



2019-20 Measure G1

Grant Application

Due: February 11, 2019
Revised: March 18, 2019

School	Greenleaf TK-8 School	Contact *	Romy Trigg-Smith & Brian Cooper
School Address	6328 E. 17th St., Oakland, CA	Contact Email	brian.cooper@ousd.org
Principal	Romy Trigg-Smith	Principal Email	romy.trigg-smith@ousd.org
School Phone	510-636-1400	Recommended Grant Amount**	\$76,998
Actual 2018-19 Enrollment (6-8) (20 day count)	167		

*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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Summary of Approved Expenditures from 2018-19 (link to [2018-19 approved proposal](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.1 of Elective Teacher for Advanced Art for all 3 MS grade-levels to reach more students	\$ 7,980.00
2	2 Academic Mentors	\$ 30,800.00
3	Extended Contract for Music Clubs (Glee Club & Hip Hop Spoken Word)	\$ 1,415.00
4	Extended Contract for Middle School Teacher Mid-Year Retreat	\$ 567.00
5		
Budget Total (must add up to Current Grant Amount)		\$40,762

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.1 of Elective Teacher to continue Advanced Art for all 3 MS grade-levels to reach more students	\$ 8,616.00
2	Art supplies for Middle school Art and Arts Field Trip	\$3,959

3	3 Academic Mentors (one focused on Peer Mentoring program, another Advisory program, and another on RJ/Student support)	\$ 46,200.00
4	Restorative Justice Education - Online Professional Development for Four Train-the-trainers (RJ Coordinator and 3 Academic Mentors)	\$ 2,600
5	Extended Contract for Music Club After School	\$1,415
6	Developmental Designs Advisory Curriculum for Middle School	\$512
7	Camping Overnight Trip for 7th Grade students at Redwood Glen	\$7,472
8	Extended Contract for Staff attending overnight camping trip	\$2,960
9	6th Grade Ropes Course Field Trip with Cal Adventure, UC Berkeley	\$3,264
	Budget Total (must add up to Anticipated Grant Amount)	\$76,998

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
49.8%	50.2%	93.1%	8.5%	0%	26.6%	99.4%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
13%	1.3%	1.2%	84.8%	0%	0.6%	0%	n/a

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Romy Trigg-Smith	Principal
Brian Cooper	Assistant Principal
Pieter Dolmans	Middle school TSA
Annika Rudback	3-8th Literacy Coach
Maria Ingles	Dual Language & Curriculum Coordinator

School Vision (insert here):

Vision:

At Greenleaf, academic excellence is our goal. We will use bilingualism and biliteracy as a vehicle to achieve educational equity for all students. We set high goals, and hold high expectations for all students and adults.

With a caring community as our foundation, we build deep relationships based on cross-cultural competency--the ability to interact with a variety of people, across cultural and linguistic boundaries, and collaborate successfully. Together, we work and live by the Greenleaf Principles of Learning: Pride, Inquiry, Integrity, and Determination and Greenleaf Principles of Being: Be Safe, Be Respectful, Be Responsible, and Be a Team Player.

Overarching Long Term Goal:

8th grade students will leave Greenleaf biliterate and proficient in Spanish and English Literacy and Math Common Core Standards enabling them to be successful in exploring career, college and life options.

Mission:

In order to reach our vision we will:

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, led us to expand from a K-5, to a TK-8 program.

Our z-score has jumped from from 5 to a 6, indicating that we are a high need, under resourced community.

We have been an early exit bilingual school, transitioning fully to all English-Only classes in 3rd grade. However, this is our last year as an “early exit” program as our Kinder and 1st graders are in our Dual Language program.

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

Our current student population is 82% Latino and 15% African American and a growing number of students from Southeast Asian and the Middle East. Within our population of English Language Learners we have two sub groups: first generation students whose first language is Spanish, and students who are fluent in Spanish and English, with Spanish as their first language. 98% of our students identify as low income (from the current SPF snapshot). Our students have significant social and emotional needs, stemming from indirect and direct trauma they have experienced.

Romy Trigg-Smith, our current principal, started at Greenleaf as an Assistant Principal in 2015-16, and moved on to the principal role in 2016-17.

Our current staff experience is a balance of 25% with 10 or more years, 25% with 5 to 10 years, 25% with 3 to 5 years, and 25% with 0 to 2 years.

We have had three milestone events that have made us confident that we can be agents of change for our community:

Having the first generation of Greenleaf 8th grade graduates in 14-15 and graduating our 5th cohort this year

Undergoing a school building renovation with high quality facilities as part of a 40 million capital investment project

Gaining the opportunity to move from an Early Exit Bilingual School to a Dual Language School

We were selected to expand to a TK-8 to build upon our success as a K-5. 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 a bilingual program in grades K-2nd that focuses on accelerated English and Spanish reading goals so that students learn to read in both languages. We are developing and designing a Dual Immersion program for next year. 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. 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 Dean of Culture 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

Transformation Priority 1: Rigorous Academics

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.

Transformation Priority 2: Culture and Climate

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)	2017-18 (last yr)	2018-19 (this yr)	Art (Visual Arts, Theater, and Dance)	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Basic	Basic	Access and Equitable Opportunity	Basic/Quality	Quality
Instructional Program	Entry	Basic/Entry	Instructional Program	Basic/Quality	Basic/Quality
Staffing	Entry/Basic	Basic	Staffing	Quality	Quality
Facilities	Basic	Basic	Facilities	Basic/Quality	Basic/Quality
Equipment and Materials	Entry	Entry	Equipment and Materials	Basic	Basic
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Entry/Basic	Quality
World Language (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	Emerging	Emerging			
Communication	Developing	Developing			
Real world learning and Global competence	Emerging	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
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2017-18 Enrollment Data (20 day)	60 available spots in 6th grade, we had 56 students on day 20, 60 projected, 56 at 20 day count, 50 5th grade students incoming into 6th grade from Greenleaf, 6 students incoming from other schools.	For 64 available spots in 6th grade, we had 66 students start the school year and 66 of these students came from Greenleaf as 5th graders. We have lost 2 students over the year due to them moving.	Suspension	3.6%	0%
ES Outreach Strategy Actions	Middle School Enrollment Parent Meetings for 5th grade families AND "Enrollment Stations" to support online enrollment.	Middle School Enrollment Parent Meetings for 5th grade families AND "Enrollment Stations" to support online enrollment.	Chronic Absence	10.6%	5.1%
Programs to support ES students transition to MS	Citizen Schools, Study Hall Program, Advisory, MS Culture and Behavior Plan, Camp Phoenix over the summer, MS Sports Program	Citizen Schools, Study Hall Program, Advisory, MS Culture and Behavior Plan, Camp Phoenix over the summer, MS Sports Program	CHKS data (district only)	45.2%	--

