

Board Office Use: <b>Legislative File Info.</b>	
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Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** March 10, 2026

**Subject** Greenleaf TK-8 2026-2027 Measure G1 Application

**Ask of the Commission** Approve the Greenleaf TK-8 2026-2027 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Greenleaf TK-8 2026-2027 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$84,306.00**. Resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.





## 2026-2027 Measure G1 Proposal

**Due: March 1, 2026**

*Allocations are provisional subject to Board approval*

### School Information & Student Data

<b>School Name</b>	Greenleaf TK-8	<b>School Address</b>	6328 East 17th Street Oakland, CA 94621
<b>Principal</b>	Lorilei Aguinaldo	<b>Principal Email</b>	lorilei.aguinaldo@ousd.org
<b>G1 Contact</b>	Lorilei Aguinaldo	<b>G1 Contact Email</b>	lorilei.aguinaldo@ousd.org
<b>School Phone</b>	510-636-1400	<b>Total Number of Students</b>	617 (180 6th-8th)
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$84,306.00</b>	<b>2025-2026 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	180
		<b>2025-2026 LCFF<sup>3</sup> Enrollment</b>	174

Student Demographics (%)				Measure G1 Team	
English Learners	42.5%	Asian/Pacific Islander	1.1%	Name	Position
LCFF	98.9%	Latinx	93.3%	Lorilei Aguinaldo	Principal
SPED	15.6%	Black or African-American	2.8%	Kate Moseley	AP
		White	1.1%	Iris Sanchez	CSM
		Indigenous or Native American		Melissa McDonald	TSA
		Multiracial		Maryam Cermal	TSA

<sup>1</sup> Allocation 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.

<sup>2</sup> The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

<sup>3</sup> Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

<b>Chronic Absence (Include raw number and percent)</b>				
	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	42(23.5%)	43(24.3%)	23.4%	23%
Asian/Pacific Islander	0(0.0%)	1(33.3%)	0%	0%
Latinx	35(21.7%)	34(21.3%)	22%	21.5%
Black or African-American	6(46.2%)	5(50.0%)	40%	35.5%
White	1(50.0%)	2(66.7%)	0%	0%
Indigenous or Native American	-	-	-	-
English Learners	12(21.1%)	17(30.9%)	23.4%	23%
Students w/ IEPs	7(25.9%)	15(53.6%)	53%	30%
Free/ Reduced Lunch Students	42(23.7%)	41(23.7%)	23.6%	23%

## Metrics

(all data points are required)

<b>Electives (Include raw number and percent)</b>					
Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	184 (100%)	178 (100%)	180 (100%)	180 (100%)
	Language	184 (100%)	178 (100%)	180 (180%)	180 (100%)
	Music	184 (100%)	178 (100%)	180 (180%)	180 (180%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	45 (50%)	45 (50%)	45 (50%)	45 (50%)
	Language	0	0	0	0
	Music	45 (50%)	45 (50%)	45 (50%)	45 (50%)

<b>Positive &amp; Safe Culture (Include raw number and percent)</b>				
Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Average Daily Attendance Date of Figure: 2/18/26 (Middle School)</b>				
Asian/Pacific Islander	423(91.4%)	491(90.0%)	95.6%	96%
Latinx	27261(93.1%)	26755(92.3%)	92.5%	93%
Black or African-American	2074(89.4%)	1614(90.3%)	92.1%	93%
White	328(91.1%)	496(91.9%)	94.8%	95%
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	9601(93.2%)	8978(90.8%)	92.3%	93%
Students w/ IEPs	4590(92.8%)	4350(87.0%)	86.2%	88%
Free/ Reduced Lunch	29652(92.8%)	29053(92.2%)	92.5%	93%

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Suspended Students Date of Figure: 2/18/26</b>				
Asian/Pacific Islander	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Latinx	1(0.6%)	7(4.0%)	2 (0.3%)	0 (0%)
Black or African-American	1(7.1%)	0(0.0%)	0 (0%)	0 (0%)
White	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	0(0.0%)	3(4.8%)	1 (0.3%)	0 (0%)
Students w/ IEPs	1(3.3%)	2(7.1%)	0 (0%)	0 (0%)
Free/ Reduced Lunch	2(1.1%)	6(3.2%)	2 (0.3%)	0 (0%)

<b>Student Retention from 5th Grade to 6th Grade</b>				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	91%	95%	88.3%	85%

# Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
<a href="#">School Site Council</a>	February 17, 2026

Staff Engagement Meeting(s)	
Staff Group	Date
<a href="#">Instructional Leadership Team</a> Priority conversations were held regarding the budget. I can provide pictures of the posters that were used for the prioritizing of expenditures.	January 27, 2026 February 10, 2026

<a href="#">Music (Rubric)</a>	2024-25	2025-26
<b>Access and Equitable Opportunity</b>	Basic	Basic
<b>Instructional Program</b>	Entry	Entry
<b>Staffing</b>	Basic	Basic
<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>	Basic	Basic
<b>Teacher Professional Learning</b>	Entry	Basic
<a href="#">World Language (Rubric)</a>	2024-25	2025-26
<b>Content and Course Offerings</b>	Thriving	Thriving
<b>Communication</b>	Sustaining	Sustaining
<b>Real world learning and Global competence</b>	Sustaining	Sustaining
<a href="#">Art (Visual Arts, Theater, and Dance)</a>	2024-25	2025-26
<b>Access and Equitable Opportunity</b>	Basic	Basic
<b>Instructional Program</b>	Entry	Entry
<b>Staffing</b>	Basic	Basic
<b>Facilities</b>	Entry	Entry
<b>Equipment and Materials</b>	Basic	Basic

<i>Teacher Professional Learning</i>	Basic	Basic
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## Proposed Expenditures

### Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

## Summary of 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Electives (Art, Music, World Language)</b>		
1	Field Trips for 6-8 (Transportation and Entrance Fees)	\$20,000.00
2	Art Materials and Supplies for 6-8 Enrichment	\$25,000.00
3	Art Teacher 0.2 FTE	\$16,211.83
<b>Positive &amp; Safe Culture</b>		
1	Yearbook Publication for Middle School	\$5,000.0
2	Middle School PBIS Shirts and Sweatshirts	\$23,932.17
<b>Budget Total</b>		<b>\$90,144.00</b>

## Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Art Teacher (0.8FTE)	\$77,327.07
2	Field Trips (Transportation & Entrance Fees)	\$6,978.93
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$84,306.00</b>

# Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
<b>Art Teacher (0.8 FTE)</b> Provide visual art classes for all 6th-8th grade students with a highly qualified art teacher, using standards aligned units that promote key concepts and skills related to visual arts	180	180	\$77,327.07
Field Trips that support our arts programs, including visual arts and music classes for all 6-8 students. These field trips align with our curriculum and offer students opportunities to analyze professional artwork, connect classroom learning to authentic experiences, and inspire their own creative expression. Additionally, students will gain exposure to cultural institutions and spaces they may not otherwise have the opportunity to visit. Transportation costs are a key component of accessibility, with each charter bus typically costing approximately \$2,000. Ensuring that transportation and entrance fees are fully funded helps remove barriers and promotes inclusion for all students in our middle school arts programs.  (Transportation & Entrance Fees)	180	180	\$6,978.93

**Please submit your Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**

Greenleaf TK-8  
**SSC - MEETING MINUTES**  
 Budget Approval

**Format (Check all that apply)**

- Zoom** - Link: <https://ousd.zoom.us/j/81641145203?pwd=RdbZTr7AwFy9SabHP5ROU6aT2N9QrV.1>  
 **In-Person** - Location: \_\_\_\_\_

**Meeting Date:** Tuesday, 2/17/26

**Meeting Time:** 4-5pm

AGENDA ITEM	NOTES																						
<b>1. Welcome &amp; Call to Order</b>	Meeting called to order at: 4:05																						
<b>2. Roll Call &amp; Quorum Established</b>	<p>Roll Call was taken of SSC members who were present at this meeting.            List here the names of all SSC voting members who are present at this meeting:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><i>SSC Member's Name</i></th> <th style="text-align: center;"><i>Present? Absent?</i></th> </tr> </thead> <tbody> <tr><td>1. Joanna Cornejo</td><td style="text-align: center;">X</td></tr> <tr><td>2. Hatem Adell</td><td style="text-align: center;">X</td></tr> <tr><td>3. Ximena de la Barrera</td><td style="text-align: center;">X</td></tr> <tr><td>4. Kate Moseley</td><td style="text-align: center;">X</td></tr> <tr><td>5. Lorilei Aguinaldo</td><td style="text-align: center;">X</td></tr> <tr><td>6. Marcela Garcia Castanon</td><td></td></tr> <tr><td>7. Katya Caballero</td><td></td></tr> <tr><td>8. Keona Stanley</td><td style="text-align: center;">X</td></tr> <tr><td>9. Sandra Esquivel</td><td></td></tr> <tr><td>10. Saira Juarez Figueroa</td><td></td></tr> </tbody> </table> <p>Quorum means that 6 voting member are present.  <b>Quorum Established?</b> ____yes____</p>	<i>SSC Member's Name</i>	<i>Present? Absent?</i>	1. Joanna Cornejo	X	2. Hatem Adell	X	3. Ximena de la Barrera	X	4. Kate Moseley	X	5. Lorilei Aguinaldo	X	6. Marcela Garcia Castanon		7. Katya Caballero		8. Keona Stanley	X	9. Sandra Esquivel		10. Saira Juarez Figueroa	
<i>SSC Member's Name</i>	<i>Present? Absent?</i>																						
1. Joanna Cornejo	X																						
2. Hatem Adell	X																						
3. Ximena de la Barrera	X																						
4. Kate Moseley	X																						
5. Lorilei Aguinaldo	X																						
6. Marcela Garcia Castanon																							
7. Katya Caballero																							
8. Keona Stanley	X																						
9. Sandra Esquivel																							
10. Saira Juarez Figueroa																							
<b>3. Reading &amp;</b>	<a href="#">Minutes</a> were shared and read.																						

**Approval of Minutes**

1. **Motion** to approve minutes made by: Adell
2. **Second** to approve minutes by: Cornejo
3. **Vote** to approve minutes taken by a roll call.

<i>SSC Member's Name</i>	<i>VOTE (Yes, No, Abstain)</i>
1. Joanna Cornejo	Yes
2. Hatem Adell	yes
3. Ximena de la Barrera	yes
4. Kate Moseley	Yes
5. Lorilei Aguinaldo	yes
6. Marcela Garcia Castanon	Yes
7. Katya Caballero	
8. Keona Stanley	Yes
9. Sandra Esquivel	
10. Saira Juarez Figueroa	

4. **Vote Outcome:** \_\_\_\_7/10\_\_\_\_

**4. Discuss & Approve 2026-2027 Title I Student Budget Priorities**

- Review this current school year’s School Plan for Student Achievement (SPSA) Part 1: Needs Assessment as it relates to Title I-Student Expenditures.
  - Discussion of Title I - Student Budget Priorities using [“SSC Approved Expenditure Worksheet”](#)
  - Vote to approve the **2026-2027 Title I-Student** proposed expenditures, as reflected on the “SSC Approved Expenditure Worksheet”.
  - **Title I funding must be used for academic-focused purposes.**
    - The principal has not yet received the budget for next year. However, she is planning as if the budget will remain the same as this year. She will plan to spend at the same level as this year for English and Spanish Reading Intervention (support includes reading and writing).
    - Add parent workshops/classes;incentive parents for attending school events/meetings; middle school workshops for parents to support students. Provide a space and time where parents can build community amongst each other
1. **Motion** to approve above 2026-27 Title I-Student expenditure priorities as outlined on the “SSC Approved Expenditure Worksheet” by: Keona
  2. **Second** by:Ximena
  3. **Vote:** The motion has been moved and seconded, take the vote by asking through a show of hands “All in favor, All opposed, any abstentions”

<i>SSC Member's Name</i>	<i>VOTE (Yes, No, Abstain)</i>
1. Joanna Cornejo	yes
2. Hatem Adell	yes

3.	Ximena de la Barrera	yes
4.	Kate Moseley	Yes
5.	Lorilei Aguinaldo	yes
6.	Marcela Garcia Castanon	yes
7.	Katya Caballero	
8.	Keona Stanley	Yes
9.	Sandra Esquivel	
10.	Saira Juarez Figueroa	

4. **Vote Outcome:** \_\_\_\_7/10\_\_\_\_

**5. Discuss & Approve 2025-2026 Title I - Parent ED Budget Priorities**

- Review this current school year’s School Plan for Student Achievement (SPSA) Part 1: Needs Assessment as it relates to Title I-Parent Education Expenditures.
- Discussion of Title I - Parent ED Budget Priorities using “SSC Approved Expenditure Worksheet”.
- Vote to approve the **2026-2027 Title I-Parent ED** proposed expenditures, as reflected on the [“SSC Approved Expenditure Worksheet”](#).

