CHARTER RENEWAL MEMO

Tuesday, April 9th

To: Emily Bobel Kilduff & Ryan Chapman
From: CDE

Dear Heads of School Bobel and Chapman,

The California Department of Education, Charter Schools Division, provides an annual academic update to the State Board of Education (SBE) in the form of an Academic Memo for each of the SBE authorized charter schools. This information below is being provided to each SBE authorized school in preparation for the annual Academic Memo that will be presented to the SBE members in June.

Attached is a high level review of your California Assessment of Student Performance and Progress (CAASPP) data by year for English language arts (ELA) and mathematics as reflected in the 2018 California Dashboard results for all students and student subgroup for each year the school has been authorized by the SBE.

New School of San Francisco (NSSF) is up for renewal in 2020. Please review the attached academic performance.

Written Response Needed: (no more than 3 pages)

Provide a written response in Microsoft Word format by **April 26, 2019**, and identify how you have or will address in your 2019–2020 Local Control and Accountability Plan (LCAP) or Annual update the goals and timelines for improving performance schoolwide and for how the low student groups (specifically, any area that is red on the California Dashboard) will be addressed. Please also state how the school will address any areas of decline (if applicable) in the coming school year. CDE will be reviewing your LCAP and this written response during upcoming monthly calls as part of the oversight process.

Renewal Criteria

Additionally, please be aware that California *Education Code* Section 47607 sets forth grounds for renewing a petition.

1. The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor determining whether to grant a charter renewal.

2. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

CDE will be reviewing the CAASPP results as part of the renewal process if NSSF submits its renewal petition to the SBE for approval.

The following is a list of schools within a 5 miles radius where the students would otherwise attend.

- Cobb (William L.) Elementary
- Chavez (Cesar) Elementary
- Flynn (Leonard) R.) Elementary
- Parks (Rosa) Elementary

The academic performance of these schools may be used as the comparison schools for purposes of renewal.
To further assist you, CDE has the following resources available to the school.
California Dashboard: https://www.cde.ca.gov/ta/ac/cm/
LCAP Resources: https://www.cde.ca.gov/re/lc/planninglcpschoolplan.asp

Please submit all Microsoft Word written responses to sbeoversight@cde.ca.gov. If you have any questions about this email or your written responses, please contact Carrie Lopes, Education Administrator, @clopes@cde.ca.gov or by phone at 916-323-2694.

Thank you,

Chaddrick L. Owes, M.Ed.
State Board of Education Charter Schools Oversight
California Department of Education
Charter Schools Division
1430 N Street, Sacramento, California 95814
Phone: 916-445-6761
Email: cowes@cde.ca.gov
2017–18 Analysis of Measurable Pupil Outcomes
June 2018 Report

This form provides a guide for State Board of Education Authorized Charter Schools to report on the analysis of and progress on measurable pupil outcomes (MPO) to the California Department of Education. The MPO's are included in Element 2 of each SBE-authorized charter school petition and each school has five years, the charter term, to meet each MPO identified. Please return this completed form to your consultant by email by June 30, 2018.

Charter School Name: New School of San Francisco
Charter Term: July 1, 2015 through June 30, 2020
Grade Levels Served: K-3
Charter Number: 1742
CDS Code: 38-76927-0132183

Introduction:
The New School of San Francisco (NSSF) is a K-3 school located in the Potrero Hill area of San Francisco founded with three core pillars: inquiry, equity and personalized learning. We actively work to ensure a truly diverse student population across many axes including, but not limited to: socio-economic status, home language, race/ethnicity and family composition. We root our curriculum in a blend of CCCS, inquiry and equity to provide a broadened definition of student success.

Assessments:
Assessment is an essential part of the teaching and learning process. Assessment provides a common language of progress for use between students, parents and staff. Purposeful and precise differentiation is an integral part of our instructional model, requiring constant analysis of student progress. More largely, we are a results driven organization and will always seek to objectively measure our work with robust data and iterate our instruction to better meet student needs on an individual, classroom, or school level.

We also believe that no single score is sufficient to evaluate the performance of students or teachers. We use a variety of assessments and a series of checkpoints to understand the level of mastery of students across multiple depths of rigor. We assess across a wide range of outcomes including academics, social-emotional learning, inquiry and the engagement of our families. Teachers and leaders must have both a nuanced understanding of individual student levels across skills and content, as well as a broad sense of whole-child outcomes that guide specific actions and strategies taken for each child.

We believe in ongoing assessments to ensure strategies are always grounded in an authentic understanding of what a child is working on, where he/she is and what the ‘stretch’ (i.e. next goal) is for him/her. To do this, we use Individualized Learning Plans (ILP) that capture information on a child's progress. Our academic year is broken up into three inquiry arcs (trimesters) and we host conferences at the end of each arc to reflect with parents on where their child is and what growth we are working towards in the next year.

Individualized Learning Plans (ILP):
We introduce our Individualized Learning Plans (ILP) at the start of the year when individualized goals are set for each student in 5 domains. For most goal areas (reading, writing and numeracy), we set a quantitative (i.e. skill goal) and a qualitative (i.e. habit) goal. For Social-Emotional Learning (SEL) and Inquiry, we set a habit goal. Thus, each child has 10 unique goals we set strategies for and measure progress against throughout the year. We were able to capture rich qualitative and quantitative data on all our children. The ILP captures information across the following learning domains:

- Literacy (reading & writing)
- Numeracy
- Social Emotional Skills
- Inquiry Skills
Goal 1: Academically thriving students

MPO 1: Students will be highly skilled readers and writers of the English Language.
We continued to implement Teachers College Readers’ and Writers’ Project curriculum and to assess reading and writing we implemented the aligned assessments and rubrics. Our end of the year literacy assessments demonstrated the following outcomes:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>1516 % met or exceeded target</th>
<th>1617 % met or exceeded target</th>
<th>1718 % met or exceeded target</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCRWW Running Records (reading proficiency)</td>
<td>63%</td>
<td>61%</td>
<td>70%</td>
</tr>
<tr>
<td>TCRWW Writing Rubrics (writing proficiency)</td>
<td>71%</td>
<td>72%</td>
<td>74%</td>
</tr>
</tbody>
</table>

On our end-of-year TCRWP reading assessment, 70% of our students achieved proficient or advanced grade level equivalence. This is above our target of 65% and represents 9% growth school-wide from 1617 to 1718. On our end-of-year TCRWP writing assessment, 74% of our students achieved proficient or advanced grade level equivalence which is a 2% improvement from last year’s 72% and exceeds our target of 70%. Proficient or advanced writing levels were based on TCRWP narrative writing rubrics for each grade level, so 74% of New School students scored a 3 or higher on their grade level narrative rubric. This year, we spent significant time before the school year establishing grade-level reading and writing proficiency levels based on Teachers’ College recommendations and staff expertise. As a result, we were aligned school-wide on how many levels students ideally would grow in each grade, as well as “graduate profiles” for proficiency as readers and writers, both based on student data at the beginning of the year.

<table>
<thead>
<tr>
<th>Percent Met/Exceeded</th>
<th>Writing Habit</th>
<th>Writing Skill</th>
<th>Reading Habit</th>
<th>Reading Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>87.2%</td>
<td>93.6%</td>
<td>74.5%</td>
<td>78.7%</td>
</tr>
<tr>
<td>First</td>
<td>87.2%</td>
<td>83.0%</td>
<td>85.1%</td>
<td>68.1%</td>
</tr>
<tr>
<td>Second</td>
<td>85.1%</td>
<td>57.4%</td>
<td>85.1%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Third</td>
<td>95.1%</td>
<td>53.7%</td>
<td>95.1%</td>
<td>73.2%</td>
</tr>
</tbody>
</table>

Each student had an end of year ILP habit goal and skill goal for both reading and writing. On average, our students met or exceeded 81% of their writing goals and 80.8% of their reading goals. In addition, on average across the school our students met or exceeded 80.9% of their overall literacy goals, exceeding our goal of 75% of goals met or exceeded. This is improvement over last year’s outcomes of 71% of students meeting or exceeding their reading and writing goals.

Another way to look at our progress this year is by looking at the growth students made, as measured by A-Z independent reading levels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average number of reading levels students grew</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>4.3</td>
</tr>
<tr>
<td>1</td>
<td>5.8</td>
</tr>
<tr>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
</tr>
</tbody>
</table>
We directed significant focus towards literacy this year. It was a priority area for teacher professional development and instruction. We incorporate a balanced literacy program. The components of a balanced literacy approach are: read alouds, guided reading, shared reading, interactive writing, shared writing. Reading Workshop, Writing Workshop and Word study. Our new to New School teachers received differentiated professional development in order to deeply understand these components and confidently incorporate them daily. Before the year began, our teachers spent time mapping out the assessment data and norming on what skills are required in order to meet each standard expectation. We ensured instruction was aligned with students’ abilities. In addition, during our summer professional development, staff spent time training in Lucy Calkin’s Readers and Writer’s Workshop and an additional day of planning out their literacy scope and sequence, arc plans and weekly lesson plans. In addition, teachers were given opportunities to attend professional development outside our school. We had teachers attend Teacher’s College Reader’s Workshop training in New York.

Teachers differentiated instruction for literacy in many ways. For example, in reading and writing students were taught lessons whole group to get daily grade level instruction. Teacher’s used Lucy Calkins Reader’s and Writer’s Workshop curriculum as a guide and a tool to support their teaching but had freedom to modify their planning based on their students needs. Then students were pulled into both heterogeneous and homogeneous small groups. In the homogeneous reading groups, students were given instruction at their level which included phonics, high frequency words, conferning as they read, comprehension, and writing about reading. We utilized a leveled literacy intervention program and an online resource to help plan these lessons based on students needs found in their running records, exit slips, and daily observations. In heterogeneous groups, students worked on skills they may all need support on regardless of their level of proficiency. For example students may all need support in adding punctuation. In addition to small group instruction, students received 1-on-1 conferencing where they received feedback based on their individual goals. Teachers focusing on equity in groupings, therefore those who were farthest below grade level had the most small group and 1-on-1 instruction.

Next Steps:
Our students’ growth in literacy is due largely to the high level of differentiated instruction. Next year we will continue to focus on high quality literacy instruction, offering opportunities for teachers to receive professional development both in house and out. We will have a focus on differentiation to meet the needs of our students with exceptional needs by creating attainable goals with their support providers. We will spend time in professional development to norm across the school in running record and benchmark assessments to ensure students are graded fairly across the year. In addition, we will increase opportunities for students to set goals for themselves based on their ILP goals and with teacher feedback so they can assess themselves and know how they can achieve those goals. Likewise, we reworked our school day schedule to ensure it includes an intervention block that is specifically geared towards students who are below grade level in reading, writing and math to ensure they are receiving intensive and targeted literacy instruction, which should result in continued growth for those students.

MPO 2: Students will be strong in applying mathematical skills and reasoning.
Our students met or exceed their math habit goals at a rate of 86.2% across the school. This exceeds our set goal of 75% of students meeting or exceeding this goal. However, 72.4% of students met their numeracy skill goal. This fell short of our goal by 2.6 percentage points. We reflected on this data and were able to formulate some theories for this gap. This past school year we shifted our math goal setting to be normed so that teachers and families set skill goals based on anticipated percentage growth on grade level benchmarks. Upon reflection as we shifted to a more normed process for quantifying skill goals there are areas that we can continue to align in. As an example, there is a difference in the percentage of students meeting skill goals from second grade (66%) to third grade (82.5%). This highlights our need to align on how we are setting skill goals that are both rigorous, but achievable.

Teachers also generated theories about their skill goal data and noticed that some grade-level benchmarks were not perfectly aligned to grade-level standards and were in some cases too rigorous. We plan to better align when writing our in-house assessments to ensure that rigor levels are matched across the level.

Outside of the measurable data captured in benchmark and problem solving assessments, all students are engaged in cross curricular projects that utilize mathematical and reasoning skills daily. Students independently select tools such as varied manipulatives, number lines, and 100s charts to support their problem solving strategies. Students regularly reflect on the efficacy of chosen mathematical and recording strategies and set individual goals for their own work. This is reflected in our students meeting or exceeding their habit goals at a rate 86.2%.

Overall, 80.2% of numeracy ILP goals were met. This is an improvement from 72.4% of numeracy goals being met in the 16/17 school year. This is a testament to our next step initiatives from the previous year helping us to move us forward.
Goals in Numeracy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>% of Students Meeting/Exceeding Habit Goal</th>
<th>% of Students Meeting/Exceeding Skill Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>85.1%</td>
<td>68.1%</td>
</tr>
<tr>
<td>1</td>
<td>76.6%</td>
<td>74.5%</td>
</tr>
<tr>
<td>2</td>
<td>93.6%</td>
<td>66%</td>
</tr>
<tr>
<td>3</td>
<td>90%</td>
<td>82.5%</td>
</tr>
<tr>
<td>Total</td>
<td>86.2%</td>
<td>72.4%</td>
</tr>
</tbody>
</table>

End of Year Numeracy Benchmark:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Far Below Proficient Score Below 60%</th>
<th>Below Proficient Score 60-79%</th>
<th>Proficient Score 80-89%</th>
<th>Advanced Score 90-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>0</td>
<td>8%</td>
<td>8%</td>
<td>84%</td>
</tr>
<tr>
<td>First Grade</td>
<td>8.5%</td>
<td>19%</td>
<td>32%</td>
<td>40%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>8.5%</td>
<td>38%</td>
<td>32%</td>
<td>21%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>14.6%</td>
<td>19.5%</td>
<td>32%</td>
<td>34%</td>
</tr>
<tr>
<td>Totals</td>
<td>8%</td>
<td>21%</td>
<td>26%</td>
<td>44.7%</td>
</tr>
</tbody>
</table>

Total students are proficient or advanced on standards-aligned benchmarks: 70.7%

Next steps:
We will continue to work towards a goal of 80% or more of all students will meet or exceed their ILP goals in mathematics. In working towards our goals we have hired two instructional coaches who will support teachers in their practices. The coaches will provide insights on benchmark alignment to common core state standards (CCSS), feedback on teaching practices and student engagement, and strategies for targeted small group instruction. Teachers will continue to engage in data driven instruction (DDI) through quarterly data cycle meetings. The DDI process allows teachers to examine student learning in a deeper level and address any misconceptions right away.

In addition to focusing on building mathematical skills and reasoning through the Standards for Mathematical Practices, we also plan to build our teachers’ instructional toolboxes in Tier 2 mathematics interventions. This, along with identifying more math intervention curriculum and resources, will allow our teachers to better differentiate for a wide range of learners and build a more cohesive, robust and responsive math program allowing all students to meet their goals.

**MPO 3: Students will become proficient in science concepts and scientific thinking.**

This year we continued to focus on science through the lens of inquiry and building inquiry process skills as they aligned to Next Generation Science Standards. We set the goal that an average of 75% or more of all students will “meet or exceed goal” on their individualized inquiry goal (as defined in their Individualized Learning Plan) and 88% of our students met their EOY ILP Inquiry goals, a 18% increase from 1617’s outcome of 70% and over by 13% of our MPO target of 75%.

During the summer of 2017, a committee of teachers from grades K-2 formed the Inquiry Curriculum Committee. This group revised the Inquiry Skills Processing Rubric by which our teachers could assess for inquiry/deeper learning skills and set our end of year ILP habit goals against those measures on the rubric. Teachers built out what the rubric looks like at K-2 and 3-5 levels. Each grade level focused on one to two strands of inquiry processing skills to measure throughout the year (e.g. kindergarten focused on Communication and Collaboration). See table below for more detail.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>1718 Inquiry Processing Skill Focus</th>
<th>Percentage of Inquiry Goals Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Communication and Collaboration</td>
<td>85%</td>
</tr>
<tr>
<td>1st Grade</td>
<td>Collaboration and Investigation</td>
<td>75%</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>Reflection</td>
<td>94%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>Analyzing and Interpreting</td>
<td>100%</td>
</tr>
</tbody>
</table>

Teachers informally assessed students towards progress on these skills through use of rubric. Three times a year, at the end of each Arc, teachers measured growth of Inquiry Processing Skills using anecdotal notes, observational data, and performance tasks.

This school-wide assessment rubric ensured greater fidelity in inquiry assessment across classrooms.

<table>
<thead>
<tr>
<th>Inquiry Process Skill</th>
<th>Emergent</th>
<th>Experienced</th>
<th>Masterful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborating</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Researching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During the Inquiry Scope and Sequence planning, teachers started with the NGSS standards, unpacking the core ideas, practices, and cross cutting concepts. Teachers grouped NGSS standards to form the themes and big question for each Inquiry Arc. See example from Grade 3, Arc 1 below.
**Arc 1 Big Question:** What happens when organisms in the SF bay interact with each other and their environment?