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
Parent Leader Meeting <ul style="list-style-type: none"> We send Talking Points for Communication (not flyers) 	Friday 2/8/2019

Staff Engagement Meeting(s)

Staff Group	Date
Coaching Leadership Team (CLT - staff team of 7 members)	Monday, 2/11/2019
ILT Meeting - SPSA and Budget Prioritization Conversation	Tuesday, 12/18/2019

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of the Measure

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

1. 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. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. 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 have improved our rubric rating slightly with help from the Measure G1 funds by being able to offer music opportunities to students based on interest (see successes below). However, we still have an access/equity barrier insofar as many of our Middle School students don't get to participate in music opportunities unless they opt in. We also have a huge space constraint at our site in terms of a location for music class to happen. However, we are working to continue to expand the reach of our district allocated music teacher.

Successes:

- Our band program has expanded from 4th & 5th grades to now include 6th and 7th grade. We have had multiple concerts for our school that have featured middle school students.
- Fillmore met with our team again this Fall and shared ideas for expanding our District Funded music resources into 8th grade next year.

Challenges:

- We lost the ability to have Mr. Godfrey conduct Hip Hop/Spoken Word Club.
- Our after school music club offerings have not launched due to staffing constraints, but we hope will start before Spring Break.

Based on these learnings, we would like to continue providing music opportunities to our students

through extended contract for teachers onsite to provide music clubs. However, we need to secure commitment from a potential club leader prior to launching the year. We will also be reaching out to Fillmore to continue to have District resources applied to instrumental music for additional Middle School grades. This year we were able to expand music from 4th and 5th, to 4th/5th/6th/7th, and hope to continue that expansion to 8th grade. We still intend to provide field trip opportunities for exposure to the Arts.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$1415 (About 1 hour per wk *38 weeks including benefits)	Extended Contract Funds to Continue Music Clubs by paying community members to hold these after school <ul style="list-style-type: none"> Funds for at least 1 hour music club per week 	<ul style="list-style-type: none"> Have 100% of students who express a strong interest in music able to participate in a music opportunity 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 Offering of afterschool Glee/Theatre Club, Hip Hop Spoken Word or other Music Club

2. Art Program

Programmatic Narrative Based on Rubric

Last year, we had our elementary art teacher support the coordination of MS Art Honors as a supplemental offering to their enrichment opportunities using extended contract. However, there was definitely still an access and equity issue with this model. Therefore we worked hard to embed an Arts Class for Middle School scholars as part of their schedule. This year, we are proud to have expanded even more consistent opportunities for Middle School scholars to have access to art.

Successes:

- ALL Middle Schoolers engage in Art classes

We would like to continue to provide access to Arts opportunities for all of our middle school students by continuing to fund .1 FTE of our current art teacher to continue teaching Art Classes for Middle School grade-levels within her contract hours (instead of as extended contract as we did in the past). This would allow for the reach of the program to continue to reach all middle school students. She is using more than 10% of her instructional minutes geared towards Middle School students, so .1 does not even represent the time she allocating to middle school students.

Additionally, in order to have successful Arts program for our middle school scholars we propose a portion of funds (around the suggested \$15 per student) for our art teacher to purchase art supplies for class as well as have the ability to organize Arts focused field trips.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$8,616	.1 FTE for Elective Teacher (assuming her \$86,162 cost) to administer Middle School Art classes	<ul style="list-style-type: none"> ● 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 ● Have MS Art classes more accessible and more frequent ● Have additional students able to participate in MS Advanced Art classes ● Support coordination of MS Art for all middle school grade-levels (6th-8th) ● At least one period per Grade-level Cohort on an A/B rotation each week
\$3,959	Funds for Art Supplies and Arts Focused Field trips to support Middle School Arts Program	<ul style="list-style-type: none"> ● 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
<p>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 prior bilingual early exit program. As we are working to become a full dual Language School K-8, we will be gradually moving towards sustaining and thriving ratings in all grade levels. In order to accomplish this, we need to build capacity with teachers, including electives and have diversity in our teachers.</p> <p>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.</p> <p>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.</p>

- 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 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.

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 our transformation into a full K-8 Dual Language program, our community is currently prioritizing the other Measure G-1 focus areas. Although, for our academic mentors, we would like for at least one to be bilingual in order to continue to lift up the importance of our Dual Language vision and bilingualism.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Successes:

- With our partner, Citizen Schools, we had a bridge event at the end of last year at Lake Merritt to build community and support investment in our school and retention. It represented a new event for families and students to help the transition to middle school and build culture at Greenleaf.

Challenges:

- We did not hold an overnight event in August as originally planned due to challenges with getting a permit and staff availability given summer break and planning for the new year.
- We are adjusting to create an end of year Bridge-to-Middle-School event for our current 5th graders as a way of retaining them as well as supporting the jump to Middle School and engaging in the teambuilding and bonding before they are promoted to Middle School

- Overall challenge was having many different funded activities to manage.

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 year while concerted working on retention, we had 100% of our 6th grade spots filled by Greenleaf scholars. This is a huge accomplishment and we believe a testament to our work on building a strong community.

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.

Last year, we created enrollment stations, in which we offered families personalized support if filling the enrollment application online, since a large population of our families don't have regular access to internet or don't feel confident enough to fill online applications. We also held strategic meetings to track the enrollment of all of our 5th grade families and make sure that we connected with them for 6th grade enrollment for the next year.