1. **Motion** to approve above **2026-2027** Title 1-Parent Education Budget Priorities by: Cornejo
2. **Second** by: Adell
3. **Vote:** The motion has been moved and seconded, take the vote by asking through a show of hands “All in favor, All opposed, any abstentions”

<b>SSC Member’s Name</b>		<b>VOTE (Yes, No, Abstain)</b>
1.	Joanna Cornejo	Yes
2.	Hatem Adell	yes
3.	Ximena de la Barrera	yes
4.	Kate Moseley	Yes
5.	Lorilei Aguinaldo	yes
6.	Marcela Garcia-Castanon	Yes
7.	Katya Caballero	
8.	Keona Stanley	yes
9.	Sandra Esquivel	
10.	Saira Juarez Figueroa	

4. **Vote Outcome:** \_\_\_\_7/10\_\_\_\_

**6. Discuss & Approve CCSPP carryover & Measure G1 funds**

- Review this current school year’s School Plan for Student Achievement (SPSA) LCAP Goals and Community School Plan.
- Discussion of CCSPP Carryover funds for 2026-2027.
- Vote to approve the [2026-2027 CCSPP carryover](#) & [2026-2027 Measure G1](#) proposed expenditures.

5. **Motion** to approve above **2026-2027** CCSPP Carryover and Measure G1 funds by: Moseley
6. **Second** by: Adell
7. **Vote:** The motion has been moved and seconded, take the vote by asking through a show of hands “All in favor, All opposed, any abstentions”

SSC Member’s Name	VOTE (Yes, No, Abstain)
1. Joanna Cornejo	Yes
2. Hatem Adell	yes
3. Ximena de la Barrera	yes
4. Kate Moseley	Yes
5. Lorilei Aguinaldo	yes
6. Marcela Garcia Castanon	Yes
7. Katya Caballero	
8. Keona Stanley	yes
9. Sandra Esquivel	
10. Saira Juarez Figueroa	

8. **Vote Outcome:** \_\_\_\_ 7/10 \_\_\_\_\_

**7. Public Comment**

**8. Next Meeting Date & Adjourn**

- The next SSC meeting will be on the following date: Tuesday, 3/17/26
1. **Motion** to Adjourn by: Cornejo
  2. **Second** by: Marcela
  3. **Vote:** The motion has been made and seconded. Vote taken by asking for a show of hands: “All in favor. All opposed. Any Abstentions.”
  4. The meeting adjourned at the following time: 4:36pm

zm Participants (10)

Find a participant



Lorilei Aguinaldo (Host, me)



Kate Moseley (Guest)



Keona B. Stanley (Guest)



Andres De La Torre (Interpreter)



Hatem Adell (Guest)



iris.sanchez (Guest)



Joanna Cornejo



Marcela Garcia-Castanon (Guest)



natalie c. jaliahs mom (Guest)



Ximena De La Barrera Calderon

## ILT Formation

**Overall:** The role of the 2025-2026 Instructional Leadership Team is to plan, support and monitor our progress towards our Student goals and priorities. We will use our data cycles, and our instructional priorities to drive our practice. We will ensure that our work focuses on an **equity lens**.

### **Purpose of ILT:**

increase student achievement

making decisions that help maintain and improve teaching and learning practices

construct and facilitate professional learning communities

advise on school-wide instructional decisions

create conditions that give teachers the time and resources to perform their job well and increase student learning

### **In each meeting we will:**

- Lift up needs and questions from grade level/department teams
- Focus on one to two big priorities related to our Instructional priorities
- Have time to co-plan PLC agendas

### **We will also:**

- Build our leadership capacity to lead our teams for greater student learning
- Build our capacity as leaders for equity
- Celebrate successes as to how we are doing as a school, joyful moments
- Celebrate our wins together - lift up the highlights that we have

<b>COLLABORATIVE NORMS</b>	<b>MEETING NORMS</b>
<ul style="list-style-type: none"><li>● Assume positive intent and take responsibility for impact</li><li>● Stay student centered.</li><li>● Be hard on the problem easy on the people -</li><li>● Equity of voice -</li></ul>	<ul style="list-style-type: none"><li>● Start on time, end on time -</li><li>● Come prepared</li><li>● Be an active and mindful participant</li></ul>

**ILT Members:**

Belen Torres, Ashley Santos, Teresa Del Real, Marta Saiz, Kelly McBride, Will Sisson, Tiffany Su, Marquel Coats

2/10/2026

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in Question:</b> Grade-level needs or concerns + highlights	2nd- Question about AA assembly going through the basement. Can 2nd go to the classroom first.  5th- Town Hall how to get parents. Extra support for subs. 3rd- Walid
3:20-3:25	<b>Assign Roles</b> Facilitator: Timekeeper: Notetaker: Process Checker:	
	<b>Budget Prioritization: Title I Student</b> - we've received a one-time increase in Title I funds for 26-27 (\$150 per pupil) - New balance is \$330,550 which means we have <b>\$90,150</b> to allocate -	<ul style="list-style-type: none"> <li>- Chromebooks</li> <li>- Math tutoring on computer</li> <li>- Bilingual Early Readers</li> <li>- SEL Contracts               <ul style="list-style-type: none"> <li>- Morning meetings that connect to the curriculum</li> <li>- Reach out to Ashlee and Dwayne from n3- tier 1 interventions</li> </ul> </li> <li>- Focus on differentiation- PD- sped team               <ul style="list-style-type: none"> <li>- Different options for stations at recess</li> <li>- Library?</li> </ul> </li> <li>- Listening and Speaking program ELD- Extra person during that time</li> <li>- Furniture?</li> </ul>
	<b>Budget Prioritization: G1 (\$84,306)</b> <input type="checkbox"/> Increase access to courses in arts, music, and world languages in grades 6-8. <input type="checkbox"/> Improve student retention during the transition from elementary to middle school. <input type="checkbox"/> Create a more positive and safe middle school learning environment.  ● Art Teacher (0.8FTE): \$77,327.07 ● MS Field Trips: \$6,978.93	<a href="#"><u>Music (Rubric)</u></a> <a href="#"><u>World Language (Rubric)</u></a> <a href="#"><u>Art (Visual Arts, Theater, and Dance)</u></a>
	<b>26-27 Budget</b>	

	<p><b>Upcoming Dates:</b>  March 12: STEM Night 3-5 PM  April 2: <a href="#">Career Day</a>  April 3: Cesar Chavez Day- NO SCHOOL  April 6-10: Spring Break</p> <p>Please complete the <a href="#">form</a> for your students of the month by Wednesday, February 25. You will distribute them in your classroom this month since we will have our school-wide Black History Month Celebration on Friday, February 27.</p>	HEAT!
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Jan.27

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in Question:</b> Grade-level needs or concerns + highlights	
3:20-3:25	<b>Assign Roles</b> Facilitator: Timekeeper: Notetaker: Process Checker:	
3:25- 4:10	<b>Budget Prioritization</b> <p>Together, we will review this year's expenditures and determine what best supports our instructional priorities and student outcomes.</p> <p>We will reflect on each expense this year and place it into of the following categories:</p> <ul style="list-style-type: none"> <li>- Keep (rank items from Most Important to Least Important")</li> <li>- Rethink</li> <li>- Don't Need</li> </ul>	
4:10-4:15	<b>Logistics</b> <ul style="list-style-type: none"> <li>● Black History Logistics</li> <li>● Report Cards Due (TK-5): Feb.20</li> <li>● Report Card Conferences (TK-8): Feb.25-27</li> </ul>	Tk-2 after assembly every 2 minutes <ul style="list-style-type: none"> <li>- 2nd grade could go to classroom first</li> </ul> MS Tour guides

