 2017-2018 Transformation Plan New SPSA Priorities/Big rocks

Rigorous Academic Program
Elective teachers-
(We need to buy another teacher we are only granted 24 teachers based on our budget)
*Two intervention teachers K-3/ 4-8
*Extended Contract for beginning of the year retreat where teachers do planning.

Culture & Climate
*Math and Culture Coach
*Play works (probably won't be able to fund moving forward)
*Restorative Justice(What is restorative Justice?)$86K - Problem solving of situations, conflict resolution, building community…..Question: Since I don't see Mr. Flowers what and where is he?
STIP Sub $11k - move from two to one

Review 2017-2018 Budgets in Title I:

Dual Language Funds: Current pot pays for Ms. Ingles and STIP Sub

Ms. Trigg-Smith explains that we need to approve Title I Funds $102K which is about 20K less than it was for this current year.
Positions funded:
*Literacy Coach covers 3-8, Part of Dual Language (Ms. Ingles)
Parent Funds: $3K

Budget:
Current budget situation for Greenleaf:(How do we utilize the restrictions for this year for our budget?)
Budget Approval List
Fund a full time 3-8 Literacy Coach and the rest for part of the Dual Language Coordinator.
Yes (10 people agree)

Parent Funds:
Voted on moving 1,000 of the 3k to for meeting refreshments
3,425.00 towards parent workshops, technology, food for meeting, supplies for the parent room.
Yes (10 agree, quorum reached)

*Question: Do we have job description of the current positions we are looking to fund with this budget?(Ms. Lewis)
*Budget is a less than years before:
Monies for computer generated programs to support students

Questions:
What can we do to get the parents involved more?
Can we use the funds for an outside program instead of teachers doing the tutoring?
Can we push the after school program to focus more on tutoring?
Concern that moving toward a dual language program how it would look in our program?
So once we turn to Dual Language will there be professional development for that?
Can we continue to revise how we use the funds each year?

Current Notes
Fund coaches with Title I funds
Parent Funds- Workshops, food, technology etc…

After School Program

How can we make our after school program more productive and support more with homework?
Suggestions:
Instead of using funds for Dual Language Coordinator salary possibility to use them to hire someone to support with social emotional struggles.

We also are going to receive some funds from the district for next year which is the Measure G-1 Grant.
Conditions of this grant are as follows these funds are to be used to supplement, not supplant additional services, staff, programs or materials the site would otherwise have within the following area's:

Goals	Allowable Expenses (some examples of expenses)
Increase access to courses in arts, music, and world languages in grades 6-8	Staff (art, music, world language) Instruments Art supplies Language software and teaching aids Professional development
Improve student retention during the transition from elementary to middle school.	Staffing and other resources that will not supplant pre-existing services
Create a more positive and safe middle-school learning environment.	Staffing and other resources that will not supplant pre-existing services

Unallowable Expenses:

- Core Classroom teachers (except art, music, or world language class)
- Clerical Positions
- Copier Contract
- Medical Supplies
- Meals

NOTE: Pre-existing services, programs, staff or materials that meet the Measure G1 goals above are NOT allowable expenses. *The exception being if a site can demonstrate that funds used for a pre-existing program have been eliminated through budget allocation reductions and that no alternative funding source exists.*

Possible Support Addition Idea

We are a middle school that has improved tremendously and received an award of excellence. Knowing that the two area's middle school / elementary. We need a person who can manage the planning of the culture program. We are considering creating a support position who would work along with the teachers.
Their work day would be 3-4 days a week.
Advisory focus on middle school.
Also mindfulness training, also coordinate sports program for middle school.
Additional training for parents to help out with students on campus.

Parent Concerns
Students leaving campus before and after school
More communication to parents regarding students progress on an individual base.

Sixth grade after school program

- What expectation has been communicated to the parents.
- How will it look for students who have been excused from the program, what their end of the day transitions look like.