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Target Science/Social Studies Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are life structures and cycles similar across organisms? How are they different?</td>
<td><strong>From Molecules to Organisms: Structures and Processes</strong></td>
</tr>
<tr>
<td>How do organisms respond to changes in their environment?</td>
<td>- 3.LS1.1 - Develop models to describe that all organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</td>
</tr>
<tr>
<td>Why do organisms form groups?</td>
<td><strong>Ecosystems: Interactions, Energy, and Dynamics</strong></td>
</tr>
<tr>
<td>Where do organisms get their characteristics?</td>
<td>- 3.LS2.1 - Construct an argument that some animals form groups that help members survive.</td>
</tr>
<tr>
<td>How do we learn about the history of plants and animals?</td>
<td><strong>Heredity: Inheritance and Variation of Traits</strong></td>
</tr>
<tr>
<td></td>
<td>- 3.LS3.1 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</td>
</tr>
<tr>
<td></td>
<td>- 3.LS3.2 - Use evidence to support the explanation that traits can be influenced by the environment.</td>
</tr>
<tr>
<td></td>
<td><strong>Biological Evolution: Unity and Diversity</strong></td>
</tr>
<tr>
<td></td>
<td>- 3.LS4.1 - Analyze and interpret data from fossils to provide evidence of the organisms and the environment from which they lived years ago.</td>
</tr>
<tr>
<td></td>
<td>- 3.LS4.2 - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</td>
</tr>
<tr>
<td></td>
<td>- 3.LS4.3 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</td>
</tr>
<tr>
<td></td>
<td>- 3.LS4.4 - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</td>
</tr>
</tbody>
</table>

**Next Steps:**

In the summer of 2018, our teachers will continue to refine our Inquiry Process Skills Rubric so that it is more user friendly and applicable to all content areas. As an inquiry based school, we are working towards having our inquiry processing skills permeate all subject areas. We also will build out more clear exemplars within the rubric, potentially focusing on one Inquiry Processing Skill school wide so that we can more explicitly measure student growth in process skills. The newly revised rubric will also be more easily applied to other content areas. We will continue to hold a high bar with at least 75% of students meeting or exceeding their inquiry habit goal.

Our teachers will continue to craft scope and sequence for our inquiry curriculum for next year. Through our partnership with the Institute for Inquiry/Exploratorium, they will continue to embed NGSS into our inquiry arcs. As a school, we also have made the decision to have discrete Science and Social Studies blocks. We will continue to build out assessment tools including performance tasks and assessments to gather more information on student progress against NGSS standards.

Science will again be an overarching lens for all of our inquiries and aligned to the NGSS standards. We will continue to implementing regular data cycles to gather evidence of students' progress towards NGSS and inquiry skills to work towards our two goals we did not address this year:

1. An average of 70% or more of all students will earn a proficient or advanced rating on end-of-year science report cards

2. An average of 70% or more of all students will earn a rating of proficient or advanced on end of year portfolio submissions, which will be aligned to Next Generation Science Standards.

Lastly, in partnership with the Exploratorium, we will continue to develop our inquiry skills rubric to aid in assessment of deeper learning skills. As a staff we will review the need for additional assessment tools in order to better track students' progress against NGSS standards during our summer professional development. We will also be stepping back on the goal of NGSS aligned portfolio submissions to determine how we might implement those within our context.
We integrated social studies through our inquiry-based science curriculum this year. For example, 2nd grade teachers wrote an inquiry arc about patterns that create change on earth, which incorporated social studies in this manner:

**SECOND GRADE ARC 2 PLANNING**

<table>
<thead>
<tr>
<th>Big Ideas: Patterns that create change</th>
<th>Content Lens: Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NGSS Aligned Science Standards:</strong></td>
<td><strong>Aligned Social Studies Standards:</strong></td>
</tr>
<tr>
<td>2- ESS2.C: The Roles of Water in Earth’s Surface Processes: Water is found in the ocean, rivers, lakes, and ponds</td>
<td>D2 Geo 1 K-2: Construct maps, graphs, and other representations of familiar places</td>
</tr>
<tr>
<td>ESS2.A: Earth Materials and Systems Wind and water can change the shape of the land</td>
<td>D2 Geo 12 K-2: Identify ways that a catastrophic disaster may affect people living in a place.</td>
</tr>
<tr>
<td>ESS1.C: The History of Planet Earth Some events happen very quickly, others occur very slowly, over a time period much longer than one can observe</td>
<td>D2 Geo 11 K-2: Explain how the consumption of products connects people to distant places.</td>
</tr>
<tr>
<td>ESS2.B: Plate Tectonics and Large-Scale System Interactions Maps show where things are located. One can map the shapes and kinds of land and water in any area</td>
<td></td>
</tr>
</tbody>
</table>

The big question of the year was “How do movement and change affect life on earth?” Students explored this question through science concepts and content, but also reflected on the impacts of change on humans, and how human patterns create change. While we did not incorporate a standardized assessment specific to social studies, we did track students’ learning through explicit reflection circles, student presentation of new understandings during Expositions and an end of the year portfolio. Our anecdotal assessments as well as end of Arc Expositions documented students learning, questions and end of arc understandings of these core practices. Student learning was made clear through presentations, writing/drawing, videos, performances and conversations with peers and adults. In addition, pieces of the students’ most illustrative work was incorporated into their end of the year portfolio.

**Next Steps:**
Over the summer, our teachers will write our curriculum for year 4 and will explicitly measure inquiry processing skills across subjects including social studies and science in our planning. By using inquiry and Stl. skills as a guide, we will map out the progression of social studies standards using the C3 Social Studies Framework against the big idea of the year. Much of our professional development will be focused on incorporating more social studies big ideas and concepts into our inquiry arcs and aligning them to support our science concepts. As a result we anticipate that:
1. An average of 70% or more of all students will earn a proficient or advanced rating on end-of-year social studies report cards
2. An average of 70% or more of all students will earn a rating of proficient or advanced on end-of-year portfolio submission related to social studies
3. An average of 75% or more of all students will “meet or exceed goal” on their individualized social studies goal (as defined in their Individualized Learning Profile)

**MPO 5: Students will gain proficiency of the Spanish language.**
This year our students received approximately 100-120 minutes of Spanish instruction per week from our Spanish teacher. In each session they had opportunities in both receptive and expressive language acquisition as well as frequent opportunities for both formal and informal language development. A variety of learning modalities were employed including, but not limited to: reading, dialogues, songs, movement, drawing/writing, peer sharing and games. She conducted weekly informal assessments through writing samples, teacher observations and mixed group conversations. In addition, she pulled small groups of native Spanish speakers to do more targeted work on developing their reading, writing and speaking in Spanish.

This year the Spanish curriculum changed. Our Spanish teacher planned 3 arcs of language lessons around basic conversation skills integrating vocabulary, expressions and practice and not the inquiry arc themes like previous years. Because of this change, students were able to practice Spanish on a more regular basis even extending it to our
After school program Exploramos. Based on the end of the year goals for each grade, this year our Spanish teacher was able to perform oral, written and reading individual assessments for all our students, in which 83% of our students meet or exceeded their end of year Spanish goals. The table below shows the goals and breakdown for each grade level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>End of Year Goals</th>
<th>Percentage Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>• Understand calendar, days of the week and weather (oral)</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>• Describe how he/she is feeling (oral)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe basic animals using colors, shape and size (oral)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Count to 40 (oral)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sort garbage into 3 different bins - recycling, compost and trash (oral)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>• Understand calendar, days of the week and weather (oral, reading and writing)</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>• Describe how he/she is feeling (oral, reading and writing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe basic animals using colors, shape and size (oral, reading and writing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Count to 40 (oral, reading and writing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sort garbage into 3 different bins - recycling, compost and trash (oral, reading and writing)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Use + understand basic Spanish vocabulary such as food, likes and dislikes in complete sentences (oral)</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>• Respond and have basic oral introductory conversations (hello, how are you, my name is...)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use + understand basic reuse, reduce and recycling prompts in Spanish (oral)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Use + understand basic Spanish vocabulary such as food, likes and dislikes in complete sentences (oral, reading and writing)</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>• Respond and have basic introductory conversations (hello, how are you, my name is...) (oral, reading and writing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use + understand basic reuse, reduce and recycling prompts in Spanish (oral, reading and writing)</td>
<td></td>
</tr>
</tbody>
</table>

In addition our Spanish teacher had students perform whole school presentations 3 times a year for the whole community. Each grade sang 3 songs in Spanish, which made a total of 12 songs by the end of the year.

MPO 6: English Language Learners will gain fluency and command of the English language.

The school continues to prioritize closing the achievement gap by providing strategic intervention to meet the needs of all learners. Our continued growth in this area is demonstrated by our growth of our English Language Learners. NSSF currently has 32 ELLs enrolled. Our education model provides opportunities for our teachers to target intervention with group instruction. The co-teacher model reduces our student-staff ratio to 12:1, and allows us to implement 'equity groups.' The equity groups were implemented with more fidelity this year (primarily in our upper grades), and produced more intensive intervention for our students who required additional reading and numeracy instruction. Our teachers used the mid year data review to re-calibrate our mindset around serving our underperforming students. Each grade level engaged in exercises exploring our school data, and shifted the intervention and groupings of our students. Leveled Literacy Instruction (LLI) intervention was utilized to address the gap in reading achievement. After targeting intervention for our ELLs, our school produced the following end of year data for literacy and numeracy:

<table>
<thead>
<tr>
<th></th>
<th>Reading Achievement</th>
<th>Numeracy Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On or above grade level</td>
<td>80% or above on standards-aligned benchmark</td>
</tr>
<tr>
<td>All Students (183)</td>
<td>183</td>
<td>71.04%</td>
</tr>
<tr>
<td>English Language Learners (32)</td>
<td>32</td>
<td>56.25%</td>
</tr>
</tbody>
</table>

As indicated by the above data, 56% of our ELLs are "on or above grade level" in literacy, and 66% of our ELLs are "80% or above on standards aligned benchmark" in numeracy. We recognize that there is still an achievement gap between
ELLs and ‘all students.’ NSSF is committed to continuing to strategic plan to address this gap, and has clear next steps for developing our ELL programs.

Next Step
The English Language Proficiency Assessment for California (ELPAC) was introduced this spring and NSSF will undergo our first round of initial assessment in the fall of 2018. The information gathered from the ELPAC will help inform our leadership team’s strategic planning for site wide priorities, and will inform our teachers when designing lesson plans and arcs of intervention. During the 2017-2018 school year, NSSF re-classified two ELL’s for the first time, and in the fall, 3 additional ELL students will be eligible for re-classification. Additionally, NSSF will form an English Learner Advisory Committee (ELAC) for the ’18-’19 school year. The ELAC will work to engage the parents of our EL’s in all facets of learning at NSSF, and will design parent workshops and events tailored to addressing the achievement gap.

MPO 7: Special Education students will grow in accordance with their IEP goals.
Currently 9% of our students have IEPs, which was a decrease from the 2016-2017 school year when 14% of the students had IEPs. The decrease in percentage of students with IEPs is largely due to enrolling a new kindergarten class (48 students) of which non had IEPs. We also had one student with an IEP transfer schools in the fall. During the 2017-2018 school year, the Special Education team completed ten assessment plans, ranging from evaluations for academic eligibility to occupational therapy needs. Of the ten assessment plans completed, five were for students with already existing IEPs. For these five students, three of them qualified for additional academic services, one for additional assistive technology, and one for additional behavioral interventions. Five students were provided with evaluations after assessment plans were signed (without previously receiving intervention through an IEP). Of these five students, three students qualified for specialized academic instruction, one student qualified for academic intervention and social-emotional intervention, and one student did not qualify for IEP services. Of the 16 students with IEPs, two were reclassified according to their disability category, and received an increase in specialized academic instruction (SAI).

<table>
<thead>
<tr>
<th>Assessment Plans</th>
<th>Specialized Academic Service Added</th>
<th>Occupational Therapy Added</th>
<th>Social-Emotional Learning Added</th>
<th>Behavioral Intervention Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

To accommodate our school’s need to provide additional SAI, we expanded our Learning Specialists’ capacity by increasing the role from 1.0 full time employee (FTE) to 1.5 FTE. Additionally, NSSF leadership developed an administrative role (Director of Student Access) to oversee Special Education processes for the school, and serve as the school’s fifth member of the Leadership Team. Additionally, we hired a second classroom teacher who was completing her SPED credential to allow for an increase in targeted intervention in the classroom.

This year, we continued our partnership with Seneca Family of Agencies in order to help support our Special Education department. Through the Seneca partnership, the school was able to provide Occupational Therapy, Behavioral Services, Clinical Services, and receive support with compliance and administration of IEPs. The SPED team placed a priority on increasing collaboration between the classroom teachers and specialists. The SPED team held bi-weekly meetings, monthly classroom teacher/learning specialist collaboration meetings, and Coordination of Services Team (COST) weekly meetings to identify students who may require a more intensive level of support. The focus of collaboration was to build the teacher’s tool kit to differentiate instruction, and provide intervention targeting the student’s specific IEP goals. Our school philosophy as an inclusion school places a premium on integrating all tiers of intervention into the classroom environment.

Of students with IEPs, 50% of those goals were met or exceeded. This percentage does not capture the partial progress that was made by many students, despite not meeting an entire goal. Each student made progress on their academic goals, and we observed the greatest growth on Speech and Occupational Therapy goals. While the SPED team and school Leadership Team acknowledge positive progress for our students meeting IEP goals, the barriers to reducing the achievement gap are evident when looking at the progress for our students receiving special ed services on reaching reading and numeracy achievement.
Achievement Numeracy Achievement

On or above grade level 80% or above on standards-aligned benchmark

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Students with IEPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>% of Students who Met or Exceeded their SEL Goal</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>78.7%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>74.5%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>68.1%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>School Wide Average</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

Next Steps

The focus of the SPED/Inclusion team has been to ensure that we are reducing the achievement gap. The school Leadership Team recognizes that our students with IEPs continue to experience challenges reaching their IEP goals and reaching grade level benchmarks in reading and numeracy. To address these challenges, the school leadership is restructuring our team of interventionists and coaches. Beginning in the fall of 2018, NSSF will have a curriculum and instruction (C&I) team. This team will consist of the Director of Curriculum, Director of Student Access, both instructional coaches, and both academic interventionists. This group will restructure our model for collaboration between SPED and the classroom setting, to move toward our goal of full inclusion. The C&I team will focus efforts on coaching teachers to differentiate instruction in the classroom, will support interventionists implementing strategies to narrow the achievement gap, and will engage the entire community in exercises around best using data to inform decision making. The instructional coach for the third and fourth grade is a new hire, who comes to NSSF with a special education credential. This expertise will allow her to directly coach the academic interventionists on site, provide specialized academic instruction, and contribute to building out the curriculum for our pioneering fourth grade.

Additionally, NSSF leadership is adjusting the daily schedule for the upcoming school year. This schedule shift will allow for an ‘intervention block’ 4 days a week. During this 40 minute block in the day, teachers will provide targeted instruction to students who are below grade level or not meeting Individualized Learning Plan goals (independent of the IEP process). The intervention block will operate as a site-wide practice, and will be open to any student who is deemed in need of additional support. The C&I team will oversee the structure of the intervention block, and will work with the Coordination of Services Team to identify students who will benefit most from additional targeted instruction.

Goal 2: Self-reflective Individuals

MPO 1: Students will demonstrate growth in Emotional Intelligence competencies.

We continued to implement several robust approaches to Social-Emotional Learning (SEL) including: school-wide PBIS system, a scripted SEL curriculum alongside an identity curriculum and spending significant portions of professional development norming on social-emotional learning and school climate. In the fall, we adopted two programs, Kimochis and Ruler; the former for explicit lessons on core social-emotional competencies and the latter to develop community, school climate and identity.

We developed a Social Emotional Learning committee that met to create a goal bank based on the CASEL (Collaborative for Academic, Social, Emotional Learning) competency framework (self awareness, self management, social awareness, relationship skills, responsible decision-making) as well as our school values (kindness, respect, responsibility, courage and curiosity). The goal bank offers teachers a variety of goals and skills per each core competency area. We used the goal bank to set end of the year goals, and track progress towards those goals using a data assessment and reflection cycle we set last summer. We set a goal that 75% of students will "meet or exceed" their SEL goal, which is determined by each individual student, their teachers, and their families. This year, 75% of our students met or exceeded their EOY ILP goal for SEL which was an increase from last year’s 71%.
This year, we hired a Director of Student Access who focused on culture, climate, and supporting all social emotional learning and development. Our Director of Student Access led our Climate and Culture Committee alongside one representative from each grade level. This committee continued to work together on our PBIS (Positive Behavior Intervention System) implementation. Additionally, this committee trained educators on Tier 1 and Tier 2 supports and identified patterns of needs for students across the school. This Climate and Culture Committee met once a month and used data from culture walks and incident reports to highlight school wide trends and inform next steps for both the school as a whole and for individual grade levels and classrooms.