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 want to continue new structures that we have launched or solidified this year such as advisory, girls' friendship group, peer mentoring, and clubs/internships to support the transitions of 5th graders to Middle School. However, we would also like to expand this work, especially with our peer mentoring program. If we can find an additional Academic Mentor, and train this person in Restorative Practices, then our peer mentoring program and 6th grade support could be more robust.**

Additionally, during feedback sessions from our Staff and Parents, there was an overwhelming desire to support the transition of students into Middle School and this developmental stage. Parents were expressing concern that as student move towards adolescence they experience bullying but are less likely to share with parents. Parents expressed a want for additional trusted adults to confide in and support students. Therefore, we propose having one of the Academic Mentors supporting our advisory and 1:1 or group circles with students.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
See below	Three Academic Mentors to continue work on Middle School Culture, RJ Support, Advisory, Social Groups, and Peer mentoring program <ul style="list-style-type: none"> • Conduct Advisory sessions for Middle School <ul style="list-style-type: none"> ○ Conduct social skills groups 	<ul style="list-style-type: none"> • 100% of our 6th grade spots will be filled with Greenleaf scholars • Increase 6th grade student self-reported satisfaction on the CHKS survey

	<ul style="list-style-type: none"> ○ Continue Friendship group ● Support with Middle School culture development ● Middle School student support including behavior contract development and monitoring, Check In and Check out ● Coordinating/Supporting mentoring and peer mediation programs through Middle School Internship/Club structures ● Coordinating Restorative reflection processes during In-School Suspensions ● Tracking and reflecting on Culture and Attendance data from RJ survey, CHKS, and Aries ● Support MS sports program to support strong culture and reinforce Principles (Pride, Responsibility, Being a Teampayer) 	<ul style="list-style-type: none"> ● Decrease # of referrals of current cohort as they move into 6th grade

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Successes:

- Academic Mentors lead a small groups that supports social skills
- Academic Mentors provide 1:1 check-ins with students who are struggling or need additional connection with an adult
- Academic Mentors are supporting a space for Peer Mentors/Mediators to develop
- Academic Mentors are facilitating restorative conversations

Challenges:

- Wish that we could have more hours on site with Academic Mentors, but 20 hours is Max under classified position
- Academic Mentors require additional training and support to further develop skills

According to the dashboard, we have reduced our middle school suspensions and referrals. Additionally, we are currently seeing an increase in positive responses from our middle school scholars on our internal "Culture/RJ" survey for questions like "I feel a part of the Greenleaf team" or "I have a trusted adult on campus" (We have not had 18-19 CHKS results as we are in the process of administering the survey). We are encouraged by improving metrics, but we still believe we have a lot of growth to be made in our culture in our Middle School as we are only graduating our fifth 8th grade class this year and are still defining our middle school culture.

We have had great success this year with our Academic Mentors providing critical culture support for our Middle Schoolers. These two adults have has led small groups, supported Middle School internships, held 1:1 check-ins with students and provided support for our restorative justice work. Additionally, these two academic mentors have provided support for developing our peer mediation/mentoring programs, referral and in-school suspension reflections and stronger systems for student behavioral support plans in Middle School.

As we consider deepening the work of our advisory and our peer mentoring systems, we know that we need additional hours and capacity. **Therefore, we would like this year to bring into the community three Academic Mentors so that one can spend more time solidifying and supporting the Peer Mentoring/Mediation program, while the other two support Advisory and RJ/small social groups.**

As we well know, building community and relationships in our schools is vital to the support of our students. We hope to find Academic Mentors, with comparable capacity to the ones we have this year, to continue the strong culture and Restorative Justice work needed to support our Middle School scholars. As we wanted to increase the hours of support from our Academic Mentor, but there is a cap of 20 hours per week for each mentor, we decided to put funds towards an additional Academic Mentor to deepen our culture work.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$46,200	Three Academic Mentors to continue work on Middle School Culture, RJ Support, Advisory, Social Groups, and Peer mentoring program <ul style="list-style-type: none"> Conduct Advisory sessions for Middle School <ul style="list-style-type: none"> Conduct social skills groups Continue Friendship group Support with Middle School culture development Middle School student support including behavior contract development and monitoring, Check In and Check out Coordinating/Supporting mentoring and peer mediation programs through Middle School Internship/Club structures Coordinating Restorative reflection processes during In-School Suspensions Tracking and reflecting on Culture and Attendance data from RJ survey, CHKS, and Aries Support MS sports program to support strong culture and reinforce Principles (Pride, Responsibility, Being a Teamplayer) 	<ul style="list-style-type: none"> 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 INCREASE # of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they have space with a trusted adult to connect and build SEL skills We will decrease both our Chronic Absence rate and suspension rates for middle schoolers
\$2,600	Restorative Justice Education - Online Professional Development for Four Train-the-trainers (RJ Coordinator and 3 Academic Mentors) <ul style="list-style-type: none"> 4 courses x \$650 per course 	<ul style="list-style-type: none"> 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 because we will have strong support staff on campus with RJ training
\$512	Advisory Curriculum "Developmental Designs" to support Middle School teachers conduct advisory <ul style="list-style-type: none"> \$32 per set (Advisory Book & Advisory Book Study Guide) x 16 staff 	<ul style="list-style-type: none"> 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 INCREASE # of students reporting

		that they feel part of their school community "All of the time" or "Most of the time" because they have space with a trusted adult to connect and build SEL skills
\$3,264	6th Grade Ropes Course @ Retreat Strawberry Canyon w/ Cal Adventures, UC Berkeley <ul style="list-style-type: none"> Approximately \$50 per participant 	<ul style="list-style-type: none"> 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 INCREASE of # of 6th grade students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a community and culture building activity
\$7,472	Fee for 64 7th grade students and 8 adults to attend Overnight Camping trip at Redwood Glen <ul style="list-style-type: none"> \$76 per person, 1 night with 3 meals Bus cost approximately \$2000 	<ul style="list-style-type: none"> INCREASE of # of 7th grade students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a community and culture building activity
\$2960 (10 hours for 8 staff including benefits)	Extended contract for staff to support overnight 7th grade Camping trip at Redwood Glen	<ul style="list-style-type: none"> INCREASE of # of 7th grade students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a community and culture building activity

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Monday, February 11th, 2019 - CLT Agenda

CLT mission/purpose:

To set the foundation for strong community and trust, to uphold and lead the mission and vision, and support teacher retention and impact

To collaborate around supporting the growth of teachers in their practices (instructional/cultural), providing professional development to support both teachers and students meeting growth goals in order to give our students access to the education they deserve, and developing a strong team of professionals.

To coordinate coaching support needs and systems of support for all teachers in order to move towards our goals and vision. Support creation of the Theory of Action and goals of the school based on data and help maintain a focus towards the vision. Provide meaningful PD to teachers in order to increase student outcomes.

Outcomes/Goals: We will...