Parent Araceli is willing to call parents of the students who are seen leaving the campus during the day.
Also spoke about adding parent volunteer hours required for parent contracts, being more strict on uniform policy etc.…

Closed out meeting at 4:10pm
Next meeting scheduled: April 27th 3:00-4:00pm
Minutes submitted by Chelita Reed

Is ILT Mtg. Agenda - March 7th, 2017

Outcomes/Goals: We will…

- Share plans for and progress on multicultural event projects
- Review and provide input on current thinking for the Measure G-1 proposal
- Analyze PBIS tiered fidelity inventory data and reflect on practices and ways to improve
- Reflect on Teaching Well Interview trends and how to build more alignment and greater capacity in Restorative Practices
- Analyze and provide feedback on the proposed PD
- Analyze the root cause preventing focal student growth to understand next steps
- Plan PLC agendas based on new information and work completed

Meeting Norms: We will…

- Start on time, end on time
- Be an active and mindful participant -
- Speak truthfully -
- Assume Best Intentions -
- Be Solutions-Oriented`-
- Be strategic about Prep and Participants

Agenda

TIME	AGENDA ITEM	WHY? (Rationale/Purpose)
3 min.	**Check-In - Partner Shares** 1. Share an activity you might do or discussion you might have in your class to reinforce the principle PRIDE 2. What makes you proud?	• Connect with each other
2 min.	**Determine Roles: Time Keeper, Note-Taker and review norms**	• Help our team hold norms

15 min.	**Cycle 3 Check-in and Sharing Session**
	• Multicultural Plan Share out
	  ○ Whip Around
	  ○ Classroom selection
	  ○ Guidelines
	• Review PD calendar from now until Spring Break
	• Cycle 4 calendar
	• Feedback (5 min.)
		• Share your grade-levels intentions and ideas with the group to gain additional ideas
		• Review PD plans to provide input

Notes: Multicultural Celebration check-in - K: Each class prepares a presentation with an overview of what they have learned about the traditions of the regions they study. The kindergarten cohort is broken down as following: Asian (Ms.Prades), Pacific-Islander (Belen) and Arabic		

	(Ms.Evans-Green) culture. The Wednesday before school presentations, all groups will share with the other Kindergarten classes. - 1st: Working with Ms. Alima to do folk art from various countries. Students will present their artwork and what they learned, including background & artists. - 2nd: Project based -hands on- about long ago inventions by Arabic/Asian inventors that still have an influence in our everyday lives. Making soap, paper… Academic research and scientific method involved during the process). May we use Marika's portable/resources for the elaboration of inventions? Involve Alima as well? Compare and contrast how paper/soap was made long ago and now. - 3rd: Study of several activist muslim women (from Arab and Central Asian nations); Students will write biographies of the activists; create political posters/portraits of the activist in a pop-art style -- collaborating with Ms. Alima on the art component of the project - 4th Looking at several types of art: architecture, haka etc. Finalizing it this week. - 5th:Researching types of traditional recreational games/sports. Students will be designing a fair vibe within the classroom so students can come and actually learn about the origin of the games and interact/play with these games. - 6th: Initial thoughts: teaching kids traditional dance of Tongan and Fijian islanders and focus on the traditions and culture behind the dances - 7th - 8th	
20 min.	**Measure G-1 Review and Provide Feedback** *(Romy & Maria)* ● Framing the Proposal - What and Why ○ **Aligning to Priorities - 3 big buckets** ■ **Music, Art, World Languages** ■ **5th to 6th retention** ■ **MS Culture** ● Rubric evaluation ● Engagement opportunities	● Provide input to determine the most high leverage strategies to realize our Middle School priorities and vision
Notes: **Two Buckets** ○ TSA Student Advisor (Focused on Culture and MS Student support) ■ Current ideas: Social groups Improv classes Art classes Glee club Theater club Chorus Debate and Public Speaking/Oratory Spanish Classes Coding/Cyber Bullying		

	Mindfulness Videography (editing, etc.) ○ Programs to Develop Music: ■ Hip Hop teacher ■ Garage Band type software ■ Reach out to Filmore for MS music teacher	
20 min.	**PBIS Tiered Fidelity Inventory Report** TFI Report and Action Plan ● Analyze Data - Scores of 0 and 1 ○ Root cause analysis - WHY? ■ Five Whys? ● Select focus Area to prioritize improving ● Discuss Ideas and concrete Action Steps to make improvements ● Article - Social Emotional Competencies	● Analyze our culture needs and areas of growth to improve ● Attempt to uncover root cause for weaknesses

Notes:

- Expert Groups in grades 4-8 for spaces across campus- - Each expert group will create a video and it will be shared with lower grades (TK-3)
-Reinforce a common area a week and highlight it with (student scouts in common spaces as well)
- Every staff member taking ownership of EVERY student and every student respecting EVERY adult on campus **(staff members visiting every class to introduce themselves)**
- Different classes take care of trash around the school and then announcement of how much trash picked up - trying to reduce the amount of trash
- Choosing a "Class of the Week" that models excellent behavior in one of the common areas.
-MS Advisory Leadership making videos to reinforce the principles of Being in different spaces (Mr. Flowers will be the Greenleaf Grizzly!!)
-Overcom announcement focus of the day, which can be checked in on at the end of the day. For example, Today we will be looking for NO trash on the blacktop, or Today we will be looking for kind/supportive words.