This year, staff, families, and students engaged in three different surveys. Our teachers took the MESH (Mindsets, Essential Skills, and Habits) survey to assess student behaviors and attitudes about school, learning and their relationships. Additionally, we continued to give both the SCAI (School Climate Assessment Instrument) and Climate and Culture surveys to families, students, and staff to help determine areas of strengths and stretches for our school. This data helped inform next steps for school wide initiatives that were determined by and thought through in the Climate and Culture Committee.

<table>
<thead>
<tr>
<th>How supportive are students in their interactions with each other?</th>
<th># of staff responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely supportive</td>
<td>21% 3</td>
</tr>
<tr>
<td>Quite supportive</td>
<td>64% 9</td>
</tr>
<tr>
<td>Somewhat supportive</td>
<td>14% 2</td>
</tr>
<tr>
<td>Slightly supportive</td>
<td>0% 0</td>
</tr>
<tr>
<td>Not at all supportive</td>
<td>0% 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How often do you see students helping each other without being prompted?</th>
<th># of staff responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost all of the time</td>
<td>50% 7</td>
</tr>
<tr>
<td>Frequently</td>
<td>43% 6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7% 1</td>
</tr>
<tr>
<td>Once in a while</td>
<td>0% 0</td>
</tr>
<tr>
<td>Almost never</td>
<td>0% 0</td>
</tr>
</tbody>
</table>

Next Steps:
We will continue to work towards maintaining and growing our school wide average of met and exceeded SEL goals at 75%. In addition, we will continue to provide staff training through our Climate and Culture Committee and professional development on SEL instruction through our curriculum Kimochis and Ruler. This year we implemented a First 6 Weeks plan to build strong classroom culture and school wide behavior. We will continue to use this plan as well as adding adjustments to set up even stronger schoolwide foundations during the first 6 weeks of school. Next year, we will work towards providing more student voice in SEL goals, as well as personal tracking of their goal growth. We want to scaffold students with skills in order to develop skills to become reflective on their personal social emotional growth. A large school wide focus was on creating empathetic students. Next year, we look forward to continuing our empathy development as well as helping students become change-makers in social justice.

MPO 2: Students will set goals, work toward them, and reflect on progress.
MPO 3: Students will develop a reflective practice in their academic and personal pursuits.

In year 3, 100% of students had ILPs with specific learning goals based on their academic, social-emotional, and inquiry processing skills. Teachers collected quantitative and narrative data and observations on students in the fall in order to set goals and again in the middle and end of year to track progress towards each goal. Throughout the year, students in grades 1-3 self reflected on their ILP goals, and teachers used these self reflections to guide the narratives they wrote about each child in the middle and end of year ILP progress report. For example, first graders completed two written reflections on their progress as writers, identifying areas of strength and growth and setting clear goals for where they...
want to continue to grow by the end of the year. These self reflections were then shared with parents. First graders also reflected verbally with teachers one-on-one to reflect on their growth and these goals as well as to go over their ILP Writing goals. 1st graders also self reflected on their SEL ILP goals verbally one-on-one with a teacher. Students reflected on the progress they had made towards their goal, what allowed them to make progress, further progress they want to make, and what supports they need to make that progress. In 2nd grade, students reflected orally and through writing on how they could achieve their SEL goals. In Math, 2nd graders self reflected on their Numeracy skills by completing a written questionnaire. In 3rd grade, students focused on self reflection in SEL and took on more ownership and investment of their goals. In the fall, teachers told students their SEL goals, and students self reflected on their progress in the winter and spring, answering three questions: What does this goal mean to me?; What progress have I made toward this goal?; What do I still need to do to meet my goal?

Next Steps:
Next year, all students (including kindergarten) will self reflect on their ILP goals and be more involved in creating these goals in the fall. Students will also reflect on their goals more frequently throughout the year, so that this reflection on targeted goals becomes a routine part of the school day. This will build naturally onto the daily reflection that students are already doing in the classroom across each curricular area, but be more focused on students’ individual goals.

Goal 3: Creative problem-solvers

MPO 1: Students will demonstrate high levels of critical thinking, problem-solving skills, and creativity.
This year, we again met the goals that: 1) 95% of students will participate in Expositions at the end of each trimester and, 2) All students will practice creativity daily through music, art, and tinkering. During this year 100% of our students participated in all three Expositions - with opportunities to build prototypes, model homes, musical instruments, or solar systems models. All students had the opportunity to reflect on the inquiry process and their learning. Many students were asked to collaborate with peers on these learning projects and had regular opportunities to reflect on their collaboration skills. The three expositions were attended by a vast majority of our families and were predominantly student led.

With respect to the second goal, 100% of our students had a sequence of art, dance and tinkering class for 150 minutes a week over the course of the year. Our Art Teacher integrated the arts work fully into the inquiry work throughout the year (students who were studying weather learning a dance from West Africa, others who were studying animal adaptations to meet a human need working with mixed-media to build prototypes to name two examples). In addition, the Art Teacher taught a year long scope and sequence that touched on core artistic skills in those three domains.

Evidence that students built problem solving skills every day:
- Problem solving circles in which students discuss and solve SEL issues in the classroom
- Students ability to value and reflect on mistakes, and their confidence in fixing their mistakes
- Students used diverse strategies to show their mathematical thinking and conceptual understanding
- Students collaborated and engaged in discourse around solving problems that are rooted in a real life context
- Cross disciplinary instruction where students used their creativity in other subjects (ie planning, designing, and building, math games with an inquiry mindset)
- Students reflected on their learning process and self select goals
- Students took pride and ownership in their work during Exposition nights

Numeracy Problem Solving Data- 2017/2018

<table>
<thead>
<tr>
<th>Grade</th>
<th>% of Students at 80% or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>18% (this percentage would be much higher if not for the aspect of K's needed to record)</td>
</tr>
<tr>
<td>1</td>
<td>87%</td>
</tr>
<tr>
<td>2</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Total</td>
<td>65%</td>
</tr>
</tbody>
</table>

Next Steps:
Next year we will continue to support increasingly student-led Expositions and provide, through inquiry work, multiple opportunities to design, create, problem solve and use deeper learning skills. We will also continue to offer Arts integrated inquiry work for our students, grounded in core artistic practices. We will also continue to use problem-solving circles in
SEL in order for all students to take ownership of the classroom community. In addition, we have a goal that 75% of students will score proficient or advanced by the end of each school year on various tools, assessments, and rubrics that we will create. In the next year, we will be recommending removal of this goal from our measurable pupil outcomes as critical thinking and problem-solving skills are assessed in our Inquiry Process Skills rubric and social emotional assessments.

**MPO 2: Students will demonstrate high levels of cooperation.**
Building on the work we did in years one and two around school culture, one of our school-wide priorities this year was developing a cohesive, school-wide approach to culture and climate. This began by implementing a 6-week culture and climate plan for the launch of the school year. This laid the groundwork for fostering support and trust among the community. Student and staff collaboration was a key component of this year’s plan. Examples of cooperation in the 6-week plan included:

- Students in each classroom brainstormed, edited, and wrote class agreements to set group norms for how they wanted to treat each other and feel in their classroom community
- Students in each classroom brainstormed and voted on a class name for their community
- Each teacher facilitated team building activities that helped students develop the foundational relationships needed for future collaborative academic activities.

After the 6-week launch, students continued practicing cooperative skills throughout the day. For example:

- Students worked in partnerships and small groups daily or weekly in Numeracy, Writing, Reading, and Inquiry.
- Across grades, a major component of inquiry was explicitly teaching collaboration. Students reflected on their collaboration skills, challenges, and successes. This naturally integrated SEL into this part of the day.
- Students shared exposition projects within and across classes and grade levels.
- Students had reading buddies in other grade levels that they met with each arc to promote school wide collaboration.
- Students regularly gave and received feedback to each other.

**Next Steps**
Collaboration and cooperation are vital skills as community members and 21st century learners. We plan to further strengthen our school climate and culture to nurture cooperative mindsets and strategies amongst students. We witnessed enthusiastic participation by our students and tangible growth in their ability to cooperate over the last 3 years. We addressed problem solving skills through our Inquiry Process Skills rubric and social emotional assessments, but mainly focused on these skills during “Inquiry” blocks. Next year, we would like to emphasize the applicability of inquiry processing skills, including collaboration, across subjects by writing in students’ progress on a specific inquiry skill three times during the year with specific examples in each subject.

**Goal 4: Life-long learners**

**MPO 1: Students will develop a growth mindset.**
This year we began with a more rigorous assessment calendar, with clear dates for data collection and reflection. This enabled us to track student progress in our major content areas (literacy, numeracy, inquiry, and SEL) over the course of each trimester and our staff to reflect on student growth at the end of the year. In Literacy, students received goals written specifically on growth individualized to each student. For writing, all students were administered a narrative writing piece that they then took three times throughout the year with the intention of seeing growth across cycles.

Having established a regular cycle of school-wide assessments and reflections also enabled our staff to work more responsively throughout the year to meet students’ academic needs. Our staff was able to know with reasonable fidelity what interventions were needed and then adjust their instruction, differentiation, and interventions to meet those needs. By responding more promptly to student assessments, students then get the right tool at the right time, enabling them to more quickly see their own growth. Students were then prompted throughout the year to share growth areas across curriculum they were proud of. By making a connection between SEL reflection practices and academic goals, students frequently reminded themselves and the class that ‘practice makes progress’.

Although it is difficult to quantitatively track mindsets students have about their growth, the above data suggests that students are understanding their goals and making progress towards them. This year, we implemented a school-wide six week plan. This plan took place the first six weeks of school and focused on building a strong classroom/school culture which included a large emphasis on developing students’ growth mindsets. Classes implemented a “My best self” weekly
goal tracker, where students would identify a skill or habit they wanted to work on to be their best selves and they would track their progress each week in working towards that goal. Several other teachers also worked with students to have them identify key collaboration skills they wanted to work towards and reflected on how it went at the end of each inquiry arc.

Next Steps:
While we have good foundation of documenting, tracking and reflecting on student growth there is still room for refining and improving our assessment processes. In addition, there is work for us to do in incorporating students into the process of how they best learn and grow. One clear next step here would be to establish a tool that allows us to track how a student is developing in their growth mindsets. A few ideas that come to mind include developing a "growth mindset" rubric or a survey tool that allows students to reflect on the growth of their mindsets. Our belief is that greater focus on mindsets will result in more students reaching their end of year ILP goals.

MPO 2: Students will pursue their own interests and demonstrate passion and persistence in those pursuits.

Our students continued to follow many interests outside of daily classwork; 100% of our students pursued interests outside of school this year, meeting our initial goal that 75% of students would pursue an interest outside of daily classwork. Some of those interests were:

- Rockband Land (a local children's music program)
- A music program with group singing and guitar lessons
- A New School soccer team
- A New School baseball team
- Sports: Soccer, baseball, gymnastics, tennis lessons, capoeira, Jiu-Jitsu, Taekwando
- Dance
- Carnaval performance (students danced in the 40th anniversary celebration of Carnaval in the streets of SF)
- Dia de Los Muertos performance and event (students created and added to an alter, learned a dance, and prepared and served and ate food made alongside our community)
- Lunar New Year event (students wrote their name in Chinese characters, planted bonsai trees, and prepared, served, and ate food made alongside our community)
- Visiting the public library, reading, writing books
- Cooking
- Art classes

While we didn't gather quantitative data towards the goal that 95% of students will identify "areas of strength" in their Individual Learning Plan, and identify steps to cultivate those strengths, teachers continued to work informally with students on their "strengths and stretches." Anecdotally there are many examples of students identifying their strengths within the school day:

- One class had students reflect on their strengths in collaborating and working on a team before they chose who to work on their inquiry project alongside.
- All classes participated in a "Best Self" process, where students identified Social/Emotional goals for themselves and self-assessed based on a color rubric. Every week, kids would set a new goal for themselves for the week ahead, and every day of the following week, students would reflect on their goals (independently or with a teacher) and color in their self-assessment based on the color rubric.
- All classes continued to implement end of arc reflective writing asking students to answer questions about their learning: "What did I learn about this topic?" "What did I learn about myself?" "What might I try if I were continuing this project?".
- During writing conferences, students would use a checklist to self monitor their writing progress. Students would discuss what they thought they did well and which areas they would like to work on.
- Regularly after reading, writing, math and inquiry sessions, students were given opportunities to share what went well for them, what they're still wondering about, and plans for next steps.

Next Steps:
We will continue to support our students in identifying their strengths and cultivating their passions by providing ways for students to share about and practice their extra curricular activities and promoting community building across the school. In addition, we will continue our practices of cultivating student self-identification and reflection on their own strengths. In the next year, we will begin to develop our protocol for how students will participate in the ILP process, including how we build students' self-identification of strengths and incorporate those into their ILPs.
Goal 5: Agents of positive social change

MPO 1: Students will demonstrate high levels of agency.
As much of the data in this report suggests, our students have many opportunities over the course of the day to make decisions about their learning. Inquiry is all about students having voice, asking questions and making decisions based on their interests. Common examples of how students demonstrated agency this year included:

- Students selected their inquiry groups and/or topics based off an area of interest (teachers do not put students in groups).
- Students answered the question at the end of the inquiry, “How might I share what I’ve learned with the community?” and from there, students determined a way in which they would document their learning (i.e. a poster, a project, a video, a book, etc.).
- 3rd graders wrote persuasive essays to the Leadership Team to suggest changes we can make to the school.
- Students selected reading partners during choice reading time.
- Students selected books of interest from the library.
- Students utilized the ‘cool down corner’ or wellness center when they needed a break; children could go as needed and did not need permission to decide what their body and/or mind needed to be their best self.

Next steps:
Student voice and choice will continue to be what drives many aspects of the learning and we will continue to empower our students take agency over their learning.

MPO 2: Students will become well-informed citizens and active participants in their communities.
Inquiry also lends itself to taking action in the community. We believe that knowledge is power and we often ask students what they can do with their knowledge to make our community better. We appreciate that awareness of the world and inequities around us is an important starting place so students know the problems that need to be addressed. To build student awareness, some of the activities and projects over the course of the year included:

- Studying racial inequities, especially during (but not limited to) Black Futures week.
- Studying prejudice and bias when it comes to who you love and who you are, especially during (but not limited to) Pride week.
- Studying pollution and the impact on the environment.
- Learning the importance of recycling and composting.
- Studying various habitats and what causes species to become endangered or extinct.
- Studying natural disasters and the impact weather can have on a community.
- Participating in Cultural Shares in which family members shared their history with the class.
- Listening to experts share their knowledge with us, including but not limited to:
  - Musicians from South America
  - Engineers
  - Landscape architects
  - Feminists
  - Authors

Projects and/or awards our students participated in this year included:

- Designing homes to withstand extreme weather conditions.
- Planting healthy food to share with others.
- Raising money to protect wildlife in the Bay.
- Designing an airplane to collect pollution and smoke from fires.
- Participating in the City of San Francisco’s Environmental program and winning the ‘Excellence Award’ for consistent recycling and composting.

Next steps:
We will continue to expose our students to the beauty and inequities in the world around us so they can consider how they might create change and help improve our community. We are incredibly excited to become one of the first waste-free schools in San Francisco and will begin our own on-site composting next year.
Goal 6: Engaged and empowered families

MPO 1: Families feel welcome and valued in the school community.
Just as we focused on building community within our classrooms, we continued a strong focus on building community amongst families and staff.

Our goals for the year are as follows:

- 75% of families report that they feel valued at The New School of San Francisco on the “School Climate Survey” by the end of each school year
- 75% of families report that they have strong relationships with at least one The New School of San Francisco staff member

For the 2017-18 school year, we administered two surveys: one mid-year (achieving a 89% participation rate) and one end-of-year family climate survey (achieving a 79% participation rate). At least 89% of families completed at least one survey. Surveys were made available electronically and in hard copy form, as well as translated into Spanish. Feedback strongly indicates that we are implementing effective strategies for authentically engaging and empowering families. The following data was gathered from participating families (at least 89% of total) in January and May ‘18:

- 100% of families agree or strongly agree with the vision, direction and leadership of the school;
- 97% of families feel valued as a member of New School SF;
- 95% of families feel their comments and concerns are heard by a New School SF Staff person;
- 96% of families agree that the school has provided opportunities to engage with other families.

