REVISED
By Edgar Rakestraw at 7:00 am, 6/10/17

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 2.25hrs includes benefits) 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 2.25hrs includes benefits) $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 2.25hrs includes benefits)	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 Challenges; 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 (14 hours * 4 teachers - total includes benefits)	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

$1000 Supplies	• 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 (6.5 hours * 2 teachers- total includes benefits)	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 (2.5 hrs each * 9 teachers * 4 sessions - total includes benefits)	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 (45 mins x 1 teacher x 38 weeks - total includes benefits)	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"