- Ensure teachers receive the support that they need to best reach kiddos
- Reflect on our PD calendar, ILT agendas, Minimum Days, etc. to make plans for strong Adult learning spaces
- Reflect on high need teacher support and next steps for this support
- Discuss logistical needs for smooth team and school functioning
- Keep our WHY at the center

Working Norms:

- Clear lines of communication/clarity of responsibilities and messaging
- Be strategic about prep and participants

Meeting Norms: We will...

- Start on time, end on time
- Be an active and mindful participant- Lani, Romy Lori
- Speak truthfully and empathetically - Cooper
- Assume Best Intentions and have a Strengths Based Mindset (towards each other and people we support) -
- Be Solutions-Oriented, data-driven and student centered - PD, Annika Maria

Agenda

TIME	AGENDA ITEM	WHY? (Rationale/Purpose)
5 min.	Whip Around – Check in <ul style="list-style-type: none">• <i>What are some fun/relaxing plans you have for the long weekend...</i><ul style="list-style-type: none">o <i>ROmy - Bodega</i>o <i>Lani - Hot springs w/ friends</i>o <i>Lori - Sacramento to hang out w/ friends</i>o <i>Maria - take care of self</i>o <i>Brian - Ski-weekend for the kids, SLEEP</i>o <i>Pieter - Tahoe</i>o <i>Annika - Hiking because it's cheap</i>	<ul style="list-style-type: none">• Connect as a team

2 min.	Norm Processing <ul style="list-style-type: none"> ● Review NORMS above ● Roles (Time Keeper, Note taker, Process Checker) <ul style="list-style-type: none"> ○ Norm/Process Check: ○ Time Keeper: Pieter ○ Note-taker 	<ul style="list-style-type: none"> ● Ensure our team is holding norms and working effectively
10 min.	Upcoming PD & ILT meeting items <ul style="list-style-type: none"> ● Master Calendar ● Caseload document ● <u>Wednesday Minimum Day (3 min.)</u> <ul style="list-style-type: none"> ○ <i>Parent Workshop Planning Session - Feb. 13th</i> <ul style="list-style-type: none"> ■ 2:00-2:30 - Gathering, CHKS survey, Share best practices <ul style="list-style-type: none"> ● Kinder (Maria) ● 4th (Lori) - Hugo shares about follow up ● Sandra (Lani ask) ■ 2:30-3:30 - Work time ○ <i>Parent Workshops - Feb 20th</i> <ul style="list-style-type: none"> ■ Lift up the possibility of pushing this - not sure it's the best timing, <ul style="list-style-type: none"> ● IF postponed, might not happen ● <u>ILT - Next Tuesday (7 min)</u> <ul style="list-style-type: none"> ○ Whip Around - <ul style="list-style-type: none"> ■ Math COI development follow up ■ Needs? ○ Dual Language Update ○ <i>LAST TIME: Developing Text Dependent Questions for close reading session using SBAC/IAB stems (Annika)</i> <ul style="list-style-type: none"> ■ <i>How do we follow up?</i> ○ <i>Return to Math Foci - Formative assessment, 3 aspects of Rigor, or Unit revision?</i> ○ <i>Come back to leadership development of ILT members?</i> ○ <i>TESTING/Assessment Section -</i> <ul style="list-style-type: none"> ■ <i>Logistics</i> ■ <i>Digging into reflection, why we collect data and what to prioritize</i> ○ Logistics : <ul style="list-style-type: none"> ■ Parent workshops - Timing? ■ Input on PD tied to SBAC support/prep - ILT members share best practices <ul style="list-style-type: none"> ● Min. 3/27 ■ Planning time for creating agendas PLCs/COIs ■ Report Card Norming <ul style="list-style-type: none"> ● Built in a minimum day for RC work 	<ul style="list-style-type: none"> ● Ensure we are strategic about our PD spaces to build teacher capacity and therefore impact student achievement and SEL development

	<ul style="list-style-type: none"> ■ SBAC Schedule <ul style="list-style-type: none"> ● Reviewing testing calendar and logistics 	
Notes:		
10 min.	Staff Meeting Plan - TODAY, 3pm, Ms. Marika's <ul style="list-style-type: none"> ● Agenda <ul style="list-style-type: none"> ○ Gathering/Framing ○ Dual Language Update ○ Return to Implicit Bias/Equity conversation ○ Announcements, Appreciations <ul style="list-style-type: none"> ■ <i>Brief budget update</i> ■ <i>Allow for any questions about union activity</i> ■ <i>Address students with severe/moderate chronic absences (SARTs)</i> ● PPT ● Slides <ul style="list-style-type: none"> ■ Feedback - Thoughts? 	<ul style="list-style-type: none"> ● Ensure we are strategic about our PD spaces to build teacher capacity and therefore impact student achievement and SEL development
Notes: <ul style="list-style-type: none"> ○ <i>Share Progress to Goal on Data points - State of the school - MidYear</i> <ul style="list-style-type: none"> ■ <i>Reflect on TOAs or Personal Visions</i> ■ <i>REFLECT on team charters and revise as necessary</i> <p>Possible next steps:</p> <ul style="list-style-type: none"> - ALSUP with students for diving deeper (lagging skills & unsolved problems) 		
10 min.	<u>Strike Contingency Planning</u> <ul style="list-style-type: none"> ● Prepare to happen week of 19th or following ● ILT lifted up questions we need to address: ● What happens to assessment plans if we lose days? <ul style="list-style-type: none"> ○ Summatives - ELEM Flex weeks: <ul style="list-style-type: none"> ■ Wk 2/19 ■ Wk 2/25 ○ ELPAC - Central will push dates/deadlines Flexibility around curriculum embedded assessments <ul style="list-style-type: none"> ○ K-5 Math CEOUs and IABs due 3/22 <ul style="list-style-type: none"> ■ Flexible on IAB Math Performance Task 3/22 ○ 6th-8th Math IABs/PTs due by 3/1 <ul style="list-style-type: none"> ■ Week of 2/25 ○ 6th-8th Reading Info IABs due 3/1 <ul style="list-style-type: none"> ■ Next week 2/19 ○ 6-8th SRI, Already done for District deadline, by 2/20 for marking period 	<ul style="list-style-type: none"> ● Determine next steps for high need