Given our response rate and the above results, we have not only met but exceeded our MPO 1 goals of 75% of families feeling valued and heard.

This year we continued weekly home-school communications in both English and Spanish, and have the opportunity to receive information via email, text and/or hard copy. There were also multiple engagement opportunities, including (but not limited to): volunteering in the classroom; serving on our Home & School Council committees; chaperoning field-trips; joining a affinity group; and/or organizing school-wide events. Parent participation in the school is both consistent and highly valued.

Next Steps:
We will continue to implement the strategies that have ensured our families feel engaged and empowered. We saw high participation in school sponsored events throughout the year and hope to continue those as well as begin parent education nights. We will also continue seeking feedback from families through our mid- and end-of-the year climate surveys, ad hoc issue specific surveys (i.e. facilities and scheduling), 6-weekly Leadership Coffee Chats, and our 6-weekly Home and School Council meetings. We plan on having at least 15 structured opportunities for families to provide feedback in addition to open communications with their child’s (children’s) teachers and open access to the school’s leadership team.

MPO 2: Families exercise voice at The New School of San Francisco.
In working towards our goal of 95% of families completing the bi-annual “School Climate Survey”, we prioritize the following: send the survey out via email and social media with multiple reminders, translate the survey; make survey available in hardcopy, and/or provide access to computers. In January ‘18, 89% of our families completed the survey. In May, 79% of our families completed the survey. This participation falls below our goal, but is an increase from 43% in the 2016-2017 school year.

In working towards our goal that 75% of families attend at least one school community meeting each year, we have continued our Home & School Council meetings (held every 6 weeks and followed by a Leadership Coffee Chat). Over the course of the year:
85% of our families have attended, in person, at least one school community meeting. We also stream/record our meetings and post online for those families that cannot or choose not to participate in person.

- The Leadership Team held frequent coffee chats about topics highlighted by parents as important (ILPs, Home School Connections, our new facility, PBIS, Special Education, etc).
- We introduced affinity groups for African American, Latino and LGBTQ families, and provided a space to come together, build community and organize larger school-wide events that were culturally responsive.
- We continue to implement a fair process model for decision making. This process requests input prior to making the decision and then provides clear rational, expectations and next steps after a decision has been reached.

Next Steps:
We will continue to hold our Home & School Council meetings, coffee chats and affinity groups and regularly promote participation. We will continue to broaden the ways in which families can voice their perspectives and participate in our school meetings, including looking at timing of meetings, language assistance, and how technology can enable access. The success of our affinity groups led to collaboration in school wide events such as Dia de los Muertos, Black Futures Week, and Pride Week at the school. We will also broaden the scope of affinity groups as well as introduce affinity groups for additional sub-populations of our families.

MPO 3: Families know and understand their students’ learning goals and progress.
We retained and strengthened previous years’ strategies for ensuring communication between school and home regarding student learning. Once again, 99% of families attend all three conferences over the course of the year, easily meeting our goal of 95%. Frequent, weekly (and at times daily) communication went out to families with updates, pictures, quotes and narrative from the classroom through a parent communication app [and printed hard copies for families that need it] and teachers sent two newsletters with curricular updates.

To understand our progress towards our second goal - that 75% of families report that they "understand their student’s learning goals and progress" on the School Climate Survey by the end of the school year - we looked at the following data from our end-of-year survey:

- 100% report that they understand how their child is progressing academically and social-emotionally, an increase from 94% in 2016-17.
- 98% believe New School SF is delivering an inquiry-based learning experience for their child.
- 87% report New School SF is delivering a personalized learning experience for their child.
- 92% believe New School SF is delivering an equity-based learning experience for their child.

The above outcomes strongly support that we’ve surpassed our goals with respect to ensuring families understand how their child is learning.

Next Steps:
Given our success in meeting this outcome, we will continue to implement parent teacher conferences with flexible scheduling and persistent follow up for those families who might be harder to schedule with, including home visits if needed. We will also continue to communicate regularly through newsletters, Home & School Council meetings and the sharing of curricular resources around student learning and best practices in curriculum and instruction. For the 2018-19 school year, the school’s leadership will implement a parent education series focusing on equity to continue to deepen understanding about student learning at New School SF.
Goal 7: Highly effective and engaged faculty

MPO 1: The New School of San Francisco faculty learn, grow and meet expectations for excellence in their roles. Just as we do with our students, our teachers each have a Personalized Growth Plan which outlines 3-4 goals for their growth in their roles. Two of the goal areas align to the CA Standards on the Teaching Profession and are selected by the teacher at the onset of the year. The other goals are related to our school's leadership values. Goals are set by October with the coach and strategies are co-developed to meet those goals. Key strategies over the course of the year to ensure meaningful growth include:

- Classroom observations and coaching debriefs with the Director of Curriculum and Instruction
- Ongoing professional development throughout the year (largely on Wednesdays when we are able to meet as a team for 3 years and one Friday per month)
- Learning cohorts for both Resident and Lead teachers to come together over the course of the year, share strategies and learn from one another
- Grade level collaboration
- Self guided learning in the form of attending conferences and/or attending different schools to learn from
- Mid and end of year reviews with managers to reflect on growth and progress towards goals

Results that we are proud of from this year include:

- 100% of teachers made meaningful growth against their individual goals
- 100% of teachers were able to get out of the building to learn – either at a conference, workshop or another school
- 93.4% of staff agree or strongly agree that they had opportunities to learn and grow this year

While areas of professional growth differed across teachers, we did focus on specific areas of learning as a school, including: 1) using data to inform instructional strategies, 2) developing a safe, supportive and joyful classroom environment, 3) Tier one and Tier 2 supports, and 4) inquiry as a means to deeper learning.

Next steps:
Next year, we will have two instructional coaches to meet the needs of our teachers and ensure more frequent and rigorous coaching exists. We will reflect on classroom and school-wide data more frequently to inform instructional strategies and we will focus school-wide professional development on academic interventions and numeracy to improve outcomes for all learners and especially sub-groups who are behind. We will continue to survey our teachers often to understand what resources they need to succeed in their roles.

MPO 2: The New School of San Francisco faculty feel welcome and valued in the school community.

This is an area of strength as a school, and we have made good progress in ensuring our staff feel valued as we know it's a large driver of retention and overall effectiveness. To that end, we created a Staff Recruitment and Retention Committee this year made up of teachers to better understand the ways in which we can support our teachers to be their best in this challenging work. This committee conducted interviews of everyone at the school to understand various needs and from those interviews the committee determined key actions to help retain our teachers and ensure their experience is positive. Some of those actions included (but not limited to): ensuring transparency in decision making, creating ‘families’ within the school to build relationships, celebrating and appreciating one another regularly and creating more opportunities for feedback and coaching.

We are proud to report that:

- 81% of our entire staff will be returning in the fall, and 79% of teachers will be returning
- 100% of teachers feel trusted to teach in the way that is best for kids;
- 100% of staff report that the culture is ‘extremely’ or ‘quite’ positive;
- 96% of staff are extremely satisfied or satisfied with New School SF has a place to work
- 96.7% of staff report that “my supervisor or someone at work cares about me as a person”

Next steps:
Next year, we will continue to have the Staff Recruitment and Retention Committee come alongside the leadership team to help us bubble up concerns, feedback and needs from our staff. We will also continue to ensure we have an ear to the ground in other ways to meet staff needs, and we will continue to pause and appreciate the efforts and outcomes of our teachers and students. We will also ensure that we are having long-term career conversations with all staff so that they know we value them not just in the immediate but also in the long-term and want to support their ability to be part of this school for years to come.
MPO 3: Staff composition will reflect the diversity of our student body and community.

We are very intentional in our hiring process as we seek to attract, hire and retain diverse staff. This past year, we partnered with Teach For America and Bay Area Teacher Training Institute, which are both diverse teacher pipelines for our Resident Teacher position. We communicate our intentions to be diverse through our website and all hiring materials and strive to create a welcoming interview process for candidates. Our data from this past year is below:

<table>
<thead>
<tr>
<th></th>
<th>Staff (n=32)</th>
<th>Students (n=183)</th>
<th>City of San Francisco</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>56%</td>
<td>49%</td>
<td>43%</td>
</tr>
<tr>
<td>African-American</td>
<td>9%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Latino</td>
<td>28%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6%</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td>Gender (non-conforming)</td>
<td>0%</td>
<td>0%</td>
<td>**</td>
</tr>
<tr>
<td>Identify as LBGTQ</td>
<td>6%</td>
<td>0%</td>
<td>**</td>
</tr>
</tbody>
</table>

*This is self reported data by students who are ages 5-8; we appreciate this is not fully accurate as students may not feel comfortable coming out and/or sharing yet

**This data was not reliable or available for the city of San Francisco

Next steps:
We will continue to broaden our network and build relationships with teacher pipelines that have diverse candidates. We will also ensure that our teachers of color, men and staff who identify as LBGTQ support the Staff Recruitment and Retention Committee to help us consider how we attract and hire diverse talent.

Goal 8: Equitable outcomes for students, families, and faculty

MPO 1: Student outcomes are equitable across lines of difference.
This is a clear area of growth for our school as we see gaps across lines of difference in our student data:

<table>
<thead>
<tr>
<th></th>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading Achievement</td>
<td>Reading Growth</td>
</tr>
<tr>
<td></td>
<td>80% or above on Standards-aligned benchmark</td>
<td>40% + growth on benchmark</td>
</tr>
<tr>
<td>All Students (183)</td>
<td>71%</td>
<td>3.9</td>
</tr>
<tr>
<td>African-American or Latino (47)</td>
<td>55%</td>
<td>3.4</td>
</tr>
<tr>
<td>English Language Learners (32)</td>
<td>56%</td>
<td>4.1</td>
</tr>
<tr>
<td>Free or Reduced Price Lunch (27)</td>
<td>52%</td>
<td>2.7</td>
</tr>
<tr>
<td>Students with IEPs (16)</td>
<td>19%</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Next steps:
We are concerned about the gaps in our data and will be doing a few things over the summer and into next year. First off, we are interested to see whether these gaps have narrowed over the last two years given that the above data is only a snapshot in time. If the data shows that these gaps have remained largely the same, then we have an even larger problem to address and need to understand why our targeted interventions and efforts with certain sub-groups are not working. If, however, the data shows that our gaps are decreasing year upon year, we can conclude that our interventions are having an impact. In either event, we know it's imperative to continue to do rigorous and targeted interventions for our students who are below grade level. (Please see above sections on supporting our English Language Learners and...
students with IEPs to read specific strategies for those groups). In addition, we will be using data more often next year to reflect on growth by subgroups and ensure we are adjust course more rapidly to support our struggling learners.

**MPO 2: The student body will be diverse in many respects, and roughly mirror the diversity of San Francisco.**

For our third year of recruitment, we continued to work towards the following goals:

- The New School of San Francisco will be racially diverse (Approximate recruitment goals: 25% Latino; 25% White; 25% Asian; 15% African-American; 10% Multiple ethnicities)
- The New School of San Francisco will be linguistically diverse (Approximate recruitment goal: 25% ELL with multiple home languages represented)
- The New School of San Francisco will be socio-economically diverse (Approximate recruitment goal: 45% Free/reduced lunch)

<table>
<thead>
<tr>
<th></th>
<th>Recruitment Goals</th>
<th>2017-2018 Student Body</th>
<th>City of San Francisco</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/ African American</td>
<td>15%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Latino</td>
<td>25%</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>Asian</td>
<td>25%</td>
<td>18%</td>
<td>23%</td>
</tr>
<tr>
<td>White</td>
<td>25%</td>
<td>47%</td>
<td>49%</td>
</tr>
<tr>
<td>Multiple</td>
<td>10%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Free &amp; Reduced Price Lunch</td>
<td>45%</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>ELL</td>
<td>25%</td>
<td>N/A</td>
<td>17%</td>
</tr>
<tr>
<td>Special Education</td>
<td>N/A</td>
<td>N/A</td>
<td>9%</td>
</tr>
</tbody>
</table>

With regards to recruiting a diverse student body, we continued to find that many families, particularly those from low-income and/or underserved communities, were hesitant to accept admissions offers for two reasons: lack of a permanent facility (and the very real risk of relocation); and lack of an academic track record (i.e. state testing data). With targeted outreach and a significant increase in the number of applications, we held our lottery with 56% of our applicant pool identified as students of color, and 22% identified as socio-economically disadvantaged (FRL eligible and/or lack of college degree).

Year-on-year, we’ve seen a significant (30-35%) increase in demand for our school. We received 430 applications for 48 kindergarten spots and 590 applications in total for the 2018-19 school year. There is an active waitlist for every grade. We are humbled by this interest and encouraged to see applications from all corners of San Francisco.

**Next Steps:**

While we will continue to devote the majority of our recruitment resources towards diversifying our applicant pool, we are concerned that in the face of growing demand we will not be able to create a truly diverse student population without preferences in our lottery for low-income families. It is imperative that we submit and obtain a material revision from the state in order to support greater diversity in our lottery. We continue to search for a permanent site. Once located, we believe this will positively impact our ability to recruit families from low-income and/or underserved communities. Diversifying our student body continues to be one of the school’s highest priorities, particularly with respect to increasing our socio-economic diversity.
MPO 3: Family involvement and power is equitable across lines of difference.
We looked at the opportunities for family involvement and families’ access to decision-making to track progress against this goal. We found that:

- Family representation on school decision-making bodies roughly mirrors the composition of the school, including race and socioeconomic status. In order to increase the participation of all families in our decision making bodies, we continued to offer translation and interpretation as well as meeting times that are accessible to working families and childcare for those who needed it.
- Encouraging participating parents to invite non-participating parents is particularly successful to increase involvement, especially in increasing participation in Home & School Council committees.

We gathered data on family participation and satisfaction via our School Climate Surveys for the goals:

- Family participation in the “School Climate Survey” roughly mirrors the composition of The New School of San Francisco families by race and socioeconomic status.

Of the 79% of our families who took the End of Year Climate Survey survey, 50% identified as White, 20% as Asian, 5% as Middle Eastern/Arabic, 5% as African American, and 19% as Latino. These numbers mirror our target of reflecting our school population.

Another way we supported family involvement and power was through the use of Fair Process in major school decisions (moving to a new facility, our strategic planning, etc). The school’s leadership ensures there is equitable access to input prior to decision making and will continue to do so through multiple avenues of feedback: in person, WhatsApp, email, text, etc.

Next Steps:
We will continue to provide many opportunities for feedback, from meeting with school leadership, to affinity groups, to coffee chats and Home and School Council meetings. We will also continue the work of subcommittees, having seen success in families taking ownership over important school initiatives, like fundraising events or the transition to our new facility. The school’s leadership is also determining strategies for increasing recruitment of low participation populations to lead on Home and School Council subcommittees.

MPO 4: The New School of San Francisco faculty has equitable, positive experiences in their jobs.
While the data included thus far in this report demonstrates the positive experience our staff have at New School SF, we did not disaggregate our Climate Survey or MESH data by race or gender given the sample size is so small and we like for the surveys to be anonymous. In looking at retention data, however, we can share that of the 4 staff members who transitioned from New School SF, 2 were White and 2 were staff of color. We do exit interviews when staff transition and ask them about their experience and ensure we are learning how to improve and meet the different needs staff have. Additionally, we always want to hold up a mirror to ensure there is no bias in our practices, protocols and/or how we treat staff. To date, there are no trends from exit interviews that staff of color, men or LGBTQ staff feel less valued at the school.

Next steps:
Given our staff is now large enough that sub-groups can be anonymous (i.e. more than 5), we can ask staff to identify their race in the Climate and MESH survey. We will only have 4-5 men on staff so gender will not be able to be identified.
Goal 9: Continuous learning and improvement

**MPO 1: School climate and culture is strong and continuously improving.**

The culture and climate committee (C3) led our school’s focus on building a safe, supportive, and joyful learning environment throughout the 2017-2018 school year. We define safety at school as building a predictable environment based on consistent routines, procedures, and structures for students, families, and staff. NSSF builds a supportive environment by emphasizing an asset-based approach, which values individual contributions and the strengths they bring. NSSF engages our students and staff in activities which facilitate connecting and community-building through learning to create a joyful environment. When discussing “learning environment” our school focuses on three environments in each classroom (learning/academic, physical, and social-emotional).