4:15-4:30	Agenda Work time	
	Process Check	

Jan.6

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in Question:</b> Grade-level needs or concerns + highlights from break	4th- supplies (form was put in), laminator- people have used, highlight from break- dog playing in pool 2nd- eureka boxes will be delivered, finally settled into new apartment 5th- no needs, lazy 1st week and did too much next week K- no needs, student sent to office and was sent back (Yolanda), went to mexico and saw nephew
3:25-4:00	<p><b>MOY Data Analysis</b></p> <p>Goals: 10% growth year over year  <a href="#">Greenleaf Focal Students</a>  </p> <p><b>25-26 School-wide Priorities</b></p> <ul style="list-style-type: none"> <li>● <b>Tight Tier 1 Instruction</b> <ul style="list-style-type: none"> <li>○ Students communicate, make meaning and engage in productive struggle.</li> </ul> </li> <li>● <b>High Quality Designated ELD and SEAL Implementation</b> <ul style="list-style-type: none"> <li>○ SEAL strategies embedded in all classes.</li> </ul> </li> <li>● <b>Intervention with Opportunities to Exit</b> <ul style="list-style-type: none"> <li>○ Small groups happen in both Math and Literacy classes.</li> </ul> </li> </ul>	<p><a href="#">BOY to MOY iReady Data</a></p> <p><b>Math:</b></p> <ol style="list-style-type: none"> <li>1. Are we meeting our goals? In which grade levels?       <ol style="list-style-type: none"> <li>a. Drop in the red and huge jump in the yellow, especially in 2nd and 1st grade.</li> </ol> </li> <li>2. Are students on track to meeting their Typical Growth? It which grade levels?       <ol style="list-style-type: none"> <li>a. MOY of the year typical growth is more than 60% for all grades, except for 7th grade.</li> </ol> </li> <li>3. Revisiting our 4 big rocks- strong tier 1 instruction, intervention with opportunities for exit., high quality D-eld, Strong Community and Connection - where have we seen strong progress in this? Where do we need to improve?       <ol style="list-style-type: none"> <li>a.</li> </ol> </li> <li>4. Are there any trends that you see in focal students or other students not making growth?</li> </ol> <p><b>Elementary ELA/SLA:</b></p> <ol style="list-style-type: none"> <li>5. Are we meeting our goals? In which grade levels?</li> <li>6. Are students on track to meeting their Typical Growth? It which grade levels?       <ol style="list-style-type: none"> <li>a. Less students reaching 40% of</li> </ol> </li> <li>7. Revisiting our 4 big rocks- strong tier 1 instruction, intervention with opportunities for exit., high quality D-eld, Strong Community and Connection - where have we seen strong progress in this? Where do we need to improve?       <ol style="list-style-type: none"> <li>a. SEAL strategies take up a lot of time- not as much time reading and annotating</li> <li>b. Stronger CEA data- good writing</li> <li>c. Less independent reading</li> <li>d. No reading tests this year</li> <li>e. Analysis of reading comprehension quizzes after the fact.</li> <li>f. See breakdown by interventionist</li> </ol> </li> <li>8. Are there any trends that you see in focal students or other students not making growth?</li> </ol> <p><b>Middle School ELA/SLA:</b></p> <ol style="list-style-type: none"> <li>9. Are we meeting our goals? In which grade levels?</li> <li>10. Are students on track to meeting their Typical Growth? It which grade levels?</li> <li>11. Revisiting our 4 big rocks- strong tier 1 instruction, intervention with opportunities for exit., high quality D-eld, Strong Community and Connection - where have we seen strong progress in this? Where do we need to improve?       <ul style="list-style-type: none"> <li>- Tracking the focal students is helping - not high needs, just need a different check-in to make some big progress</li> </ul> </li> </ol>

		<p>- Culture shift? Students not holding each other accountable</p> <p>12. Are there any trends that you see in focal students or other students not making growth?</p>
4:00-4:10	<b>Wonderings</b>	<p>What are some wonderings that we have after seeing the data? What do we need to look into more as we analyze data tomorrow and next week?</p> <ol style="list-style-type: none"> <li>1. What are other schools doing differently to see growth?</li> <li>2. Is the structure of SEAL lending itself to the structure of iReady diagnostic?</li> <li>3. Math curriculum pacing doesn't lend itself well to iReady test</li> <li>4. From BOY to MOY- how much progress monitoring for iReady occurred.</li> <li>5. Students doing well in CEAs and exit tickets, but 0% growth on iReady</li> <li>6. Dig into growth by groups, ie newcomers</li> <li>7. What kind of cultural diagnostics can we do- 7th grade in particular is struggling</li> </ol>
4:10-4:15	<p><b>Logistics:</b></p> <ul style="list-style-type: none"> <li>● ILT Retreat Thursday 1/15 4-7 pm at East Oakland Pride, dinner will be provided</li> <li>● 1/12 Staff Meeting</li> <li>● 1/19 MLK Day no school</li> <li>● MOY mClass data due by 1/21</li> <li>● 1/26 100th Day of School</li> </ul>	-

12/2

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<p><b>Check in Question:</b> Grade-level needs or concerns + highlights</p> <p>Will: no needs; we started puberty; first field trip tomorrow to Coyote Hills</p> <p>Marta: no needs; started resetting of expectations with lines and it's going well</p> <p>Teresa: no needs; almost everyone has finished iReady (in one class)</p> <p>Belen: no needs; no major behavior issues and students staying in class</p> <p>Ashley: no needs; all students came in ready to learn</p>	
3:20-3:25	<p><b>Assign Roles</b></p> <p>Facilitator: Lori</p>	