Restorative Justice on Greenleaf campus:

- Systems of communication and follow up from Restorative Justice communication
- Systems for requesting RJ circles and support in classes. (Plan B conversations, etc.)
- Circles (some very formal) and other times informal (sometimes whole class and sometimes 3-4 students)

- Bringing them together (sometimes pull lunch together and sometimes after school...sometimes independent work time because they won't be able to be present during independent work time)
- Always end with how we repair this harm and make it better
- Thinking of how to our rules/expectations have a deep WHY that relates to the community and caring for our community.
- Community circles as a key lever for building relationships
- "Mail Station"/calm down space for kids who are not ready to join the class --- keep them in the room!
- Peace tree and conflict resolution space in the classroom for students to restore relationship/I-statements without an adult
- Calm down space
- Giving new teachers opportunity to see RJ circles in other class

System for reaching out for
Resources for teachers holding circles on their own

20 min.	**Planning Time** w/ Support ● Considerations: ○ Flex Weeks, Assessments ○ Minimum Days, ○ Multicultural Event, Thurs. Mar. 30th ○ SRI progress monitoring 3rd-5th ○ ILT Summit - Review Progress on Elaboration, Math Selected Item type progress, ○ Cycle 4 master schedule ● Work on agenda creation for PLCs ○ Planning time ○ Notes from Last ILT recorded below	● Prepare for collaboration and leading sessions for your PLC

Notes:

Kinder:

- Week 2/27
  - PLC: Flex week Planning
  - COI: New Adept data
- Tuesday 3/7: NO COI (Belen is out)
- Thursday 3/9: Bilingual Maths summative COI
- Tuesday 3/14: WTW
- Tuesday 3/21 : SIPPS

1st:

- Week 2/27
    - PLC: Planning with Romy (Cycle 3 wrap-up & Flex Weeks)
    - COI: Focus Student Deep Dive
    - PLC: Flex Week Planning
- Week 3/6
    - PLC: Cancelled/ Shared resources for math & language arts day before
    - COI: SIPPs Data & Report Cards
    - PLC: Academic Conference Prep

2nd:

- Week 2/27
    - PLC: Report Card Norming - what information do we want to send/can send?
    - PLC: Planning ELD.
    - COI: Math PT second round. Focus on several step problems.
- Week 3/6
    - PLC:
    - PLC:
    - COI:

3rd

- Week 2/27
    - PLC: Writing Planning
    - PLC:
    - COI: Performance Task Cycle 3 Math -- Instructional Planning
- Week 3/6
    - PLC:
    - PLC: Culture Flex Week Planning
    - COI: Culture Flex Week Planning (postponed until we have final math data for Cycle 3)
- Week 3/13
    - PLC: SBAC Prep/Cycle 4
    - PLC:
    - COI:

4th Grade

- Week 2/28
    - PLC: Report card entry
    - PLC: Reading Assessment for Unit 3
    - COI: Math Performance Task - Assess from CEOU
- Week 3/6
    - PLC: Reading Assessment for Unit 3
    - PLC: Multicultural Week Planning

- COI:

Fifth Grade:

- Week 2/27
  - COI: Reading (POV- evidence -cite evidence tracker)
  - PLC: SBAC lesson progression
  - PLC: Report Card Norming
- Week 3/6
  - PLC: Cancelled
  - PLC: Culture Lesson Progression Review
  - COI: Math CEOU (unit 8)

Sixth Grade:

- 2/22 - Student meeting to plan behavior contract
- RJ Survey data (3/1)

MS Humanities

- 2/23 - Planning for teach in to SBAC Interim
- 3/2 - COI Data analysis for Vocab quizzes
- 3/9 - Establish Observation Cycle for MS Humanities
- 3/15 - SBAC Interim data analysis - use protocol from New Leaders
- 3/16 -
- 3/16 -
- 3/17 -
- 3/22 -
- 3/23 -
- 3/24 -

5 minutes	**Logistics and Next Steps** ● F&P Academic Conferences PUSHED - 3/7-3/9 ● Stop Waste and Change My World Initiative	● Understand key dates and calendar changes coming up
Close-Out 5 min	**Closing, Shout Outs & Kudos** ● Appreciation Bin ● What do we not hold as well as we could?	● Appreciate each others' contributions