The school uses several resources to gather data on our progress in building a safe, supportive, and joyful learning environment. To support the design of the C3’s implementation plan, the school uses the School Climate Assessment Instrument (SCAI). The SCAI covers 9 dimensions (Physical Appearance, Faculty Relationships, Student Interactions, Leadership & Decision Making, Discipline, Learning & Assessment, Attitude & Culture, Community Relations, and Special Education). The NSSF staff are asked to take a survey that addresses specific questions designed to pull out data points across all dimensions. The C3 reviewed the below SCAI results during the Fall of 2017, and crafted a strategic plan to improve the school climate across all dimensions.

<table>
<thead>
<tr>
<th>Fall 2017:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture and Climate Dimension</strong></td>
<td><strong>Average Staff Score (out of 5)</strong></td>
</tr>
<tr>
<td>Physical Appearance</td>
<td>3.52</td>
</tr>
<tr>
<td>Faculty Relationships</td>
<td>4.15</td>
</tr>
<tr>
<td>Student Interactions</td>
<td>4.06</td>
</tr>
<tr>
<td>Leadership &amp; Decisions</td>
<td>4.18</td>
</tr>
<tr>
<td>Discipline</td>
<td>4.09</td>
</tr>
<tr>
<td>Learning &amp; Assessment</td>
<td>4.30</td>
</tr>
<tr>
<td>Attitude &amp; Culture</td>
<td>4.38</td>
</tr>
<tr>
<td>Community Relations</td>
<td>4.25</td>
</tr>
<tr>
<td>Special Education</td>
<td>3.82</td>
</tr>
</tbody>
</table>

To support our teachers building a safe, supportive, and joyful learning environment, the C3 provided teachers with a ‘6 week plan.’ This plan detailed lesson plans for teachers to follow during the first 6 weeks of school. This scope and sequence identified teaching strategies for ‘classroom routines & procedures, classroom community building, school-wide routines & procedures, tier 1 incentive systems, and core values + basic expectations.’ By focusing on building a safe, supportive, and joyful environment, our teachers developed capacity in our students, families, and community members to demonstrate our school values (be curious, be responsible, be respectful, be courageous, be kind).

In the Spring of 2018, our teachers were asked to complete a Culture Climate Survey focusing on Mindsets, Essential Skills, and Habits (MESH) through Transforming Education. After an entire school year of strategic planning to build a safe, supportive and joyful learning environment, our teachers provided responses to the following questions about student interactions:
### Q1: On most days, how enthusiastic are the students about being at school?

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely enthusiastic</td>
<td>64%</td>
</tr>
<tr>
<td>Quite enthusiastic</td>
<td>36%</td>
</tr>
<tr>
<td>Somewhat enthusiastic</td>
<td>0%</td>
</tr>
<tr>
<td>Slightly enthusiastic</td>
<td>0%</td>
</tr>
<tr>
<td>Not at all enthusiastic</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Q2: How supportive are students in their interactions with each other?

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely supportive</td>
<td>21%</td>
</tr>
<tr>
<td>Quite supportive</td>
<td>64%</td>
</tr>
<tr>
<td>Somewhat supportive</td>
<td>14%</td>
</tr>
<tr>
<td>Slightly supportive</td>
<td>0%</td>
</tr>
<tr>
<td>Not at all supportive</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Q3: How often do you see students helping each other without being prompted?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost all of the time</td>
<td>50%</td>
</tr>
<tr>
<td>Frequently</td>
<td>43%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>0%</td>
</tr>
<tr>
<td>Almost never</td>
<td>0%</td>
</tr>
</tbody>
</table>

While maintaining a staff focus throughout the year on teaching students the skills necessary to create a strong learning environment, the NSSF leadership emphasized building the capacity of our teachers to engage in conversations and workshops related to equity, achievement gap, and personal growth. NSSF believes deeply that building a strong climate for learning depends on continued teacher learning. When asked questions about the school, the teachers provided the following data:

### Q1: To what extent are teachers trusted to teach in the way they think is best?

<table>
<thead>
<tr>
<th>Trust Level</th>
<th>Percentage</th>
<th># of Staff Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trusted a tremendous amount</td>
<td>86%</td>
<td>12</td>
</tr>
<tr>
<td>Trusted quite a bit</td>
<td>14%</td>
<td>2</td>
</tr>
<tr>
<td>Trusted somewhat</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Trusted a little bit</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Not at all trusted</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>
Q2. How respectful are the relationships between teachers and students?  

<table>
<thead>
<tr>
<th>Level of Respect</th>
<th>% Responses</th>
<th># of Staff Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely respectful</td>
<td>29%</td>
<td>4</td>
</tr>
<tr>
<td>Quite respectful</td>
<td>64%</td>
<td>9</td>
</tr>
<tr>
<td>Somewhat respectful</td>
<td>7%</td>
<td>1</td>
</tr>
<tr>
<td>Slightly respectful</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Not at all respectful</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Q3. How optimistic are you that your school will improve in the future?  

<table>
<thead>
<tr>
<th>Level of Optimism</th>
<th>% Responses</th>
<th># of Staff Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely optimistic</td>
<td>64%</td>
<td>9</td>
</tr>
<tr>
<td>Quite optimistic</td>
<td>36%</td>
<td>5</td>
</tr>
<tr>
<td>Somewhat optimistic</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Slightly optimistic</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Not at all optimistic</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Q4. Overall, how positive is the working environment at your school?  

<table>
<thead>
<tr>
<th>Level of Positivity</th>
<th>% Responses</th>
<th># of Staff Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely positive</td>
<td>29%</td>
<td>4</td>
</tr>
<tr>
<td>Quite positive</td>
<td>71%</td>
<td>10</td>
</tr>
<tr>
<td>Somewhat positive</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Slightly positive</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Not at all positive</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

While the scores across the MESH survey are very positive, one of the most encouraging data points focuses on the teachers' belief in the direction of the school’s culture and climate by indicating that 79% feel 'extremely optimistic' that our school will continue to improve in the future. Our teachers are trusting our strategic initiatives to continue to build a safe, supportive, and joyful environment. As the leadership team and the C3 continue to implement action-steps to grow our school’s culture and climate, the teachers are indicating they have support systems to implement change, as evidenced by the below chart.
Our teachers have taken the SCAI survey this spring to compare growth across the 9 dimensions used to inform the C3 strategic plan. The school will obtain the data during the Fall of 2018. This data will continue to inform NSSF leadership around areas for growth, and areas to celebrate as we continue to improve on building a safe, supportive and joyful learning environment for our students, staff, and families.

Next Steps:
Our C3 will continue to focus on building a safe, supportive and joyful learning environment in the coming school year. As a school, we believe that continuing to evolve our learning environment is crucial in maintaining a strong school culture. Our school will begin the Fall 2018 arc by again implementing a 6-week plan for our students. This plan will continue to focus on teaching our values and building community in the school. However, the plan will shift this year to include the after-school program, and will be differentiated for our third and fourth grade students. These shifts hope to accomplish the C3’s goal of building strong student voice, and maintaining consistency across the school environment. Additionally, the C3 will make shifts in the strategic plan to create opportunities for a more balanced parent voice, by partnering with the school Leadership Team to evolve parent committees that emphasized equity and engagement. When the results of the Spring School Climate Assessment Instrument (SCAI) survey are reviewed by the C3 in the fall, the committee will build our additional priorities based on staff, student, and parent feedback.

MPO 2: The New School of San Francisco has meaningful research on the impact of our Educational Model.
In addition to all the above data which informs our model, we engaged in three projects to share the impact of our model with the broader educational community (all can be found on our website):

- Creating an Intentionally Diverse School: Lessons Learned
  In partnership with other schools, we shared our learnings about being a school that serves students from diverse backgrounds and with diverse needs. This report can be found here: [https://www.newschools.org/wp-content/uploads/2017/10/Creating-an-Intentionally-Diverse-School-Lessons-Learned.pdf](https://www.newschools.org/wp-content/uploads/2017/10/Creating-an-Intentionally-Diverse-School-Lessons-Learned.pdf)

- Approach to Personalized Learning
  We worked with Newschools Venture Fund to document our beliefs, practices and learnings as it relates to personalized learning. The research paper can be found here: [https://static1.squarespace.com/static/55391f1b4e4b58ff3f1e0b145/0/5a25c1c58165f530bb9edcbe/1512423880919/1718+NSSF+Personalization+Overview.pdf](https://static1.squarespace.com/static/55391f1b4e4b58ff3f1e0b145/0/5a25c1c58165f530bb9edcbe/1512423880919/1718+NSSF+Personalization+Overview.pdf)

- What is Inquiry?
  We created a video for educators to better understand what inquiry-based teaching is and the benefits it has on closing the opportunity gap. The video can be found here: [https://www.youtube.com/watch?v=v7jR7569K4](https://www.youtube.com/watch?v=v7jR7569K4)
2019 EMBARGOED CAASPP DATA

THE NEW SCHOOL OF SAN FRANCISCO
2019 CAASPP Embargoed Data: Updated 5/31/2019

3rd Grade:

English Language Arts (48 students reporting):
- 67% Standard Exceeded
- 19% Standard Met
- 15% Standard Nearly Met
- 0% Standard Not Met

Numeracy (47 students reporting*):
- 40% Standard Exceeded*
- 38% Standard Met*
- 11% Standard Nearly Met*
- 11% Standard Not Met*

*note: one student still not reporting

4th Grade:

English Language Arts (44 students reporting):
- 45% Standard Exceeded
- 30% Standard Met
- 16% Standard Nearly Met
- 9% Standard Not Met

Numeracy (44 students reporting):
- 36% Standard Exceeded
- 25% Standard Met
- 27% Standard Nearly Met
- 11% Standard Not Met
APPENDIX B:
CURRICULUM & INSTRUCTION
BUILDING A SAFE & SUPPORTIVE LEARNING ENVIRONMENT

PEBS - Positive Behavior Interventions and Supports
A framework for adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Examples: Expectation setting, Rewarding positive behavior, Joy rituals.

Restorative Practices (RP)
Tools and practices for conflict resolution that give voice to all involved and look to build community and repair harm. Examples: circles, restorative conferences and fair process.

Inclusion Practices
The term inclusion captures, in one word, an all-embracing societal ideology, in which all learners can thrive. Regarding Special Education, inclusion practices secure opportunities for students with disabilities to learn alongside their peers in general education classrooms.

SEL - Social Emotional Learning
Skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Curricula Used: Kimochis & Tribes.

CULTURE & CLIMATE OVERVIEW

CURIOUS
COURAGEOUS
KIND
RESPONSIBLE
RESPECTFUL

Tier 1: Interventions and supports for all students in at The New School of San Francisco. Examples include redirection, proximity, validation, community cards & special classroom jobs.

Tier 2: Extra supports and interventions for some students. Examples: star charts, check in/check out, & behavior contracts.

Tier 3: Intense and individualized interventions for few students. Examples: instruction out of class, one on one support in classroom.
<table>
<thead>
<tr>
<th>Minor Behaviors</th>
<th>Major Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language “I don’t care, I hate this, bathroom talk…”</td>
<td>Unsafe Words; “I’m going to kill you, bomb the school, beat you up…”</td>
</tr>
<tr>
<td>Unkind words</td>
<td>Physical Aggression; Slapping, punching, kicking, biting, choking, spitting</td>
</tr>
<tr>
<td>Not living up to community agreements (see PBIS expectation chart)</td>
<td>Property Damage; Throwing chairs, knocking over tables, throwing books, drawing on walls/tables, theft</td>
</tr>
<tr>
<td>Talking back, disruption, horseplay, sticking tongue out</td>
<td>Safety in Public: Not staying with group, running in the middle of the street</td>
</tr>
<tr>
<td>Pinch, squeeze, push, property misuse</td>
<td>Theft: Going into a classmate’s or teacher’s bag and taking something to hide in your own bag</td>
</tr>
<tr>
<td>Not lining up with the group, cutting in line</td>
<td>Safety in Public: Not staying with group, running in the middle of the street</td>
</tr>
<tr>
<td>leaving class without permission running in the hallways</td>
<td>Theft: Going into a classmate’s or teacher’s bag and taking something to hide in your own bag</td>
</tr>
</tbody>
</table>

**New School of San Francisco Response to Challenging Behavior**

If the student is escalated and seriously disrupts the learning environment, the Student Support Team will be asked to support in pulling the student out of the classroom for de-escalation. The teacher involved will step out of classroom to have reflective/repair conversation with student after de-escalation. The student will make the necessary repairs and finish any work missed during instruction, and a logical consequence will be employed.

All major behaviors will incur a logical consequence that is often a loss of desired time with his/her community or access to a preferred activity. The student will use the time to have a reflective conversation, make repairs and finish work that may have been missed during instruction.

If the behavior is not corrected after a “rewind” then the adult present may employ a natural & logical consequence, or ask the student to take some time cool down, or reset. This should be done with the teacher that witnessed the behavior. In order to continue instruction a tiered intervention and redirection may be necessary.

With any minor behavior that is displayed, the adult present [including family members] should attempt to correct/manage in the moment by asking the student to: “stop, rewind and try that again.”
SAFE & SUPPORTIVE CLASSROOMS OVERVIEW

Safe, Supportive + Joyful

**Safe**
A predictable environment based on consistent routines, procedures & structures for students regardless of ___ (fill in the blank -- race, gender, SES, learning ability, family structure, language, religion..).

**Supportive**
An asset-based approach, which values individual contributions and the strengths they bring.

**Joyful**
Fun & enjoyable, prioritizes connecting and community building through learning and shared experiences.
Learning Environments

**Physical**
Classrooms are resource rich, comfy, homey, and organized spaces filled with beautiful/natural materials, which allow learners to wonder and deepen the learning experience.

**Academic**
The environment is rigorous and prioritizes meaningful inquiry-based learning.

**Socio-Emotional**
Learners are safe to take risks and make mistakes. They are given tools to express their emotions appropriately and resolve conflicts on their own.
Overview of PBIS at The New School of San Francisco

Creating a school environment in which all students feel supported to meet the behavioral expectations of our community is of the utmost importance to The New School of San Francisco. In practice, a Positive Behavioral Intervention and Supports (PBIS) approach focuses on proactively establishing behavioral supports and school culture and promoting strong behaviors from the outset. The New School of San Francisco roots our PBIS in our values, and views its use as a way to teach positive behaviors with the same level of intention we approach academic subjects. The use of PBIS allows NSSF to move away from the traditional approach to school discipline (punitive) to an approach where there is less value placed on punishing inappropriate behavior, and more value on teaching and rewarding the behavior expectations that have been set and reflect our community values. NSSF has developed a Culture and Climate Committee (C3) to hold itself accountable for developing strong PBIS practices. In partnership with the school leadership team, the C3 develops strategies and tactics to create a safe, supportive, and joyful learning environment.

This C3 consists of the Director of Student Access, Director of Community, Director of Exploremos, and one teacher from each grade level. The group uses staff, student, and family data to inform decision-making that pertains to PBIS and build a safe, supportive, and joyful environment.

We recognize that all children learn differently, and some may need more behavioral support than others. To organize the implementation of PBIS, NSSF uses a multi-tiered system of support (MTSS) model, focusing on three Tiers of Intervention to support all students. The C3 works hand-in-hand with the School Site Leadership, and the Curriculum & Instruction Team to shift sitewide practice in a manner that creates a comprehensive Tier 1 practice:

Tier 1 Intervention

Tier 1 intervention refers to systems, structures, and supports provided to all students. At the heart of strong Tier 1 practice is an intentional instruction toward building a safe, supportive, and joyful learning environment during the first six weeks of the school year. The practice of building culture and implementing Tier 1 intervention exists all year long, but NSSF has identified the first six weeks as critical in laying a foundation for PBIS and additional Tiers of Intervention.

Building Tier 1: The 6-week Plan

This “6-week Plan” supports teachers implementing strong Tier 1 practices, by focusing on the following areas: Classroom Routines and Procedures, Classroom Community Building, School-Wide Routines and Procedures, Tier 1 Incentive Systems, and Core Values & Basic Expectations.

Classroom Routines and Procedures: Staff at NSSF engage students through instruction based on every classroom expectation (entering the classroom, morning circle, carpet expectations, etc.) by discussing the importance/purpose of the expectation, modeling the procedure, and practicing, reinforcing, and celebrating positive student behavior and improvements. NSSF believes that teaching clear routines and procedures helps students experience a sense of safety and predictability in the classroom, both factors in allowing a student to maximize their learning potential.

Classroom Community Building: NSSF teachers introduce the intention of group work and classroom time to allow for students to build strong, lasting relationships. Teachers introduce community building exercises, such as Pod time (group time to start/end the day), morning message, SEL curriculum, etc. By emphasizing classroom community building during the initial six weeks of the school year (and beyond), NSSF students build an understanding of each other’s
interests, strengths and areas for growth, which promotes relationship-building opportunities, and supports students engaging in restorative practices.