	Timekeeper: Teresa Notetaker: Will Process Checker: Marta	
3:25-3:30	<b>25-26 School-wide Priorities</b> <ul style="list-style-type: none"> <li>● <b>Tight Tier 1 Instruction</b> <ul style="list-style-type: none"> <li>○ Students communicate, make meaning and engage in productive struggle.</li> </ul> </li> <li>● <b>High Quality Designated ELD and SEAL Implementation</b> <ul style="list-style-type: none"> <li>○ SEAL strategies embedded in all classes.</li> </ul> </li> <li>● <b>Intervention with Opportunities to Exit</b> <ul style="list-style-type: none"> <li>○ Small groups happen in both Math and Literacy classes.</li> </ul> </li> </ul>	<b>Where are we?</b> <b>Kinder:</b> Doing ok, students are talking/reflecting on what they learn Struggling to have consistent high quality dELD. SEAL is going great! Small groups are happening in both subjects in all kinder classes. Need books and resources for the current SEAL unit.  <b>1st:</b> TT1 Instruction is good in all first grade classes. SEAL unit finished, so SEAL has slowed down a bit. Small groups are not happening for math. Support needed in implementing SEAL strategies consistently throughout the year  <b>2nd:</b> Grade level is aligned on talk protocol, teachers pushing focal students to communicate more and more deeply. SEAL is going well in the language arts classes. Teachers want ELD to feel more effective and work for everyone. Small groups happening (SIPPS, literacy, and math groups), but grade level wants more consistency in holding small groups week after week.  <b>3rd:</b> Grade level working together to make sure turn and talks and student conversations are happening. SEAL strategies happening, math and science teachers try to support with SEAL like strategies in those spaces. Small groups are off and on, but have been happening. Finding time for small groups is hard, especially for math teacher due to scheduling. Support needed for ELD planning.  <b>5th:</b> Tier 1 instruction going very well. ELD for Will is going well, using the writing product and building on that (he has the lower group). SEAL is happening, not as much planned as the previous unit. Small groups are spotty, it could definitely be better. Need: consistency in small groups. Refreshment on student talk.
3:30-4:15	<b>Objective:</b> Collect feedback and conduct a temperature check on SEAL instruction to inform and refine the next PD cycle, strengthening instructional practices that lead to improved student learning.	<b>Math &amp; Science - What are we noticing now and what are things that would be helpful in this cycle?</b> <ul style="list-style-type: none"> <li>- SEALyfyed FOSS Module. Used Draw and Label for Physical Science module\.</li> <li>- Language function wall, Cause and Effect, and Patterns.</li> <li>- Sentence Patterning Chart</li> <li>- OLA - ELD &amp; SLD, 4th grade has used in Science</li> <li>- Word Wall</li> <li>- Some chants</li> </ul> - Science once a week makes it hard to build on after a week. How can we incorporate more of the language function wall in other contents? -Math - continue with the word wall. Module specific sentence frames have worked well. Being more intentional trying to incorporate the sentence patterning chart.  <b>ELA/SLA- 1. What specific strategies have had the most visible impact on students?</b> <ul style="list-style-type: none"> <li>- Kinder- chants, highlighting words</li> </ul>

		<ul style="list-style-type: none"><li>- 1st- D&amp;L and Dictado</li><li>- 5th- D&amp;L, Dictado, Language Function Wall</li></ul> <p><b>2. What barriers (time, materials, mindset, training) have teachers identified in sustaining SEAL-aligned strategies?</b></p> <ul style="list-style-type: none"><li>- Dedicated planning time to make the take aways</li><li>- Office Intern- make laminated language function wall components- Luis in Kinder</li></ul> <p><b>3. What are we noticing now and what are things that would be helpful in this cycle? Which specific strategies do we want to ensure full implementation (all steps).</b></p> <ul style="list-style-type: none"><li>- OLA- Ashley, Will, Belen</li><li>- Sentence Patterning/ Co-op strip paragraph</li><li>- Planning/make and take time</li></ul> <p><b>4. What adjustments do we need to make to improve fidelity and depth of Implementation?</b></p> <ul style="list-style-type: none"><li>- Books- Ruby Bridges for Kinder</li><li>- Book lists for each unit, must do and may do- book box, separate somewhere in classroom</li><li>- 6 weeks feels long for 1st grade</li></ul> <p><b>5. What supports (templates, exemplars, collaboration time) have been most helpful in unit creation?</b></p> <ul style="list-style-type: none"><li>- Planning day</li><li>- Last SEAL district PD was good</li><li>- A better streamlined document with less links</li><li>- *linking it directly into Scope and Sequence</li></ul> <p><b>6. What data or evidence do we want to collect before planning Year 3 priorities?</b></p> <ul style="list-style-type: none"><li>- CEA data pre seal/post seal</li><li>- Reading standards based data?</li><li>- K/1- growth in academic vocab, student talk, unit assessments</li></ul> <p><b>MS-</b>What are we noticing now and what are things that would be helpful in this cycle?</p> <ul style="list-style-type: none"><li>- Dictado</li><li>- Draw &amp; Label / Pictorials</li><li>- Co-op Writing</li><li>- Language Function</li></ul>
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		Next steps: provide coverage for math teachers to observe ELA/SLA using SEAL strategies
4:10-4:15	<b>Logistics:</b> <ul style="list-style-type: none"> <li>● Indigenous Peoples' Celebration: 12/12</li> <li>● Community Potluck + BINGO Night: 12/17</li> <li>● Christmas with the Currys Book Fair: 12/18 - <a href="#">Sign up!</a></li> <li>● Families in need, nominate 1-2 families in your homeroom that you know can benefit from this extra resource on this <a href="#">Form</a> by Friday, December 5.</li> <li>● PD Day: 1/5 <ul style="list-style-type: none"> <li>○ SEAL ½ day</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Email Danza Azteca to start at 9:10-9:40</li> <li>- 10:00-10:30 3-5</li> <li>- <a href="#">Room Parents</a></li> </ul>
4:15-4:25	Next Steps: Small Group instruction. <ul style="list-style-type: none"> <li>- Make sure that small group is happening at the times assigned on <a href="#">Greenleaf 25-26 Master Schedule</a></li> <li>- Teachers must be pulling groups.</li> <li>- Reach out to coaches for support.</li> </ul>	
4:25-4:30	<b>Process Check</b>	

10/28/25

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	Check in Question: focal group progress monitoring data (ex: Attendance, Math, ELA, ELLs)	<ul style="list-style-type: none"> <li>- Will: different levels of growth; students are not falling through the cracks through different interventions.</li> <li>- Teresa: Martha-writing (finishing up assessments); Teresa- math (showing progress); Kate-ORF (a lot of growth but there are some kids who aren't showing any growth)</li> <li>- Marta: team members have been absent; Math: finished EOM assessment and most students are over 60%;</li> </ul> <p>*Iris: more data and support for students who are consistently late.</p> <p>*Kate will check in about Safety Patrol</p> <p>Cost Referral follow ups how is it going?- Parent not responding is hard, sometimes someone else needs to reach out.</p>