2/24 Parent Leader Meeting Agenda

1) Update on Measure G1 (10 min)
    a) Framing the Proposal - What and Why
        i) **Aligning to Priorities - 3 big buckets**
            (1) **Music, Art, World Languages**
            (2) **5th to 6th retention**
            (3) **MS Culture**
    b) Rubric evaluation
    c) Engagement opportunities
2) Next Steps (10 min)
    a) Volunteer sign in
    b) Survey for report card conferences
    c) Other ideas and desires?
3) Logistics for next steps (10 min)
    a) Career Day on March 10th
    b) Book Fair March 13-17
4) SELLS Update and SSC Update
    a) Title 1 funds approved
    b) Title 1 Parent Funds Approved
5) Attendance Need
6) Sanctuary District and Resources
    a) Spread the word!

Technology for the parent room
Date for

Agenda para la Junta de Padres Lideres

7) Actualizacion de la Propuesta de Measure G1 (10 min)
    a) Contexto de la Proposal - Que y por que
        i) **Alineamiento de las Prioridades - Aligning to Priorities - 3 categorias:**
            (1) **Musica, Arte, Idiomas**
            (2) **Retencion de 5th a 6th**
            (3) **MS Cultura**
    b) Rubrica de evaluacion
    c) Oportunidades de participacion
8) Actualizacion sobre Doble Lenguaje: Plan de Transformacion (10 min)
    a) **Progreso:**
        i) Visitas al hogar
        ii) Celebraciones multiculturales
        iii) Talleres multiculturales
        iv) Padres Lideres contactando a families y colaborando en eventos
        v) robocall y iTalking Points
        vi) Visitas a preschools and visitas a las escuelas
        vii) Visitas de Orientacion a la escuela
    b) Nuevas practicas
        i) Padres representantes en cada clase
        ii) Plan de voluntarios
        iii) Encuesta para las familias
        iv) Dos talleres familiares al anno organizados por los grados
        v) Un taller familiar al anno para entrenar a familas para ser presentadores
    c) Challenges
        i) Diversity: mid-year check-point home visits
        ii) continuous and systematic participation continuously celebrate the participation of our families with bulletin boards, classroom trackers with positive incentives and a Mid-year parent volunteer celebration.
9) Siguientes pasos (10 min)
    a) Volunteer sign in
    b) Encuesta en los reportes de notas
10) Logistica para los siguientes pasos (10 min)
    a) Dia de las Profesiones el 10 de marzo
    b) Feria del Libro marzo 13-17

3/23 - MS Meeting Agenda

Marika's Room @ 3:10 - 4:00

Outcomes	Norms
• We will play together during the helium stick team builder • We will review FFF structures • We will review Measure G1 Funding	• Start on time, end on time • Be mindful of patterns of participation • Speak our truth • Be asset driven • Agree to disagree

Time	Agenda Item	Notes
5	**Ice Breaker/Advisory Activity --** Helium Stick Team Builder & Debrief	• Fun to do • Harder when not able to talk • Tried with hula hoop, was much easier • Would use with advisory • Cooper will bring poles on Monday to loan out

15	**FFF**
	• Accountability
	  ○ Kids leaving
	• Work/Detention room
	  ○ Tardy minutes
	  ○ Missed community service
	• Staff vs. Student sport?
	  ○ What & when?
		• Teachers not holding academic space need to help with transition and monitoring
		• Mr. Flowers will come by rooms to get kids who owe community service, clean up on 17th
		• Yes! Dodgeball, basketball, volleyball,

15	**Advisory** ● Whip around: one relationship with student that has developed b/c of Advisory ● April Curriculum ● POB video storyboards: 1 per advisory	●
15	● **Measure G1 Funding** ○ **MS Music (1hr / grd level)** ○ **Bridge to 6th Grade** ■ **Help design and lead a summer bridge experience?** ○ **Student Support TSA** ■ **Build out peer mediation RJ program** ■ **Hold student behavior plans (check-in, check-out)** ■ **Hold student advisory** ■ **Student Leadership** ■ **GenYES coordinator**	● Would like more music opportunities for MS ○ When would these classes meet? ● Bridge is a good idea, stronger relationships with students needed next year ● What would a peer mediation program look like? ○ Visit ECP to see their model ● Good to have another adult focussed on culture

Next Steps:

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