	<ul style="list-style-type: none"> o F&P due 03/01 - o 5th - Puberty lessons o African American Celebration <p>Who will have something to present and who will want to present?</p> <ul style="list-style-type: none"> o Minimum Days <ul style="list-style-type: none"> ● Emergency Sub Packets - Please check that there is one for each grade-level and let us know if not in Sub Folder o K/1st - Maria o 2nd - Lani o 3rd/4th - Lori o 6th-8th Math - Pieter o 6th-8th Humanities - Annika o Science - Brian ● Lift up some Concerns - Noah, Sandra, etc. o How best to address? 	
Notes:		
1 min.	<p>Hiring Next Steps: Separate Hiring MEETING</p> <ul style="list-style-type: none"> ● Confirm time of meeting ● Finalize the rubric ● Reach out and follow up emails ● Confirm other resources: talent pool 	<ul style="list-style-type: none"> ● Determine needs for hiring for 19-20
Notes:		
15 min.	<p><u>Measure G-1 Grant Proposal - Review Community Input</u></p> <ul style="list-style-type: none"> ● <i>Review current status and ratings for each domain that the Measure G1 focuses on</i> ● <i>Review the Middle School Team Input</i> <p>Suggestions:</p> <ul style="list-style-type: none"> ● Teach Arabic language class, Mam language support ● Field Trips - Culture and Art ● Clubs: <ul style="list-style-type: none"> o Dance Club o Anime Club ● Theatre Group/performance ● Talent Show ● Sports Support ● <i>Review Parent Input</i> <ul style="list-style-type: none"> o Parents very concerned with bullying in middle school 	<ul style="list-style-type: none"> ● Ensure that we are considering the needs of our middle school scholars in our Measure G-1 proposal

	<ul style="list-style-type: none"> o Developmental stage difficult and want more student support o Ensure that we keep a focus on hiring bilingual candidates to lift up Spanish language o Mental Health outlets for Middle Schoolers and 1-1 support <ul style="list-style-type: none"> ▪ Connect with La Clinica about resources ▪ MS Counselor - Would Shauna be open to 1.0 at Greenleaf? ● <i>Other thoughts from cLT</i> <ul style="list-style-type: none"> o How could we get a 3rd 6th grade teacher? o How to really build up the Peer Mentoring program and support it? o Positive self-esteem strategies for student support o Professional Development and Curriculum for Advisory OR Best Practices for Advisory Activities o Additional Enrichment opportunities o ART supplies to support Art Teacher? 	
Notes:		
2 min.	Closing <ul style="list-style-type: none"> ➤ ELPAC LOGISTICS (couple of minutes) ➤ Norm Check ➤ CLT alternating PD space v. Operations/Logistics o PRE-WORK: Chapter 5 Reading 	<ul style="list-style-type: none"> ● Reflect on how well we are holding our norms as a team and build out future CLT spaces

Name	Position	Number	Date
Romy Trigg-Snow	Principal	809 265-7248	2/11/19
Brian Cogger	A.P.	510-636-1400	2/11/19
María Inglei	Language & Curriculum Coordinator	510 636-1400	2/11/19
Pieter Dolmans	TSA	610 - 751-5797	2/11/19
Annika Rudeback	TSA	206-696-2036	2/11/19
Lorlei Aguinaldo	TSA	(949) 378-4942	2/11/19
Lani Mednick	TSA / Early Literacy coach	(206) 353-9025	2/11/19

ILT Meeting - Tuesday, December 18th, 2018

Outcomes/Goals: We will...

- Continue to reflect on our Math Instruction and the inclusion of aspects of Rigor in our plans by creating a FORMATIVE assessment aligned to our upcoming Unit Plan or next IAB
- Reflect on our Progress to Goals for reading/literacy metrics (standards based assessments IABs and SRI)
- Reflect on Cycle 3 summatives and vertically align
- Engage in prioritization conversation for SPSA planning and budgeting w/ RTS & Cooper
- Provide considerations for PLCs/COI meetings and allow time for PLC/COI and ALP planning w/ support from coaches
- Reflect on the important messages to take to PLC teams and how
- Align on other "Need to Know" logistical items for the EOY close out

Norms: We will...

COLLABORATIVE NORMS	MEETING NORMS
<ul style="list-style-type: none"> ● Assume positive intent ● Stay student centered -julia, RTS, Lani ● Be hard on the problem easy on the people - Annika ● Equity of voice Hugo ● Bring back KEY pieces of information to Grade-level team - Sandra Marta, Samantha Tiffany 	<ul style="list-style-type: none"> ● Start on time, end on time ● Come prepared: Advocate for grade-level team by learning of their needs prior to ILT meeting. - Annika ● Be an active and mindful participant - PD, Sandra, Lani Tiffany Marta, Samantha

Agenda

TIME	AGENDA ITEM	WHY? (Rationale/Purpose)
10 min.	Check-In - WHIP AROUND <ol style="list-style-type: none"> 1. Grade-level check-ins <ol style="list-style-type: none"> a. How has your conversation and work around math evolved b. One thing you are looking forward to over break c. Needs? 	<ul style="list-style-type: none"> ● Connect with each other and share needs

Notes:

K: Last week we had our Math academic conference, and we reflected on our past unit and results. We have begun to analyse the next assessment more deeply, and make sure that our lesson are aligned to it. Looking

forward to seeing my family. Needs: planning time and time to support Judit. **(Check in with Support for Judit)**

1: How can we loop back to standards and come back to them...how do we ensure that we have a higher DOK type of questions...how could number talk help? - Wants to connect with 2nd grade to support NEEDS and GAP to align input/instruction! Looking forward to EVERYTHING! - Coach check in!

2: In planning mode, and need to spend more time reflecting!! Trying to have more time to do that!

SPending time with family!

3: Math: We have really been trying to develop ways to support students with word problem work. We are using our reflections on our latest summative assessment to circle back to areas students need help with.

We typed up problems they missed and are reviewing this week. Break: looking forward to family time and resting. Needs: Can third grade still switch Thursday/Friday work days this week?

4: Conversation with Lori shared with Caitlin...need to extend. More reflecting on the literacy data and how to use the IABs to inform instruction and coming back to reflections

5: So grateful to unpack the assessment to push the rigor (Last assessment was DOK 3 and 4) - How to tackle word problems much sooner!