3:20-4:00	Faculty Council Concerns	<ul style="list-style-type: none"> <li>- Professionalism <ul style="list-style-type: none"> <li>- Reading and responding to emails</li> <li>- Be explicit about the norms- responses within 24-48 business hours</li> <li>- Any questions about the leaf leader? In PLCS each week, what is applicable to our team? <ul style="list-style-type: none"> <li>- Frame it as how much nonresponsiveness effects the functioning of the school</li> </ul> </li> </ul> </li> <li>- Respect during meetings, especially to coworkers <ul style="list-style-type: none"> <li>-Setting norms- How can we phrase the norm to discourage off task work? <ul style="list-style-type: none"> <li>- mutual respect</li> </ul> </li> </ul> </li> <li>- One set of doors will be left open- one by play structure</li> <li>- Expectations reset- <ul style="list-style-type: none"> <li>- Use of bathrooms</li> <li>- Behavior in hallways</li> <li>- Transitions between classes <ul style="list-style-type: none"> <li>- Line whole class up inside first</li> <li>- Then walk to the hallway accompanied by teacher.</li> <li>- Quietly switch classes</li> <li>-</li> </ul> </li> <li>- Cafeteria</li> </ul> </li> <li>- Cleanliness of Classrooms- if your classroom isn't being cleaned, email Lori with pictures</li> <li>- Everyday is trash, every other day is mopping and or vacuuming (afterschool classrooms should be getting cleaned more than non afterschool classrooms)</li> <li>- Dismissal Procedures on Regular days</li> </ul>
4:00-4:05	<a href="#">Supply Lists for 26/27</a> , due by Winter break	<ul style="list-style-type: none"> <li>- Make sure that you are really specific about what you want with description because we can't always order from a specific vendor</li> <li>-</li> </ul>
4:05-4:10	Logistics: <ul style="list-style-type: none"> <li>● Indigenous Peoples' Celebration (12/12)</li> <li>● Community Potluck (12/17)</li> <li>● Winter Break (12/22-1/2)</li> <li>● PD Day (1/5) <ul style="list-style-type: none"> <li>○ ½ day SEAL PD</li> </ul> </li> </ul>	Temperature Check: How is your grade level checking for understanding throughout the lesson?  Kinder: Circulating around the carpet to listen to students responses during pair share/ using stamps on their notebooks 2nd: Turn and talks with rubric, need to improve accountability with talk and all students participating.  3rd Grade: Ask a question, give them time to think, thumbs up, turn and talk, check on those who hadn't put thumbs up. After the turn and talk, ask whoever we haven't checked with to share. Sometimes, exit tickets. Also, if there are many thumbs down, give another example for everyone. If there are a few, hold their name for the end of the lesson small group. Walk around asking questions/checking work,  4th grade: walk around class and look at kids' work, thumbs up/down, blank looks on faces, if they're able to have a discussion using academic language, are kids able to use the sentence frames to share their ideas, exit tickets, if kids can explain what their partner said 5th Grade: Carmen: Oral questions, checking work on notebooks, computer, exit tickets.

		Will: Exit tickets, circulating while students work in groups/independently, reviewing data, deeper dive on focal students, comprehension questions during and after reading, vocab reviews, etc
4:10-4:20		Halloween Feedback: <ul style="list-style-type: none"> <li>- 3rd grade through Haunted House</li> <li>- Bags for all kids - maybe 2 lines to make process going quicker</li> <li>- Space tables out more for candy</li> <li>- Classes stay with lines in haunted house and then filter students to classrooms</li> <li>- Someone stay with students that didn't want to go through haunted house</li> <li>- Support staff for kids that don't want to do haunted house</li> <li>- Some kids didn't like to be touched- no touching</li> <li>- Parents were confused about the process and sign outs-</li> <li>- K-2 parents will follow kids back to the classroom to sign them out</li> <li>- Need for support for dismissal out front</li> <li>- No masks- including inflatables</li> </ul>
		FC Concern Feedback: <p>3-5 bathroom smell</p> <p>Behavior Reset</p>

10/07/25

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	Check in Question: Fall Festival Feedback -	<p>Will: kids liked it; great idea giving students Beleaf tickets; can teachers use it as a way to earn Fall Festival?</p> <ul style="list-style-type: none"> <li>- a lot of mistakes when office calls for a student</li> <li>- how interventionists come into classrooms to pick up students</li> </ul> <p>Marta: more organized this year; giving prizes ahead of time to classes, some students shared that MS volunteers were rude; time for 3rd grade was great; liked not having a jumper</p> <ul style="list-style-type: none"> <li>- interventionist schedule that shows all the intervention for students; frequent interruptions in a block; can students be sent to intervention instead of being picked up</li> <li>- access to the building after recess; having a person assigned to the door to let teachers inside</li> </ul> <p>Kelly: loved it; organized well</p> <ul style="list-style-type: none"> <li>- DIBELS testing and interruptions</li> </ul> <p>Ashley: kids had so much fun; dismissal-classes staying together</p> <ul style="list-style-type: none"> <li>- Science unit</li> </ul> <p>Belen: students had alot of fun; great idea to give students Beleaf tickets</p> <ul style="list-style-type: none"> <li>- supplies</li> </ul>

		Su:
	<p><a href="#">Dual Language Walkthrough</a></p> <ul style="list-style-type: none"> <li>• <a href="#">DL self assessment</a></li> </ul>	<p><b>Anything to add?</b></p> <p>Strength</p> <ul style="list-style-type: none"> <li>• More SEAL implementation across elementary classrooms.</li> <li>• High student engagement.</li> <li>• Teacher buy-in</li> <li>• Stability, and knowing the content.</li> <li>• Time dedicated for planning units.</li> <li>• Assessment in both languages</li> </ul> <p>Area of Progress</p> <ul style="list-style-type: none"> <li>• Building units, and implementation of a new unit.</li> <li>• Systematic alignment of SEAL strategies.</li> <li>• Increased academic interventions</li> </ul> <p>Two areas of potential focus:</p> <ul style="list-style-type: none"> <li>• Reading comprehension and vocabulary.</li> <li>• Students engage in independent reading of grade level text daily</li> <li>• Increased fluency practice in 2-3 grade.</li> <li>• Centering our vision and DL principles in everything we do, have it posted around the school</li> <li>• MS + Enrichment teachers training in DL strategies</li> <li>• Continue to build DL program in MS</li> <li>• More family involvement in both languages- vocabulary, essential question</li> </ul> <p>One year later</p> <ul style="list-style-type: none"> <li>• SEAL strategy implementation in MS.?</li> <li>• We will have one pagers for all of our units</li> </ul> <p>Who can take this work:</p> <ul style="list-style-type: none"> <li>• CLT + ILT</li> </ul>
	<p><b>Logistics</b></p> <ul style="list-style-type: none"> <li>• Earthquake Drill: 10/15, 9:30</li> <li>• Awards Assembly: 10/24</li> <li>• Spirit Week: 10/27-10/31</li> <li>• Halloween Parade: 10/31</li> <li>• Report Cards Due: 11/7 (TK-8)</li> </ul>	<p>Temperature Check: For next ILT, bring focal group progress monitoring data (ex: Attendance, Math, ELA, ELLs).</p> <ul style="list-style-type: none"> <li>- <a href="#">Focal Group Tracker</a></li> <li>- <a href="#">Math Focal Groups</a></li> </ul>