**Schoolwide Routines and Procedures:** NSSF teachers provide students with hallway expectations, common area expectations, and yard expectations that are consistent across grade levels. The teachers use the school’s behavioral matrix to build predictability in student protocols and reduce anxiety. During the initial six weeks of the school year, NSSF students begin to form an understanding that expectations exist outside of the classroom environment. This teaching facilitates the growth of “upstanders” (students who model our values) throughout the school environment.

**Tier 1 Incentive Systems:** NSSF teachers engage students in lessons focused on building buy-in to systems NSSF uses to positively reinforce behavior (gold cards, community cards, glow reports, etc.). In order to successfully implement PBIS systems, students must have an understanding of how an adult will respond to a behavior (both positive and negative). NSSF builds predictability for students during the 6-week plan, to allow for students to focus on building strong peer relationships during the initial weeks of school and see consistency in this approach across the year once the skill is embedded.

**Core Values + Basic Expectations:** NSSF teachers teach and reteach our school values and aligned expectations. Each week, teachers focus on one of the five values (respect, responsibility, courage, kindness, and curiosity), and engage the students in a scope and sequence that begins with making meaning of the value, then evolves to modeling and practicing. Through readings, group work, and targeted lessons, teachers support our students understanding how to “live out” our values NSSF. At the end of each week, NSSF students are given shout-outs at the All-School Meeting to highlight a particular value they have demonstrated. This practice builds the students’ understanding of the purpose of NSSF’s values, and allows for peers to recognize and celebrate each other.

**Intervention Ladder**

While establishing a strong culture during the 6-week Plan reduces instances when students engage in a misbehavior, NSSF understands that challenging behaviors will occur. The Tier 1 intervention to misbehavior is implemented through NSSF’s intervention ladder. The intervention ladder outlines staff responses to both minor and major behaviors. NSSF teachers are taught the difference between minor and major behaviors, and are trained in how to intervene to any behavior that may be present in the school environment.

**Tier 2 Intervention**

Research indicates that strong Tier 1 practices meet the needs of approximately 80% of a school’s student population. While continuing to provide every student with Tier 1 supports, NSSF then targets the needs of the additional 20% of students through more intensive tiers of support. Tier 2 supports are supplemental and targeted, and provided in group settings. Tier 2 interventions are implemented by NSSF staff when a student is exhibiting internalizing behaviors (negative behaviors that are focused inward, such as social withdrawal, etc.) or externalizing behaviors (negative behaviors turned outward, whether through physical, verbal, or other means). To ensure an aligned and appropriate response, prior to a student receiving a targeted Tier 2 support, the teacher collaborates with the school’s Coordination of Services Team (COST) to identify any appropriate Tier 2 supports, determine data tracking systems to measure effectiveness of the support(s), and engages the family in planning a support plan for the student.
Examples of Tier-2 Interventions:

**Check-in/Check-out**
Student check-in and check-out each day with an out-of-class support staff to receive positive contact, pre-corrects, reminders of schoolwide expectations, feedback, etc.

**Social Instructional Groups**
Small group direct instruction on schoolwide expectations, replacement behaviors, etc.

**Behavioral Contracts**
Student-staff agreement on behavioral goals which are tracked daily. The teacher provides the students with positive reinforcement tied to these goals, to increase motivation for the student to engage in a positive replacement behaviors.

**Organizing Tier 2: COST**

The Coordination of Services Team (COST) is a multidisciplinary team that meets on a weekly basis to assess implementation and effectiveness of the three Tiers of Intervention. COST oversees academic, behavioral, and social-emotional strands of intervention. Through COST, NSSF implements a team approach to identifying interventions which most efficiently and effectively meet the needs of the students and families. Parent communication plays an integral role in developing an effective Tier-2 intervention in COST, and when necessary, NSSF will call a parent meeting through the Student Support Team process (SST).

**Tier 3**

At times, a student may require an additional level of support. Research indicates that strong Tier-1 and Tier-2 supports will meet the needs of approximately 90-95% of students. However, 5-10% of students will require more individualized and intensive support. NSSF implements PBIS strategies at the Tier 3 level, and this process is overseen by the Special Education team. Students receive Behavioral Intervention Plans (BIPs) and therapy services from on-site clinicians to support their social-emotional development. As indicated in the above Tier-2 section, a student who receives Tier-3 support, will continue to receive support at the Tier-1 and Tier-2 levels.

**Data Tracking**

Twice every year, NSSF’s leadership team gathers data from staff, families, and students (grades 3 and above), to inform shifts that are made to the PBIS system. The leadership team, in collaboration with the C3, reviews trends in the data, and uses these trends to set PBIS goals for the coming school year. With regards to data tracking for Tier-2 and Tier-3 interventions, the Curriculum & Instruction Team regularly reviews trends in outcomes as they relate to the interventions that were used. This regular data review allows NSSF to make appropriate and timely shifts in interventions provided to students and families.

source: https://www.pbis.org/research
RESTORATIVE PRACTICES: APPROACH

Overview of Restorative Practices at The New School of San Francisco

A restorative school is one in which an open approach is used to resolve conflict and preventing harm through communication, relationship-building, and a process of coming to repair difficult situations through understanding one another. Practices enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to make it right. We are committed to this approach at NSSF because it builds students’ problem solving skills in an asset-based way, helping them to make meaning and learn when harm is done. We often describe our approach to families as a way to hold children to high behavior expectations while also allowing them space to learn from their mistakes and take agency over their actions.

Building Strong Relationships

Restorative Practices are founded in building community first and foremost. You can’t restore a relationship if a relationship does not exist in the first place. Community and relationship-building are integral at NSSF, forming a strong foundation upon which we can implement restorative practices with students as needed within the ethos of the school as a whole. Research suggests that the stronger the community, the more students hold themselves and their peers accountable, and there is more of the community building and less of the restoring going on.

To allow for restorative practices to be successfully implemented, our teachers prioritize community-building in the classroom environment. Community-building takes many forms; one central component is Pod Time at the beginning and end of each day. These meetings are a time for the classroom community to come together, learn about one another, explore our school’s values and check in about our norms as a community. In addition to building community with an emphasis on NSSF values, teachers provide daily, direct, and age-appropriate Social-Emotional Learning (SEL) instruction.

Social-Emotional Learning

To maximize the benefits of engaging in Restorative Practices, NSSF commits to a focus on SEL at every grade level and makes SEL a primary component of teacher development. We recognize that Social-Emotional Learning cannot be taught and exercised in bursts, but must be demonstrated and practiced continuously. The majority of explicit SEL instruction takes place through activities, individual, and group conversations, and verbal transparency in Pod Time. SEL is also a mindset of viewing mistakes as learning opportunities for developing social skills. Our staff model this mindset in every interaction (in the classroom, among one another, and in family and community relationships). The Collaborative for Academic, Social, and Emotional Learning (CASEL) has created a framework which helps us build a common language around SEL guiding principles. Because Social-Emotional Learning goals are individualized, the CASEL core competencies are used by teachers to build their own SEL rubrics, to know what to look for in observation and narrative documentation about students’ personal growth, and to evaluate schoolwide SEL programs and evaluation methods. Immersing NSSF students in SEL content increases their emotional awareness and supports the implementation of restorative practices.

Our Process

NSSF prioritizes sustaining strong relationships, but in moments when harm has been done to the community, members of the community follow steps consistent with Restorative Practice methods:

- have an opportunity to be heard
- understand the greater impact of one’s action
- learn to take responsibility
- repair the harm one’s actions may have cause
- recognize one’s role in maintaining a safe school environment
- build upon and expand on personal relationships in the school community
- recognize one’s role as a positive contributing member of the school community

The restorative process at NSSF begins with an opportunity for reflection. When a student engages in a misbehavior, they are given an opportunity to reflect on this behavior before repairing any harm done to the community. Prior to engaging with their teacher, peer, or an on-site administrator, the students self-reflect on the following questions: 1)
What happened? 2) How were you feeling when it happened? 3) Who or what was harmed? 4) What will be different next time? Students also reflect on ‘do over options,’ repairs, and logical consequences. The purpose of reflecting is to allow students an opportunity to identify their role in the event, and practice engaging in the restorative practice with peers. Additionally, prioritizing the individual reflection allows teachers and staff to explore a student’s readiness to engage in the restorative process.

The Restorative Conversation

When students and staff are prepared to repair harm done to the community, they engage in the restorative conversation. If the conflict is between two students, the restorative conversation is led by the student’s teacher or an on-site administrator. If the negative behavior involved a student and a teacher, than an additional teacher is present to facilitate the conversation.

During the restorative conversation, the participants answer each of the restorative questions, and share back what they have heard from their peers. The primary purpose of the facilitated protocol is to provide students with a safe space to share the impact this behavior has had on each of them and their community. When engaging in the restorative process, the students are taught to focus on restoring their previous relationship. By engaging our student population in extensive community building activities, NSSF staff has a foundation from which to rebuild relationships. After the students have completed the restorative conversation, they rejoin their peer group and are welcomed back into the community. NSSF believes that responding to misbehavior through restorative practices, as opposed to only focusing on punitive consequences, will allow for our students to become more invested in our community, and lead to strong relationships as the students grow. When appropriate, NSSF staff implement a logical consequence to repair harm done, such as a community service or the loss of a desired privilege for a student. The combination of a logical consequence and restorative justices provides a clear, consistent response to misbehavior.

Shifts in Restorative Practice in Middle-school Grades

The purpose and function of restorative practices remains consistent in the middle-school grades, with a few adjustments. Building off of the independence developed in 5th grade, students lead their own restorative conversations in grades 6-8. Teachers provide scaffolds to support students, when needed; however students will hold ownership and responsibility for repairing harm through restorative justice. The following roles will be piloted with grades 6-8:

- Student-led restorative conversations with reporting back to the teacher team
- Peer mediators on the yard to support the students utilizing restorative practices in common areas
- Student-led peer groups to teach younger students how to use restorative practices

Professional Development

During the initial two weeks of the school year (NSSF staff onboarding), all staff are trained in our restorative practices philosophy. Additionally, all teachers are trained in how to implement restorative practices within NSSF’s Response to Misbehavior protocol. Finally, to support our middle-school students leading peer-to-peer mediation, our teachers will implement all students in classroom-wide restorative justices lessons. By building in this practice classroom-wide and middle-school wide, NSSF supports the students building their problem-solving toolkit.
ON-TRACK GOALS: APPROACH

ILP Goal Setting for High-Need Students
2018-2019

What are on-track goals?

- Our school-wide priority is for all students to be on grade level by 5th Grade. Our commitment to personalized learning requires us to set reasonable, feasible goals for each individual student. This means that some students may need more than one year in order to catch up with their peers and be performing at grade level.

- As such, we are establishing a system for setting on-track goals. This goals will serve as a roadmap to help all involved understand how the child will work to get to grade level, and when we project that will happen.

- Please note, this map is really meant to be a guideline, and these on-track goals are not a perfect science. We encourage the whole student’s team (teachers, parents, learning specialists) to play a role in setting their individualized “track”

How do I know if a child should get an on-track goal?

- If the student is more than half a grade level behind, you should set an on-track goal instead of a grade level goal.
- One way to determine this is to look at their BOY score/level and compare it to the Grade Level Achievement Benchmarks for the previous grade. If the student falls into the “far below” bucket, they need an on-track goal.
  - For example, a 3rd Grade student who reads at a level I would be in the “Far Below” bucket for end of 2nd Grade. That student’s goal should be to reach an M or N by the end of the year (decide based on the child).
- If they aren’t getting an on-track goal, the child has an on grade level goal. If they begin the year above grade level, their skill goal should be habit based and should not be to attain a skill level in the next grade.
- Reminder: DO NOT REFER TO THIS TABLE if the child is approaching, meeting, or exceeding grade level expectations. You should use the goal-setting guidelines written by each curriculum committee.

How do I determine an on-track goal in READING?

Find the student’s independent reading level in the table below. Use the 1.5 years of growth level to set goal.

<table>
<thead>
<tr>
<th>Current Level (far below)</th>
<th>1 year of growth</th>
<th>1.5 years of growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-reading</td>
<td>C</td>
<td>E</td>
</tr>
<tr>
<td>A</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>B</td>
<td>E</td>
<td>H</td>
</tr>
<tr>
<td>C or D</td>
<td>I</td>
<td>J/K</td>
</tr>
<tr>
<td>E</td>
<td>J</td>
<td>K/L</td>
</tr>
<tr>
<td>F or G</td>
<td>K</td>
<td>L/M</td>
</tr>
<tr>
<td>H or I</td>
<td>L</td>
<td>M/N</td>
</tr>
<tr>
<td>J</td>
<td>M</td>
<td>O</td>
</tr>
<tr>
<td>K</td>
<td>N</td>
<td>O/P</td>
</tr>
</tbody>
</table>
EXAMPLES

→ 3rd grader reading at a level F
   In 3rd grade they go from F to L
   In 4th grade they go from L to P/Q
   In 5th grade they go from P/Q to U/R and they are on grade level!

→ 2nd grader reading at a level B
   In 2nd grade growth B to H
   In 3rd grade growth H to M
   In 4th grade growth M to Q/R so on grade level by end of 4th

How do I determine if my student is “on track” toward their on-track goal? ~8 months from BOY to EOY

<table>
<thead>
<tr>
<th>Current Level (far below)</th>
<th>~0.75 years of growth @MOY</th>
<th>1.5 years of growth @EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-reading</td>
<td>B-C</td>
<td>E</td>
</tr>
<tr>
<td>A</td>
<td>C-D</td>
<td>F</td>
</tr>
<tr>
<td>B</td>
<td>E-F</td>
<td>H/I</td>
</tr>
<tr>
<td>C or D</td>
<td>G-H</td>
<td>J/K</td>
</tr>
<tr>
<td>E</td>
<td>H-I</td>
<td>K/L</td>
</tr>
<tr>
<td>F or G</td>
<td>I-J</td>
<td>L/M</td>
</tr>
<tr>
<td>H or I</td>
<td>J-K</td>
<td>M/N</td>
</tr>
<tr>
<td>J</td>
<td>L-M</td>
<td>O</td>
</tr>
<tr>
<td>K</td>
<td>M-N</td>
<td>O/P</td>
</tr>
<tr>
<td>L</td>
<td>N-O</td>
<td>P/Q</td>
</tr>
<tr>
<td>M</td>
<td>O-P</td>
<td>Q/R</td>
</tr>
<tr>
<td>N</td>
<td>P-Q</td>
<td>R/S</td>
</tr>
<tr>
<td>O</td>
<td>Q-R</td>
<td>S/T</td>
</tr>
<tr>
<td>P</td>
<td>R-S</td>
<td>T/U</td>
</tr>
</tbody>
</table>
How do I determine an on-track goal in **WRITING**?

- Use the child’s writing sample and grade level rubric. If they score a 0 on their grade level rubric, rescore the writing using the previous level's rubric, and use that score to set a growth goal for 1.5 years.

<table>
<thead>
<tr>
<th>Starting Score</th>
<th>1 year of growth</th>
<th>1.5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><em>Use prev. grade rubric</em></td>
<td></td>
</tr>
<tr>
<td>.5</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>1.5</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>2.5</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td><em>0.5 on next GL rubric</em></td>
</tr>
<tr>
<td>3.5</td>
<td><em>Use next GL</em></td>
<td><em>Use next GL</em></td>
</tr>
<tr>
<td>4</td>
<td><em>Use next GL</em></td>
<td><em>Use next GL</em></td>
</tr>
</tbody>
</table>

**How do I determine if my student is “on track” toward their on-track goal in Writing? ~8 months from BOY to EOY**

<table>
<thead>
<tr>
<th>Starting Score</th>
<th>~0.75 years of growth @MOY</th>
<th>1.5 years of growth @EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.5 - 1.0</td>
<td>1.5</td>
</tr>
<tr>
<td>.5</td>
<td>1.0 - 1.5</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1.5 - 2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>1.5</td>
<td>2.0 - 2.5</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2.5 - 3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>2.5</td>
<td>3.0 - 3.5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3.5 - 4.0</td>
<td><em>0.5 on next GL rubric</em></td>
</tr>
<tr>
<td>3.5</td>
<td><em>Use next GL</em></td>
<td><em>Use next GL</em></td>
</tr>
<tr>
<td>4</td>
<td><em>Use next GL</em></td>
<td><em>Use next GL</em></td>
</tr>
</tbody>
</table>
How do I determine an on-track goal in NUMERACY?