MS:

2 min.	Determine Roles: Time Keeper: Note-Taker, Review norms <ul style="list-style-type: none"> Review Norms Time-Keeper: Romy 	<ul style="list-style-type: none"> Help our team hold norms
30 min	Data Deep Dive to 3-8th Literacy Progress to Goal <ul style="list-style-type: none"> Framing: opportunity to check in and see how we are making progress to our End of Year goals. Norms for looking at data: <ul style="list-style-type: none"> <i>Remain Open-Minded and Professional</i> <i>Take a learner's stance</i> <i>Suspend Judgment</i> <i>Look for Root Cause but don't place blame</i> <i>Keep an Equity Lens</i> <i>Focus on conclusions that can propel our work</i> <i>Keep students at the center</i> PPT of Data <p><u>SRI Data Reflection</u></p> <ul style="list-style-type: none"> Round 1: What do you notice about the data? Avoid making inferences into the Why (2 min) - write on post it note. Round 2: What questions do you have about the data?(2 min) Round 3: What trends do you notice? What might be the root cause for the data? (2 min) <p><u>Discussion:</u> In groups of 3, discuss your findings from the different rounds. Each person gets 1 minute to share. Put your findings in the table below. (3 minutes)</p>	<ul style="list-style-type: none"> Analyze our progress to goal and implications for our practices and any needed changes

	What you notice	Questions	Trends/Root Cause
Group 1	No growth in proficiency among years (BOY-BOY) for 4th cohort	How can lower grades help? How do we measure this data and making progress?	Some cohorts have larger growth BOY-BOY than others (5th, 8th) Vocabulary with context clues
Group 2	*Most grade levels had a lower 2018-19 BOY scores than 2018-19 EOY scores (6th had no at/above slide)	<i>What are the bands? Do they narrow as the grades go up? Is it harder to keep up as you get older?</i> <i>What is the ideal amount of growth to support accelerative reading comprehension, etc.? What would be the expected growth for where they should be at the marked periods</i>	

Whole Group Discussion:

- What next steps should be taken?
 - Looking at the scoring bands and seeing where kids at the same cycle

IAB Data Reflection

Framing: Focus both on the proficiency and on the standards.

- Round 1: What do you notice about the data? Avoid making inferences into the Why (2 min) - write on post it note.

	<ul style="list-style-type: none">● Round 2: What questions do you have about the data?(2 min)● Round 3: What trends do you notice? What might be the root cause for the data? (2 min) <p><u>Discussion:</u> In groups of 3, discuss your findings from the different rounds. Each person gets 1 minute to share. Put your findings in the table below. (3 minutes)</p> <table><tr><td></td><td>What you notice</td><td>Questions</td><td>Trends/Root Cause</td></tr><tr><td>Group 1</td><td></td><td>What is leading to RL 3 being low, particularly since character is something we’ve taught through grade levels?</td><td>Applying what they know in different situations Getting kids to apply when it is asked in a different way.</td></tr><tr><td>Group 2</td><td></td><td><i>Do the lower scores (like with character traits) indicate weakness with inferencing?</i></td><td></td></tr></table> <p><u>Whole Group Discussion:</u></p> <ul style="list-style-type: none">- What next steps should be taken?<ul style="list-style-type: none">- What is the depth of character understanding?- Sharing the sentence stems of how it is asked on SBAC (for K-2 to support building towards questioning)- Utilize Sparks to help support comprehension during read-alouds		What you notice	Questions	Trends/Root Cause	Group 1		What is leading to RL 3 being low, particularly since character is something we’ve taught through grade levels?	Applying what they know in different situations Getting kids to apply when it is asked in a different way.	Group 2		<i>Do the lower scores (like with character traits) indicate weakness with inferencing?</i>		
	What you notice	Questions	Trends/Root Cause											
Group 1		What is leading to RL 3 being low, particularly since character is something we’ve taught through grade levels?	Applying what they know in different situations Getting kids to apply when it is asked in a different way.											
Group 2		<i>Do the lower scores (like with character traits) indicate weakness with inferencing?</i>												
Notes:														
20 min.	Strengthening Math Instruction with a lens on Rigor by CREATING FORMATIVE ASSESSMENT <ul style="list-style-type: none">● RIGOR as defined by CC Math is a combined focus on:<ul style="list-style-type: none">○ Procedural Fluency○ Conceptual Development○ Application● Protocol for Creating a Formative Assessment		<ul style="list-style-type: none">● Develop a standards aligned and rigorous formative assessment that aligns with the end											

	<ul style="list-style-type: none"> ○ What standards are being assessed on the Summative Assessment? ○ How is each standard being assessed? DOK Levels for Mathematics/Level of Rigor? 	of module assessment and application type problems
Notes:		
20 min	<p>Differentiated Planning time: Cycle 3 Literacy Summative Reflecting</p> <ul style="list-style-type: none"> ● Kinder-1st Framing (Romy): <ul style="list-style-type: none"> ○ What are some important measures for progress monitoring ○ How are we doing differentiated instruction? ○ How can we collaborate for differentiated instruction? ● 2nd-8th Grade Framing (Lani): Improves our lens and ability to develop assessments when we consider where kiddos are going and the expectations for them on SBAC. <ul style="list-style-type: none"> ○ How do we include considerations lifted up at Academic Conferences when reflecting on Rigor, DOK of questions, and alignment to SBAC question stems? ○ What standards are you teaching in the next unit? What does your summative assessment look like? <ul style="list-style-type: none"> ■ IAB Information Question Stems (3-5) ■ IAB Literature Question Stems (3rd) <ul style="list-style-type: none"> ● SBAC Question Stems (3rd) ■ Hess' Cognitive Rigor Matrix <p> $\frac{2}{3}$ (Lani) $\frac{4}{5}$ (Annika) MS (Pieter) </p> <p>Consultancy Protocol:</p> <ul style="list-style-type: none"> - Quiet Reflection (3 min): What standards are you teaching and assessing next cycle? Link your planned assessment below (in notes) - For the consultancy protocol, select one question and ID the associated standard for a deeper analysis. <ul style="list-style-type: none"> - For this question, ask yourself: <ul style="list-style-type: none"> - <i>What would this fall on Hess' Cognitive Rigor Matrix?</i> - <i>Which SBAC aligned question stems or language are you using?</i> <p>1. Presentation to partner (2 min)</p> <p>a. Share your Cycle 3 Summative & content context. What standards are</p>	<ul style="list-style-type: none"> ● Provide space for strong backwards planning and thinking grounding teachers with the end in mind and opportunities to observe other grade-level plans/assessments