	<ul style="list-style-type: none"> <li>Report Card Conference: 11/12-11/14 (TK-8)</li> </ul>	
	<b>Field Trips (Iris)</b>	<p>Iris: supporting with submitting transportation and lunch forms</p> <ul style="list-style-type: none"> <li>- Can support with filling out packets with advance notice.</li> <li>- Currently working on teacher facing checklist</li> </ul> <p>Teachers responsible for submitting OGO packets, administering pre and post surveys</p> <ul style="list-style-type: none"> <li>- Links get shared to teachers when the field trip gets approved</li> </ul> <p>TEACHERS MUST RESPOND TO OGO TO CONFIRM FIELD TRIPS</p>

9/23/25

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS				
3:00-3:20 10 min	Check in Question: <ul style="list-style-type: none"> <li>- <b>What student talk protocols have you normed on as a grade level?</b></li> </ul>	Will- roles for discussion chips, poster made— by next ilt will do it Teresa- structured turn and talk, why do you think that? 4 corners protocol w/ visuals taped onto tables Kelly- Ashley- math eureka protocol partner a, partner b Marta- turn and talk, moving partners, making eye contact with sentence frames on slides				
	Focal Student Feedback  Emphasis on looking at the kids in yellow, as opposed to red, to get a clearer assessment of how effective tier 1 instruction is	What did your PLCs say? Any adjustments? <ul style="list-style-type: none"> <li>- Getting spanish data in</li> <li>- Using module assessments for Math- tracker for math</li> <li>- ORF instead of iReady in 2nd ?</li> <li>- Making COI happen with these focal students will be key- making every 3rd PLC data focused</li> </ul>				
	D- ELD Check In	<table border="1"> <thead> <tr> <th>What's going well?</th> <th>What can be improved?</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>- Schedule is better</li> <li>- More confident about teaching it</li> <li>- Lots of talk</li> <li>- Using it to preteach</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>- Wide range of kids, what can I do to support literacy classes- need for more SEAL planning for ELD</li> <li>- What supports for SLD?- FOSS?</li> <li>- Consider Ms. Bloch's availability when creating schedule.</li> <li>- Using Benchmark routines to plan SEAL ELD lessons?</li> </ul> </td> </tr> </tbody> </table>	What's going well?	What can be improved?	<ul style="list-style-type: none"> <li>- Schedule is better</li> <li>- More confident about teaching it</li> <li>- Lots of talk</li> <li>- Using it to preteach</li> </ul>	<ul style="list-style-type: none"> <li>- Wide range of kids, what can I do to support literacy classes- need for more SEAL planning for ELD</li> <li>- What supports for SLD?- FOSS?</li> <li>- Consider Ms. Bloch's availability when creating schedule.</li> <li>- Using Benchmark routines to plan SEAL ELD lessons?</li> </ul>
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	Integrated ELD- Supports of Language Learners	<b>Instruction &amp; Practice</b>				

		<ul style="list-style-type: none"> <li>● How are teachers currently scaffolding lessons to make grade-level content accessible for language learners? <ul style="list-style-type: none"> <li>○ Sentence frames</li> <li>○ Color coding/visual cues</li> <li>○ Word walls with multiple visuals and in spanish</li> <li>○</li> <li>○</li> <li>○ What should we see more of? Would like to see more TPR- see some in younger grades- maybe should be normed on as a grade- norming across grade levels for example addition <ul style="list-style-type: none"> <li>■ Norm on content level words and operations</li> <li>■ Discussion routine cues (turn and talk, etc)</li> <li>■ Making kids do it</li> <li>■ MS- more artifacts of learning, visuals, anchor chart- less slides make learning permanent</li> <li>■ Language partners for seating</li> <li>■ Not just talking to elbow partner, but multiple people- hear someone else say it in another way</li> </ul> </li> </ul> </li> <li>● How often are language objectives made explicit alongside content objectives? <ul style="list-style-type: none"> <li>○ Not super consistent- sometimes written, but forget to go over it with kids</li> <li>○ Language portion is not provided for teachers</li> <li>○ After thought</li> <li>○ Today we are using this language function, this is the language we will use today</li> <li>○ <b>Language function cards*- Kate can work on this (example of the language function cards, in science they are the Cross Cutting Concepts, Math can also use the language from the Achievement Descriptors)</b></li> </ul> </li> </ul> <p><b>Data &amp; Monitoring</b></p> <ul style="list-style-type: none"> <li>● What student work or assessment data are we reviewing regularly to monitor language learners' growth?- ELPAC practice question in ELD, once a trimester ELD test from Benchmark- strategically scheduled- November*</li> <li>● How are families of language learners engaged in their child's progress and instruction?- Language learner snapshot for everyone for conferences</li> <li>● Have students set a goal for each unit- have them bring that to conferences</li> </ul>
	<p><b>Logistics</b></p> <ul style="list-style-type: none"> <li>● Picture Day: 10/2</li> <li>● Fall Festival: 10/3</li> <li>● <a href="#">Latinx Celebration</a>: 10/10</li> </ul>	<p><b>PE Audit</b></p> <p>K-6 100 minutes a week</p> <ul style="list-style-type: none"> <li>- 3-5 needs to do 10 minute structured movement a day in class.</li> <li>- Must be on your agendas</li> </ul> <p>7th and 8th 200 minutes a week- currently kids are getting 124. How do we get 76 more minutes a week?</p>

		<p><b>Fall Festival Logistics</b>  Rainy Day Lunch Schedule  BACR students will be allowed to attend without parents (but parents encouraged to come)</p> <p>When your class will come to fall festival</p> <ul style="list-style-type: none"> <li>- TK-1: 12:50-1:20</li> <li>- 2-3: 1:30-2:00</li> <li>- 4-5: 2:10-2:40</li> <li>- MS: 3-3:30</li> </ul>
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9/9/2025