- Right now, we are considering students who score below 20% on their BOY benchmark to be far below expectations. This means they will need an on-track goal.
- Our estimate is that one year of growth is approximately 30-50 percentage points on a grade level benchmark (a 30% to an 80%, or a 40% to an 85%, etc.
- For a child to “catch up” with an on track goal, we need them to make approximately 45-65 percentage points of growth. This means a child scoring a 5% on their benchmark could have a goal of scoring anywhere from 50%-70%. This is not on grade level but would put them on track.
- Example: a 3rd grade student scoring 0% on their grade level benchmark and scoring 20% on the 2nd grade assessment could have a goal to grow 60 percentage points and score an 80% on the 2nd grade benchmark. This is still not on grade level but represents a significant amount of growth and puts them on track towards grade level.
- We recognize that this a broad range and still leaves some room for difference from student to student. We want to maintain the personalization of individualized goals and set goals that make sense for students.
- Cut-off for using the previous level’s benchmark to set the goal: If a child scores less than 20%, you should administer the previous grade level’s test. You would use both the assessments to set the goal on either test.

How do I determine if my student is “on track” to their on-track goal?

By mid-year, student should be halfway to their goal in percentage points.
Ex: LL’s started the year with 18% on the BOY benchmark. Her goal is to grow by 52% on the grade level benchmark, to reach a score of 70% at EOY. Half of 52% would be 26%, to reach 44% at MOY benchmark.
### SAMPLE TIER 2 INTERVENTION PLAN

**TIER 2 INTERVENTION PLAN**

**Student Last Name** Student First Name Student Date of Meeting:

**School**: New School of San Francisco  **Grade**: ---  **Plan Effective**: (Not filled in)

**Class(s)/Teacher(s)**: Teacher Name

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Actions, Strategies, Modifications</th>
<th>Person(s) Responsible</th>
<th>Notes/Updates</th>
</tr>
</thead>
</table>
| Social-Emotional  | • Strategies  
|                   |   o Noise Cancelling Headphones  
|                   |   o Putty  
|                   |   o Flexible Seating  
|                   |   • Access to Social-Emotional Curriculum in the Classroom.  
|                   |   • Access to Cool-Down Corner in the Classroom  
|                   |   • Access to Wellness Center.  | Teachers       |               |
| Writing           | • Access to elevated writing surface  
|                   | • Access to flexible seating  
|                   | • Extended time to complete assignments and tasks  
<p>|                   | • Access to speech .  |               |               |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Teachers</th>
</tr>
</thead>
</table>
| Numeracy          | • Access to Math Manipulatives  
• The option to complete the problem on a white-board first, to support frustration tolerance  
• Use of checklist  
  o Read problem  
  o Organize work  
  o Check answer | Teachers |
| Sensory           | • Access to noise cancelling headphones  
• Access to a privacy shield  
• Access to quiet, independent work space (either away from the group, or in a separate setting)  
• Fidget access in their pocket | Teachers |
| Communication     | • Check-in, Check-out (Daily home-school communication)  
  o Daily check-ins referring back to the checklist, to build student’s capacity to use visual aids as a support | Teachers |
| Occupational Therapy | • Access to a slant board  
• Access to raised line paper  
• Access to an alternative pencil grip | Teachers |
## Alternative tasks during Physical Education related to hyper-mobility (teacher discretion)

### Health
- **Headaches**
  - Access to an aromatherapy necklace
  - Access to a separate location for ‘rest’
  - Access to medication held in the school main office

### Teachers
2018-18 New School SF + Exploratorium Partnership

Since 2015, The New School of San Francisco and the Institute for Inquiry at The Exploratorium, an interactive museum in San Francisco, have partnered in a variety of ways to develop, pilot, and implement inquiry-based learning experiences for teachers and students. The partnership is mutually beneficial as it allows our students and teachers access to a world-famous museum to inspire and support our work. For the museum, we provide an opportunity to pilot a variety of programs and see their work in action with students and teachers. More specifically, our goals include:

1. Professionally developing teachers to build their understanding of inquiry-based learning in order to plan and implement hands-on, minds-on, inquiry-rich experiences into their classrooms.
2. Extending the walls of our classrooms by providing students with lots of opportunities to learn about the world around by unlimited visits to the museum.
3. Providing a laboratory space for The Exploratorium to get feedback from teachers and students on new programming, content and exhibits.
4. Adding to larger conversation and body of work about inquiry by video-taping, reflecting and developing common best practices to share with a larger community of educators and developing and piloting an inquiry rubric to gauge growth in students’ inquiry processing skills.
5. Broadening our reach by collectively working with an to support their implementation of inquiry practices

We enjoy our work with The Exploratorium and look forward to expanding it further in the years to come!
**Grade Level, Big Idea & Year:** First grade, Change & Continuity, 2018-2019

**Arc Name:** Sound

**Arc Big Questions:** Why does sound matter to humans? What is the action that we take as a result of what we've learned about change?

### 1718 G1 Sound Arc Unit Plan

<table>
<thead>
<tr>
<th>Guiding &amp; Essential Questions</th>
<th>Arc Content Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why does sound matter to humans?</td>
<td>- I know that sound travels in waves.</td>
</tr>
<tr>
<td></td>
<td>- I know vibrations make sound.</td>
</tr>
<tr>
<td></td>
<td>- I know that music influences culture and culture influences music.</td>
</tr>
<tr>
<td></td>
<td>- I know people use music for many purposes including celebrations, entertainment, communication, storytelling.</td>
</tr>
<tr>
<td></td>
<td>- I know that technology and instruments change the way music sounds.</td>
</tr>
</tbody>
</table>

### Science Content Guiding Questions:
- What is sound?
- How does sound work?
- How can we see sound?

### Social Studies/Cultural Impact Content Guiding Questions:
- How has music brought people together over time?
- How has changing technology influenced the way we use sound?
- How have people used sound to create change?

### Content-World Essential Questions:
- What is the action that we take as a result of what we've learned about change?

### Arc Inquiry Process Skills

#### Collaborating:
- Ask preferred and non-preferred friends to work or play
- Take turns with peers without teacher support
- Build off a peer's idea during play or group work without being prompted and be able to share peers' ideas back to the group
- Engage in play with a variety of peers in non-preferred activities and internalize the value of trying something new and being inclusive (even if it's uncomfortable)

#### Investigating:
- Lists ideas of how to explore a topic
- Shares opinion of direction of inquiry arc (what to do next, what tools are needed) when prompted by teacher
- Suggests topics to explore and makes links between different topics or content areas
- Identifies tools needed to explore a topic

---

**What is sound? How does sound work? How can we see sound?**

**PS4.A Wave Properties**: Sound can make matter vibrate, and vibrating matter can make sound.

1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*

**PS4.C Information Technologies and Instrumentation**: People also use a variety of devices to communicate (send and receive information) over long distances.

**How has music brought people together over time?**

**How has changing technology influenced the way we use sound?**

*02.His.6.K-2. Compare different accounts of the same historical event.*
### Reflecting:
- After completing a project, task, or lesson, can express what was challenging and what went well verbally or through writing (could specify child's ability to reflect in small group, independently, or in whole group).
- Makes connections across content areas.

*D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.*

*We did not end up covering these 2 History subjects in this arc.*

### Historical Thinking Skills

<table>
<thead>
<tr>
<th>Field Trips</th>
<th>Music Class</th>
<th>Vocabulary</th>
<th>Social Justice Action Project Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploratorium</td>
<td>Alphabet Rockers - Focus on social justice</td>
<td>- Vibration</td>
<td>- Student who was deaf wanted to dance... RWI?</td>
</tr>
<tr>
<td>College Hill Garden</td>
<td></td>
<td>- Sound waves</td>
<td>- Video about deaf dancer who counts the music</td>
</tr>
<tr>
<td>Idea for future years: Rockband Land</td>
<td></td>
<td>- Pitch</td>
<td></td>
</tr>
<tr>
<td>Expert Visitors</td>
<td></td>
<td>- Frequency</td>
<td></td>
</tr>
<tr>
<td>- Ted Dubasik</td>
<td>- Nate Mallove</td>
<td>- Absorb</td>
<td></td>
</tr>
<tr>
<td>- Dylan Masters</td>
<td>- Blake (Explorernos)</td>
<td>- Bounce</td>
<td></td>
</tr>
<tr>
<td>- DJ Dan</td>
<td>- Brad Andrews</td>
<td>- Timeline</td>
<td></td>
</tr>
</tbody>
</table>

### Relevant Resources:

- **Technological:**
  - Science fiction books!!

### Assessment Strategies

EOY Assessments - used for ILP Inquiry goals & comments:
- **Research plan**: Asks students to write and draw a big question related to the sound arc and a plan for researching that question.
- Students completed assessment in 1 SSS block towards the end of the arc.
- Students did not carry out the research plan.

### Arc Phase Overviews
**Exploration - April 8-May 3 (4 weeks)**
- Week 1: Explore sound in the community and functions of sound
- Week 2: Field trip to explore sounds in a garden & Expert visitor on history of DJing
- Weeks 3 & 4: How sound moves and reaches us - vibrations, pitch, frequency - expert visitors & investigation stations

**Expression - May 6 (1 week)**
- Create a research plan (this is theoretical and students won’t actually see out the plan) to assess students’ inquiry skills in asking questions and carrying out research and investigations

**Exposition - May 13-June 4 (3 weeks)**
- Learn about & explore different ways people send messages using sound - watch real world examples of speeches, chants, songs, and poems
- Create a love message using sound as a way to express yourself and make change
  - Choose from 4 mediums:
    - Song
    - Chant
    - Speech
    - Poem

*This arc had 2 main parts (as opposed to the 3 phases) - The first half of the arc was devoted to learning the Science behind sound. In the second half of the arc we focused on exploring and creating love messages.*

### Arc Calendar -

<table>
<thead>
<tr>
<th>Week 1</th>
<th>April 8 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sounds exist in our community?</td>
<td></td>
</tr>
<tr>
<td>Why do these sounds exist in our community?</td>
<td></td>
</tr>
<tr>
<td>What are the different functions of sound?</td>
<td></td>
</tr>
<tr>
<td>What is sound?... explore the types of sound... the purpose of sound?</td>
<td></td>
</tr>
<tr>
<td>- Concept map of different functions of sound</td>
<td></td>
</tr>
<tr>
<td>- Play different sounds and draw what symbol it is for you... function/safety/</td>
<td></td>
</tr>
<tr>
<td>- What is this sound telling you?</td>
<td></td>
</tr>
<tr>
<td>- Discussion on how we are sorting them</td>
<td></td>
</tr>
<tr>
<td>1718 Pictures of sounds</td>
<td></td>
</tr>
<tr>
<td>1718 More pictures of sounds</td>
<td></td>
</tr>
<tr>
<td>Sound playlist</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>April 15 - 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do people use sound? How do people hear differently?</td>
<td></td>
</tr>
<tr>
<td>DJ Dan expert visitor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound map/graph sound on computer and can track the sound... noise levels and graphing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creation station: make a noise maker! can you change the pitch/volume?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Music**
| Week 3  
| April 22 - 26  
| How does sound move? How does sound reach us? How does sound move?  |
| Music  |

| Week 4  
| April 29 - May 3  
| Expert visitor Blake  |
| Expert visitor Dylan (Thurs, no SSS Wed)  |
| Music  |

| Week 5  
| May 6 - 10  
| Research Plan - use for ILPs  |
| Ted expert visitor!  |
| Music  |

| Week 6  
| May 13 - 17  
| Launch: For our final week of 1st grade you have the power to change the world. We is something that really really matters to you that you want to see changed in the world that has to do with love?  |
| Day 2: Taste of different ways to send a message!  |
| Message creating workshop  |

- Group based on medium to send a message - Show an example of each  
  - poetry (undocumented immigrants)  
  - song lyrics & melody (love is love, LGBTQ+ rights)  
  - chant (black lives matter)  
  - speech (obama & living in a democracy)  
  - rhythm, pitch, amplitude of instruments using tech  
- Students choose what medium they want to use and start reflection  
End of lesson: Students break into groups and start planning  

What’s your message about love?  
Why does it matter to you?
How could you use the power of sound to send a message about love?
- Give scenario?
- Start with discussing what messages we want to send about love
- Brain dump about sound power
- Think about audience and what kind of medium would work best

Debrief: Get kids thinking about different mediums that would work for different kinds of messages

<table>
<thead>
<tr>
<th>Week 7</th>
<th>May 20 - 24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How could you use the power of sound to send a message about love?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Start putting your message into the medium</strong></td>
<td></td>
</tr>
<tr>
<td>- Song (Emery) - <strong>Musiquest</strong> app</td>
<td></td>
</tr>
<tr>
<td>- Song (Emery) - template</td>
<td></td>
</tr>
<tr>
<td>- Speech (Kelley) - template</td>
<td></td>
</tr>
<tr>
<td>- Chant (Lauren) - template</td>
<td></td>
</tr>
<tr>
<td>- Poem (Jenna) - template</td>
<td></td>
</tr>
<tr>
<td>PRIDE Creation Station</td>
<td></td>
</tr>
<tr>
<td>Music performance 5/23 at 9am</td>
<td></td>
</tr>
<tr>
<td>Field Day</td>
<td></td>
</tr>
<tr>
<td><strong>PRIDE Creation Station</strong></td>
<td></td>
</tr>
<tr>
<td>Music performance 5/23 at 9am</td>
<td></td>
</tr>
<tr>
<td>Field Day</td>
<td></td>
</tr>
</tbody>
</table>

**WORKSHOP DAY 2** (Music workshop with Emery) with iPads & lyrics (Science 12:15-1:10)

<table>
<thead>
<tr>
<th>Week 8</th>
<th>May 27 - 31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PD Day</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Finish and film your love message!</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Finish and film your love message!</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Finish and film your love message!</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Week 9**

<table>
<thead>
<tr>
<th>June 3 - 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rehearse</strong></td>
</tr>
<tr>
<td><strong>Expo!</strong></td>
</tr>
<tr>
<td><strong>Cleaning/Special celebration</strong></td>
</tr>
<tr>
<td><strong>Last day of school - Early Release</strong></td>
</tr>
</tbody>
</table>

**ILP goals around researching**
**Science/Social Studies Synthesizer:** Rotate
- Week of April 8: Em
- Week of April 15: Lauren
- Week of April 22: Jenna
- Week of April 29: Kelley

### Weekly Planning

#### 1819 Template

<table>
<thead>
<tr>
<th>Week # - Date</th>
<th>Week's Big Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday</strong></td>
<td></td>
</tr>
<tr>
<td>Whole Group/half class groups</td>
<td></td>
</tr>
<tr>
<td>Independent Work</td>
<td></td>
</tr>
<tr>
<td>Debrief</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>Differentiation Strategies/Small groups</td>
<td></td>
</tr>
<tr>
<td>Documentation</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td></td>
</tr>
<tr>
<td>Whole Group/half class groups</td>
<td></td>
</tr>
<tr>
<td>Independent Work</td>
<td></td>
</tr>
<tr>
<td>To function (for a computer to work, car engine, mouse click)</td>
<td></td>
</tr>
<tr>
<td>To communicate</td>
<td></td>
</tr>
<tr>
<td>To entertain</td>
<td></td>
</tr>
<tr>
<td>To show emotion (walking really mad)</td>
<td></td>
</tr>
<tr>
<td>Debrief</td>
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<tr>
<td>Materials</td>
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</tr>
<tr>
<td>Differentiation Strategies/Small groups</td>
<td></td>
</tr>
<tr>
<td>Documentation</td>
<td></td>
</tr>
</tbody>
</table>
Friday (Creation Station, Documentation)

Creation Station - 10:15 - 11:00
Focus/Question:
Materials (suggested ideas):

Week 1 - 4/8-4/12
Week’s Big Questions
- What sounds exist in our community?
- Why do these sounds exist in our community?
- What are the different functions of sound?

Tuesday
- What sounds exist in our classroom community? Quiet 20 second listening practice (try to listen for a sound you think no one else heard!) Pair share.
- Today we are going to be sound detectives and see if we can figure out every single sound in our community!
- Demo making a sound map, showing concentric circles and drawing each different sound you hear (the louder the sound, the harder you draw the lines)

Independent Work (within ½ class groups)
- Half class - outside sound map - 10 mins
- Half class - indoor sound map - 10 mins
- If done early with concentric circles: show the VOLUME of the sounds. On back: can draw a prediction of what sounds you might hear tomorrow in this same spot.

Debrief
- What sounds exist in our environment? Chart! Display all the types of sounds we heard!
- Closing question: WHY are these the sounds we hear and not others? We will be investigating this tomorrow!