	<p>you teaching? Why? Any anticipated challenges?</p> <p>2. Clarifying Questions (1 min)</p> <p>a. Participants ask questions of the presenter(s).</p> <p>3. Examination of the Plan (2 mins)</p> <p>a. Participants discuss ways the summative seems likely to meet the goals, possible disconnects and problems, solutions to countering resistance, and one or two probing questions</p> <p>b. Presenter(s) listen to discussion and take notes on feedback.</p> <p>4. Reflect & Discuss Next Steps (2 min)</p> <p>a. Presenter(s) reflect and share next steps, record questions and notes in your corresponding table.</p> <p>Deliverable: Send your summative draft to Annika/Lani/Romy for feedback/support :)</p>	
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Notes:

K:

- What are some important measures for progress monitoring: measure FSF and FPS after the break (end of January). Reflect on F&P results together (we have our COI this Thursday) and see trends and classroom needs that help us move the students on. Leveled reading groups, where we can informally assess them in fluency and blending.
- How are we doing differentiated instruction?: We are using our guided reading time to address every student needs. Guadalupe is helping us with our focus students. Independent reading in the morning, conferring with our students to check on blending, reading behaviors...
- How can we collaborate for differentiated instruction?: put ideas in common, share things that are working with our students, create or look for materials to share...

Please fill this out for your grade level to share with team.

Grade	Standards Assessed	Link to Assessment	Questions/Next Steps to share with team
2nd	2.3, 2.8, 2.6, 2.4, 2.9	G2 Cycle 3 Reading Assessment	<p>-Add 2.1 (Understanding Key Details)</p> <p>-Add 2.7</p> <p>-Add 2.5 (fiction)</p> <p>-Add 2.2</p> <p>-Add 2.6 (p.o.v. of characters)</p> <p>Think about which are essential to assess and including fiction.</p> <ul style="list-style-type: none"> - Maybe take out the last passage and make it fiction/include fiction standards.
3rd	3.9, 3.6, 3.2,	G3 Cycle 3	

	3.3	Summative-PDF	
4th	1, 2, 4, 5, 7, 9, 10 6 - Only Unit 3 - NEED TO ADD TO ASSESSMENT	https://oakland.illuminateed.com/live/?action=index&assessment_id=28556&page=Assessment_Details_Controller	<ul style="list-style-type: none"> - Phrases versus individual words for meaning - Look at IAB data to inform potential additions/deletions <ul style="list-style-type: none"> - Use sentence stems
5th			Will use SBAC Practice Test texts for writing performance task and write SBAC aligned questions
MS			

25 min.	Plan for PLC/COI meetings, Logistics, and Updates <ul style="list-style-type: none"> ● ILT considerations for planning: <ul style="list-style-type: none"> ○ Plan for Minimum Days <ul style="list-style-type: none"> ■ Wednesday - ELPAC/ELD professional development ■ Thursday - Differentiated Data Analysis <ul style="list-style-type: none"> ● MS Humanities w/ Romy ● 3rd-5th w/ Annika ● K-1st w/ Maria ● 2nd w/ Lori ● MS Math w/ Pieter ■ Friday - Planning time w/ Support <ul style="list-style-type: none"> ● 3rd grade w/Lori ● 2nd grade w/ Lani ○ K-5th grade - MATH Academic Conferences <ul style="list-style-type: none"> ■ 4th grade: Tuesday, Jan. 8 ■ 5th grade: Tuesday, Jan. 15 ○ RJ/CULTURE survey 3-8th - <ul style="list-style-type: none"> ■ Please follow up with your grade-level team <ul style="list-style-type: none"> ● 5th doing tomorrow ● 4th - Mendel ● 6th and 7th - ○ Look at Next Cycle (Cycle 3 Assessment Calendar) ● Externalizer/Internalizer inventory for teachers <ul style="list-style-type: none"> ○ Click here for elementary ○ Click here for secondary spreadsheets ● Final ALP share with your Grade-level team 	<ul style="list-style-type: none"> ● Design collaboration spaces for PLCs over the next few weeks and plan with Coaches support
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	<ul style="list-style-type: none"> ○ Protocol/Agenda for sharing this week: <ul style="list-style-type: none"> ■ what went each person tried on strategy, ■ what you learned, ■ what worked/what didn't ■ next steps/commitments moving forward ● Plan for upcoming PLCs with needs in mind <ul style="list-style-type: none"> ○ ALL teachers complete COACHING survey 	
Notes: Remind teachers to take coaching survey		
15 min.	Dismiss Coaching team for Budget Conversation w/ teachers: <ul style="list-style-type: none"> ● Ground in larger context of district landscape, deficit, cuts, and accelerated timeline ● Restricted, Unrestricted, Grant funds, District Allocations <ul style="list-style-type: none"> ○ Measure G1 ○ Salesforce ○ Ranin Foundation - Early Literacy ○ Measure G Library ● Explanation of how the ILT feedback fed into 17-18 decisions ● Reflect on 18-19 Funded Program for prioritizations ● Lift up questions and thoughts ● Frame next steps for community input in New Year 	<ul style="list-style-type: none"> ● Design collaboration spaces for PLCs over the next few weeks and plan with Coaches support
Notes: Definitely want to continue having Stip Sub support (preference for two stip subs) Want more staffing to be dedicated to interventionists and student support rather than coaching Continue supporting Middle Schoolers with enrichment opportunities and academic mentors Prioritize extended contract for ILT and retreat Need to prioritize keeping our librarian to maintain programming Will we continue to get Ranin Foundation funding? What are stipulations for Salesforce funds?		
ILT take-aways to bring back to grade-levels K: ILT minutes 1: 2: 3: 4: 5: Make sure everyone as taken coaching survey, MS:		

Close-Out 2 min	Closing, Shout Outs & Kudos <ul style="list-style-type: none">Appreciation Bin	<ul style="list-style-type: none">Appreciate each others' contributions
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ILT Mtg. 12/18