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS															
3:00-3:20 10 min	Check in Question: <ul style="list-style-type: none"> <li>- <b>Temperature Check on Beleaf Tickets and Unit Walls?</b></li> </ul>	Teresa- Beleaf tickets great! Competitive! Science is there, but slow Needs: para sub? Not yet Will- Beleaf tickets, lots of positive reinforcement systems and consistent. Unit wall- Not present in wills, may not be in carmen's Needs: Field trip stuff Marta- Beleaf tickets, giving more than ever! Unit wall, joanna has one, havent looked in Adriana's Ashley: Beleaf tickets well giving the why, Unit wall is going well  Math: Big Idea should be present somewhere															
3:20-	<a href="#">Inquiry Planning Tool</a> <ul style="list-style-type: none"> <li>- What goals resonate with you?</li> <li>- What action steps need to be added?</li> <li>- What would be helpful to see gains in students?</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>What resonates?</th> <th>What needs to be added?</th> </tr> </thead> <tbody> <tr> <td>Early Literacy</td> <td> <ul style="list-style-type: none"> <li>- Fluency practice</li> <li>- Communicating goals and celebrating</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>- Small groups daily</li> </ul> </td> </tr> <tr> <td>3rd-8th</td> <td></td> <td></td> </tr> <tr> <td>Math</td> <td>           Student talk, use evidence.            Emphasis on focal students.         </td> <td>           Students had a goal for each content, and they reviewed them every month. Choose a standard or a skill to track, using CEAs.            -Perhaps a list of goals form each Module.            - Small groups could be grouped by students who have the same goal.         </td> </tr> <tr> <td>ELD</td> <td></td> <td>In 50% of the lesson students will provide oral or</td> </tr> </tbody> </table>		What resonates?	What needs to be added?	Early Literacy	<ul style="list-style-type: none"> <li>- Fluency practice</li> <li>- Communicating goals and celebrating</li> </ul>	<ul style="list-style-type: none"> <li>- Small groups daily</li> </ul>	3rd-8th			Math	Student talk, use evidence. Emphasis on focal students.	Students had a goal for each content, and they reviewed them every month. Choose a standard or a skill to track, using CEAs. -Perhaps a list of goals form each Module. - Small groups could be grouped by students who have the same goal.	ELD		In 50% of the lesson students will provide oral or
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				written output. Adding PD time (not only in PLCs to focus on designated and integrated ELD practices).
		Attendance		
	<a href="#">Focal Students</a>	<ul style="list-style-type: none"> <li>- Focal students were chosen based on students "Near standard" on the SBAC last year.</li> <li>- We will be tracking these students this year and the goal is to get them all to standard.</li> <li>- Kinder and 1st grade will choose their own students based on mClass data</li> <li>- These students should be brought up in PLCs, bring in exit tickets, strategize with team about how best to support them</li> </ul> <p>Take a look at the template</p> <ul style="list-style-type: none"> <li>- what works well?- should be done in COI <ul style="list-style-type: none"> <li>- For ELD exit tickets, mini portions of ELPAC</li> </ul> </li> <li>- What should be added?</li> <li>- What can your team do to ensure these students achieve grade level standards by the end of the year?</li> </ul>		
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8/26/25

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<p>Check in Question:</p> <ul style="list-style-type: none"> <li>- <b>How is your team doing?</b></li> </ul>	<p>3rd: Team is doing well, everyone has a voice, all perspectives are considered; teacher absences have made it hard for students (consistency in norms and expectations)</p> <p>1st: pretty well overall, halfway through on mClass and iReady; still missing Benchmark Express</p> <p>5th: year is starting off well; typical start to the year; kids seem motivated; ready to start curriculum</p>

		<p>2nd: good start to the year; adjusting to change in recess times; in a good routine with ELD before recess</p> <p>4th: things are going smoothly; want to start switching for ELD soon</p> <p>K: hard missing another teacher; taking longer to establish routines; behind in content instruction</p> <p>7/8: good start appreciate having Ss a 2nd year, smooth start b/c familiar with 8th graders</p>
	<p><b><u>Job Description of ILT</u></b></p> <ul style="list-style-type: none"> <li>- Part of our shared leadership</li> <li>- Creating PLC agendas that reflect school goals</li> <li>- Holding and modeling of school goals and things discussed in ILT</li> <li>- Ensure that PLCs are looking at data and using it to inform instruction</li> </ul> <p><b><u>25-26 Academic &amp; Culture Goals</u></b></p> <ul style="list-style-type: none"> <li>● How do these goals connect to our school's vision and mission?</li> <li>● In what ways do these goals reflect the needs of our students and community?</li> <li>● How can ILT support grade levels in reaching these goals?</li> <li>● What strengths from last year can we build on to meet these goals?</li> <li>● What support do teachers need to successfully move this forward?</li> </ul>	<p>Last Year we Said</p> <ul style="list-style-type: none"> <li>● PLCs should be more instructional focused. Half time planning/half student supports and logistics</li> <li>● In MS, should have PLCs by department</li> <li>● Should have a scope and sequence for School Wide focus in PLCs linked to PD</li> </ul> <p><a href="#">PLC Template Developed last year</a></p> <p><a href="#">Instructional Scope and Sequence</a></p> <p>-Tight Tier 1 Instruction</p> <ul style="list-style-type: none"> <li>● Help them make connections across a variety of differences. They learn how to think by themselves and articulate what they are thinking. Rely less on teacher and more independent</li> <li>● All of these make them competent self advocates. Is preparing them for their future, opening doors and giving them options</li> <li>● Create a space in the agenda for high level strategies. Making sure that we are consistent across the grade level. Help the team share their expertise.</li> <li>● Using the computers as a tool, being very mindful of its use. Grade level should norm how they use the computers and for how long. Reflect on how much transferability we are doing between languages. It should be more than vocabulary.</li> </ul>

		<ul style="list-style-type: none"><li>● Universal (cross-subject) discussion frames in Spanish and English–norm with grade level or even grade- level band</li><li>● Pull-out time to plan this (supported by subs). Use of some Wednesdays departmentalized time to build these tools. Coaching support.</li></ul> <p>-Strong Structures that Support</p> <ul style="list-style-type: none"><li>● We have a lot in place like coaching, PD scope and sequence, weekly PLCs.</li><li>● Need to start regular walkthroughs to observe instruction with all ILT members.</li><li>● Keep each other accountable for student learning. Analyze data together, a different teacher once a month brings data to analyze as a team. (alternate monthly).</li><li>● Holding the balance between work life and professionalism.</li></ul> <p>Strong community and connections</p> <ul style="list-style-type: none"><li>● Morning meeting norming</li><li>● Joy: We could reflect on successes to make PLC more joyful</li></ul> <p>-High quality D-ELD and SEAL implementation:</p> <ul style="list-style-type: none"><li>● Directly connected to our goals around biliteracy and bilingualism</li><li>● More PD's focused specifically on D-ELD with opportunities to see exemplars and to collaborate with our teams</li><li>● Seeing a full D-ELD lesson in action (ILT doing observations and reporting back to our team?)</li><li>● Coaches observing and giving feedback on lessons</li><li>● Strength: language function walls, continue to improve; draw and labels a big success (supported CEA's)</li></ul> <p>-Intervention with Opportunities to Exit</p> <p>- communicating to teachers what the COST follow up is</p> <p>-When should follow up SSTs occur</p>
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		<p>- Spreadsheet for each grade with all cost referrals and behavior incidents/check in check out, who is in intervention- sst notes linked</p> <p>- ILT norm with PLC on how students track growth goals and build growth mindset</p>																		
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