Name	Position	#	Date
Ronny Trigg-Smith	Principal	808 265 7248	12/18
Francis Abbatocono	7-8 Science	510-387-3643	12/18
Andra Prades Bertran	1st	510-406-32-69	12/18
Hugo Lawton	4th	616-834-4118	12/18
Tiffany Su	5th	858)397-3055	12/18
Caitlin Mason		610 751-5797	12/18
Pieter Dolmans	TSA		
Julia Martinez	3rd	(510) 499-5304	12/18
Samantha Murray	2nd	757-814-9305	12/18
Marquel Coats	7th	415) 202-3688	12/18
BRIAN COOPER	A.P.	510-636-1400	

Parent Leader Meeting
February 8th, 2019
9:00-10:00am

1. Welcome and Check-In
2. Measure G1 Funds - Self-Evaluation of Domains and Prioritization
 - a. Music
 - b. Arts
 - c. Language
 - d. Culture/5th Grade Retention
3. Labor-Negotiation Update
4. Parent Workshop meeting: planning Wednesday, 02/13, parent workshop on Thursday, 02/20
5. Follow up from last meeting

Visit from La Clinica de la raza, offering counseling services

DATE: / /

[illegible]



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Measure G1 Mid-Year Reflection 2018-19 Due: February 19, 2019

School:	Greenleaf TK-8	Principal	Romy Trigg-Smith
School Address	6328 E. 17th St	Principal Email:	romy.trigg-smith@ousd.org
School Phone	510-636-1400	Grant Amount	\$40,762
2017-18 LCFF Enrollment (6-8)	169		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
\$1415 (About 1 hour per wk *38 weeks including benefits)	Extended Contract Funds to Continue Music Clubs by paying community members to hold these after school <ul style="list-style-type: none"> Funds for at least 1 hour music club per week 	<ul style="list-style-type: none"> Have 100% of students who express a strong interest in music able to participate in a music opportunity 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 Offering of afterschool Glee/Theatre Club, Hip Hop Spoken Word or other Music Club

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
Successes:

Two Music Club Leaders (Glee/Singing & Hip Hop/Spoken Word) are receiving extended contract for coaching musical acts and supporting as directors/organizers for talent show. The first Greenleaf Middle School Talent Show will be held in March.

Bagpipe Music club will launch with bagpipe presentation on St. Pat's Day. Students who are interested in learning bagpipes will be able to enroll in after school music class to learn how to play.

Challenge: We have had a delayed start because the instructor who had been interested in leading hip hop spoken word has backed out.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric

Budget	2018-19 Activities	Anticipated Outcome
7,390	.1 FTE for Elective Teacher (assuming \$73,900 cost) to administer Middle School Advanced Art classes	<ul style="list-style-type: none"> • Have MS Advanced Art classes more accessible and more frequent • Have additional students able to participate in MS Advanced Art classes • Support coordination of MS Advanced Art for all middle school grade-levels (6th-8th) • One period per Grade-level Cohort on an A/B rotation

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Successes: We were able to fund .1 FTE of an arts teacher to conduct middle school art classes for all 6th-8th grade-levels. This has allowed us to provide access to art class for all middle schoolers, who now all receive weekly art class.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric

NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2018-19 Activities	Anticipated Outcome
See Below	<p>Two Academic Mentors to continue work on Middle School Culture and RJ Support (one will also support Sports Program)</p> <ul style="list-style-type: none">• Conduct Advisory sessions for Middle School<ul style="list-style-type: none">○ Conduct social skills groups○ Continue Friendship group• Support with Middle School culture development• Middle School student support including behavior contract development and monitoring, Check In and Check out• Coordinating/Supporting mentoring and peer mediation programs through Middle School Internship/Club structures• Coordinating Restorative reflection processes during In-School Suspensions• Tracking and reflecting on Culture and Attendance data from RJ survey, CHKS, and Aries• Support/coordinate MS sports program to support strong culture and reinforce Principles (Pride, Responsibility, Being a Teamplayer)	<ul style="list-style-type: none">• 100% of our 6th grade spots will be filled with Greenleaf scholars• Increase 6th grade student self-reported satisfaction on the CHKS survey• Decrease # of referrals of current cohort as they move into 6th grade (from 18 referrals to less than 10)

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Successes:

Academic Mentors have been performing the following:

- Classroom push-in to support the 6th grade transition to middle school. Students have moved from 25 pupils per classroom in 5th grade to classes of 33 and 31 students in 6th grade.
- Support for high-needs 6th grade students with one-on-one meetings
- Pull-out small group math intervention for 6th grade students with high needs

- Supporting restorative conversations
- Holding weekly small group meetings to support SEL development

Challenge: We have too much need for student support and Restorative Practices that neither academic mentor has had the capacity to develop or support our Sports program.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here)

Budget	2018-19 Activities	Anticipated Outcome
30,800	<p>Two Academic Mentors to continue work on Middle School Culture and RJ Support (one will also build out Sports Program)</p> <ul style="list-style-type: none"> • Conduct Advisory sessions for Middle School <ul style="list-style-type: none"> ○ Conduct social skills groups ○ Continue Friendship group • Support with Middle School culture development • Middle School student support including behavior contract development and monitoring, Check In and Check out • Coordinating/Supporting mentoring and peer mediation programs through Middle School Internship/Club structures • Coordinating Restorative reflection processes during In-School Suspensions • Tracking and reflecting on Culture and Attendance data from RJ survey, CHKS, and Aries • Support/coordinate MS sports program to support strong culture and reinforce Principles (Pride, Responsibility, Being a Teamplayer) 	<ul style="list-style-type: none"> • 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. • 80% of students who participate in Sports program "agree" or "strongly agree" that they feel part of a team at Greenleaf • Less Quantitative Measures <ul style="list-style-type: none"> ○ Instill Pride in our Middle School students ○ Provides a point of connection to school for students who have athletic strengths
\$567 (2.5 hrs *7 teachers total includes benefits)	Extended contract for Mid-Year MS Teacher Retreat	<ul style="list-style-type: none"> • 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 • 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, etc.)

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Successes:

Academic Mentors have been performing the following:

- Classroom push-in to support the 6th grade transition to middle school. Students have moved from 25 pupils per classroom in 5th grade to classes of 33 and 31 students in 6th grade.
- Support for high-needs 6th grade students with one-on-one meetings
- Pull-out small group math intervention for 6th grade students with high needs
- Supporting restorative conversations
- Holding weekly small group meetings to support SEL development

Upcoming Middle School Retreat will allow time for grade level collaboration, planning and staff team building.

Challenge: We have too much need for student support and Restorative Practices that neither academic mentor has had the capacity to develop or support our Sports program.