Materials
- Inquiry journals & pencils
- Chart paper

Wednesday
- Start with the chart of all the sounds we discovered. Why are THESE the sounds we heard? (If ICs/FDs heard different sounds, can pose the question of why they have these differences)
- Sounds serve different purposes!
- Pass out bingo sheets, listening activity.

Independent Work
- Students go to a different group (one chart for each function), each group has to draw OTHER sounds that serve that purpose.
  - To function (for a computer to work, car engine, mouse click, hand dryer)
To communicate (chime/bell)
- To entertain
- To get help
- To show emotion (walking really mad)

Debrief
- Each group shares out their work
- Are there any other functions that sound serves we’ve missed (e.g. inspiration, community)?
- Closing question: what have we learned about sound today chart

Materials
- Chart paper - one for each corner
- Markers
- Sound playlist
- Graphic organizer

Friday (Creation Station, Documentation)

Creation Station - 10:15 - 11:00
Focus/Question: How can I build a tool that makes noise?
Materials (suggested ideas):
- Cups and rubber bands
- Beads

Week 2 - April 15 - 19
Week’s Big Questions (guest speaker week and field trips!)
- How do people use sound?
- How do people hear differently?
Week 3 - April 22-26

Week’s Big Questions
• How does sound move?
• How does sound reach us?

Tuesday
TP: Sounds move in vibrations. (How does sound move?... from lesson 1 exploring sound from Fred)

Launch:
1. Start by writing the big question of the day on the board “How does sound move?” on the board. Ask kiddos to turn and talk and take predictions. Get ideas and predictions generated in a quick class discussion before starting the experiment.

Experiment:
2. Today we are going to take a closer look at sound, and try to learn more about how sounds get to your ear, by exploring some objects that make sounds. We will have 4 stations today that we will explore and help us answer our question of the day. Teacher begins by quickly modeling and showing how to safely use materials at each station to show a sneak preview. Remind students as they explore the objects, listen to sounds and record what you hear on the recording sheet. They will get 3-4 minutes to explore and rotate between stations with a 1 minute transition/wrap up in between. When the timer goes off rotate.

   - 4 stations: (6 kids per each station)
     - 1. Cups with rubber bands on them
     - 2. Musical Hangers
     - 3. Telephone cups with string
     - 4. Finger in ear tapping elbow
       - May need an adult to hang out at this station to demo. (you gently put your pointer finger in ear and tap on elbow)

3. As students work, listen to their conversation for the words they are using to describe how the sound stops and starts and moves. Try to lead them to the idea of “vibrates”, and ask about their ideas on what causes sound, or what sound is.

4. When students are finished exploring all stations, bring them back together to the rug to finish last minute recording. Have students quickly share in rug spots with partners before starting group debrief.

Debrief:
- Write the big questions (How does sound move? How can we make sound? How can we stop sound?) in the middle of a poster for documentation and ask kiddos to answer based on what they just saw. T1 leads discussion and T2 records onto poster.
  - Try to get to the word vibration! (can even ask what is the movement if sound?)
- Big Idea we want to arrive at by the end of day one: Sound is a vibration, or vibrations make sound and sound makes vibrations.

Materials:
- Plastic Cups with rubber bands
- String with hangers (musical hangers)
- Two cups with string “telephones”
- Finger in ear station
- Recording sheet! (day 1 today)
- Big Sticky for Documentation and Debrief “How does sound move?”
TP: How does sound get to your ear? (sound travels) (How does sound reach us?... from lesson 2 exploring sound from Fred)

Launch:
1. Start by writing the big question of the day on the board “How does sound reach us?” on the board. Ask kiddos to turn and talk and take predictions. Get ideas and predictions generated in a quick class discussion before starting the experiment.

Experiment:
2. Yesterday we found out that sounds are vibrations (or vibrations make sounds). So since we know that vibrations make sound, and we hear a sound, then our ear can pick up vibrations. Our ear is a vibration detector. Today we will revisit the stations from yesterday but have a new question... “How do you think the sound gets to your ear?”
3. Model for students how to use the recording sheet for today and demo that you will draw a quick sketch/diagram with arrows explaining how you think the sound is getting to your ear and what the path of the sound is. Like yesterday, they will get 3-4 minutes to explore and rotate between stations with a 1 minute transition/wrap up in between. When the timer goes off rotate.
   - 4 stations: 6 kids per each station
   - 1. Plastic Cups (putting it on your ear and tapping on end of cup) *this is slightly different than last station!*
   - 2. Musical Hangers
   - 3. Telephone cups with string
   - 4. Finger in ear tapping elbow
      - May need an adult to hang out at this station to demo. (you gently put your pointer finger in ear and tap on elbow)
4. Ask students to explore the sound systems individually (could do partners if you prefer), thinking about how the sound gets to their ear and filling out the worksheet with the ear diagram, using arrows. Circulate as students are working to ask them how they think the sounds they are making are getting to their ears, and for students who feel stuck ask them What do they see or feel as evidence?
5. When students are finished exploring all stations, bring them back together to the rug to finish last minute recording. Have students quickly share in rug spots with partners before starting group debrief.

Debrief/science talk:
- Optional (can do a big sticky as documentation or just discussion and use a students recording sheet for documentation): Write the big questions (How does sound get to your ear? [what is the path of sound?] What did you see or feel that makes you think so?) in the middle of a poster for documentation and ask kiddos to answer based on what they just saw. T1 leads discussion and T2 records onto poster.
- The goal of this discussion is for students to express that idea that sound travels through something to get to our ear. Sound is a vibration, and that vibration travels through a medium (our arm, the pencil, the air) to get to our ear, where it is detected. Some of the evidence that students might have observed to support this idea is to feel the vibration, or sound, (for example in their arm when they tapped on their elbow, or in their jaw when they tapped on the pencil). They may have pinched the string telephone to stop the string from moving, or vibrating, and noticed that they could no longer hear the sound.
- Show video at the end to clarify misconceptions

Materials:
- Plastic Cups
- String with hangers (musical hangers)
- Two cups with string “telephones”
- Finger in ear station
- Recording sheet! (do day 2 today)
- Big Sticky for Documentation and Debrief “How does sound reach us?/How do you know?”

Friday (Creation Station, Documentation)
*Earth Day Creation Station?*

**Creation Station - 10:15 - 11:00**

**Focus/Question:** How can I build a tool that makes noise AND manipulate and change the sound/vibrations?

**Materials** (suggested ideas):
- Cups and rubber bands (different thickness of rubber bands)
- Beads/cups
- Straws and sticks

**Extensions:**
- Make a diagram of how your invention/noise maker’s sound travels to your ear
- Make a "guide" for a friend to be able to use your noisemaker. The goal is that they understand how to stop and start the sound AND to manipulate the vibrations.

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**Week 4 April 29 - May 3**

**Week’s Big Questions**
- What is pitch?
- How can we make our own music?

**Tuesday - Blake Expert Visitor**

**Questions to Explore:**
- How does sound move?
- How do people record sound?

**Intro**
- Read part of a sound book related to music or the science of sound
- Share what we have learned about how sound works so far
- Build up excitement for our special visitor!

**Blake’s Lesson** (30 mins)

**Debrief**
- Fill out graphic organizer
- Dance party!
- 4 corners activity to share what you learned about sound from Mr. Blake today and what questions or wonders you still have about how sound works (This could also be done in a whole class circle or other format)

**Materials**
- Sound book (FDs have some!)
- **Graphic organizer**

**Documentation**
- Record a transcript of the conversation between Blake and the class or record a few student quotes
- Begin making a chart of vocab related to the arc to display and reference for the remaining of the arc
Thursday - Dylan Expert Visitor
*IQs have 30 mins for whole lesson, skip intro and debrief

Questions to Explore:
- What is pitch?
- How does pitch change?
- What is the relationship between pitch and vibration?

Dylan Expert Visitor Debrief
- Fill out graphic organizer (side 2 from Tuesday)

Materials (Dylan and Kelley will bring/find!)
- Graphic organizer

Documentation
- Record a transcript of the conversation between Dylan and the class or record a few student quotes.
- Continue making a chart of vocab related to the arc to display and reference for the remaining of the arc.

Friday - Creation Station - 10:15 - 11:00
Focus/Question: Use instruments from last week to create songs.

Options:
- Write lyrics
- Make a rhythm

(Some groups go outside!)

Materials (suggested ideas):

Other options for creation station (found these on TPT):

Activity 1 - Can Sound Make Materials Vibrate? Materials needed for this activity: plastic bowls, seran wrap, salt or sugar, things to bang such as metal spoons and pots, wooden spoons and plastic cups, etc. Students are challenged to make salt move without touching the salt - they must experiment using sound waves!

Activity 2 - Make a kazoo! Materials needed: waxed paper, rolled up cardstock or paper towel/toilet paper tube, rubberband. Pattern included - decorate, cut, attach to tube, affix waxed paper with rubber band - a homemade kazoo! Worksheet included reviewing why it works.

Week 5 - May 6 - May 10
Week's Big Questions
- How do I make a research plan around the question?
- How do different instruments make different sounds?
Tuesday (Thursday for FDs)

Whole Group/half class groups
- What are you still wondering about sound? (read a few questions from HSC)
  - How do you hear underwater and how do fish communicate?
- Write up all the different questions we still have, circle the juiciest research questions
  - Open vs. closed question
    - What color is a goldfish vs. what happens to goldfish when water
    - What would happen if...
    - How come...
- What do you do with a question? Go through the various ways to do research (use images on worksheet).
- To emphasize:
  - Dream big! You don’t actually have to do this project, so call the leader of the UN if you want to!
- Things to write on the board:
  - Who are you collaborating with?
  - Where will you go?
  - What’s the timeframe?

Independent Work
- Break class into two groups (FDs)
- Plan out research plan
- Take notes on focus students for ILP data about their ability to formulate a research question!

If done early:
- Make a materials list
- Make a calendar
- Write the names of people you will concern
- Write your interview questions

Debrief
- Partner share your question and research plan
- Share out with the whole class and celebrate planning!

Materials
- Research plan
- https://docs.google.com/document/d/1QpnBrtUyI4VWMmdMGaeQ7C8Yy8ar38qa9dSi7T55sZw/edit

Wednesday - Ted expert visitor

Whole Group/half class groups
- How do you create a song? How do different instruments make different sounds?

Independent Work
- A musical petting zoo!

Debrief
### Materials
- Fill out the reflection sheet

#### Friday (Creation Station, Documentation)
- Continuing with songs they made last week! And/or make updates to your instrument using what you've learned from Dylan and Ted about pitch!

**Creation Station - 10:15 - 11:00**

**Focus/Question:** How can I make my instrument even better using what I learned about pitch?

### Week #6 - May 13 - 17

#### Week's Big Questions
- What's your message about love? Why does it matter to you?
- How could you use the power of sound to send a message about love?

### Tuesday

**Whole Group/half class groups**

For our final week of 1st grade you have the power to change the world. We is something that really really matters to you that you want to see changed in the world that has to do with love?

**Examples:**

1. I want people to be kinder at recess.
2. I want Donald Trump to build a bridge not a wall.
3. I want my brother to stop bullying me at home and love me like I love him.
4. I want homeless people to have homes and feel like they belong in SF.

**Independent Work**

**What's your message about love?**  
**Why does it matter to you?**

Students will be given an 11 by 17 paper to create their own message. Kiddos should be working solo during this activity!

**Debrief**

Have students share out their messages. Get kids thinking about different mediums that would work for different kinds of messages.

### Materials
Differentiation Strategies/Small groups

If kiddos are stuck, have them stay on the rug for idea generation support before going off and creating their “mini” poster.

Documentation

Wednesday

Launch: Last time we explored our unique messages about LOVE that we want to share with the world. Now we need to explore HOW we are going to share that message. We are going to look at different mediums (ways) you can use sound to get these messages HEARD by others.

How could you use the power of sound to send a message about love?

Show examples of different mediums:
- poetry (undocumented immigrants)
- song lyrics & melody (love is love, LGBTQ+ rights)
- chant (black lives matter)
- speech (Obama & living in a democracy)
- rhythm, pitch, amplitude of instruments using tech

Chart each medium on an anchor chart after showing each one.

Independent Work (shorter than usual)
- Students choose what medium they want to use and start reflection (can post up on a post-it not)
- End of lesson: Students break into groups and start planning

Debrief
Share in a circle what medium you will be using to share your message on LOVE

Materials
- Computer
- Post-it notes
- Expression Plan (if time)

Differentiation Strategies/Small groups

Circulate and support students in thinking through different mediums using an anchor chart that was created during the launch.
### Documentation

**Friday (Creation Station, Documentation)**

**Creation Station - 10:15 - 11:00**

Focus/Question: What is the plan for my message?

**Materials:** Expression Plan

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Start putting your message into the medium</th>
<th>PRIDE Creation Station</th>
<th>Field Day</th>
</tr>
</thead>
</table>
| May 20 - 24 | - Song (Emery) - [Musiquest app](#)  
- Song (Emery) - template  
- Speech (Kelley) - template  
- Chant (Lauren) - template  
- Poem (Jenna) - template | Music performance 5/23 at 9am  
Performance dress rehearsal or filming  
WORKSHOP DAY 2 (Music workshop with Emery) with iPads & lyrics (Science 12:15-1:10) | |

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The New School of San Francisco
Appendices and Attachments
### Week #7 - May 20-24

#### Week's Big Questions

- What's your message about love? Why does it matter to you?
- How could you use the power of sound to send a message about love?

#### Tuesday

**Whole Group/half class groups**
- **Launch:** Last week we created our unique messages about LOVE and decided on our medium or HOW we will get the message to others.
- Today we will use our planning sheets to start putting the message into the medium!
- How could you use the power of sound to send a message about love?

**Independent Work**
- Refer to their expression plans/anchor chart so each kiddo is reminded of what medium they are working on
- Teacher very briefly reviews each template before going off into independent work
- Students break into groups and start planning with template
- "You will have today and thursday to put your planning sheets from Friday (expression plan) into your template for your specific medium that you chose.
- When you are ready and finished planning, then you may start on your final draft! The goal is to be finished with your template by the end of this week!"

**Debrief**
- Share with a friend in a different group what you’re most excited about for your medium!

#### Materials

- **Expression Plan** (filled out from last week)
- **Templates**
  - Song (Emery) - [template](#)
  - Speech (Kelley) - [template](#)
  - Chant (Lauren) - [template](#)
  - Poem (Jenna) - [template](#)

#### Differentiation Strategies/Small groups

- If kiddos are having a rough time getting started provide examples of what a finished poem/song/speech/chant looks like.
- Circulate and support students in thinking through template.

#### Wednesday (Creation Station, Documentation) PRIDE Creation Station

**Creation Station - 10:15 - 11:00**

*Focus/Question: PRIDE Creation Station... How can you be a change maker and share a message you learned this week (from a book or guest speaker) about gay rights? What does pride mean to you? Why is it important to be proud of who you are?*

**Materials (suggested ideas):** colored paper?
<table>
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<tr>
<td><em>Continuation of Tuesday!</em> <strong>WORKSHOP DAY 2</strong></td>
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<tr>
<td>Performance dress rehearsal or filming...Use your template to start practicing your speech/poem/chant/song!</td>
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<td>(Music workshop with Emery) with iPads &amp; lyrics (Science 12:15-1:10)</td>
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Independent Work

Debrief

Materials

Differentiation Strategies/Small groups

Documentation
Hearing Ranges of Various Species

- Humans
- Dogs
- Dolphins
- Fish
- Sea Lions
- Bats
- Frogs
- Birds
- Rodents

Frequency (Hz)

0 20 50 100 200 500 1000 2000 5000 10,000 35,000 100,000
### SAMPLE YEAR-LONG SCOPE & SEQUENCE: GRADE 5

**Yearlong Scope and Sequence**  
**Grade:** 5  
**Year:** 2019-20

| This Year’s Big Idea: How do Humans Thrive? | Launching Arc  
August 24 - October 5 | Arc 1  
October 8 - December 20 | Arc 2  
January 8 - March 22 | Arc 3  
April 1 - June 7 |
|---|---|---|---|---|
| **Big Question: Human Rights** What are the rights that every person is entitled to, and how do individuals and institutions ensure that those rights are upheld? | **Big Question: Supporting Life** How do history, geography, physiology, psychology, and economics all shape my own complex identity and the identities of others? | **Big Question: Identity** How do scientists observe and aid the natural world, and how can I? | **Big Question: Life Science** How do humans August 24 • October 5 - January 8 • March 22 \**Big Question: Social Studies** | **Big Question: Supporting Life** How do profit influence unfamiliar places. | **Arc 2** January 8 - March 22  
**Arc 3** April 1 - June 7 |

#### SCIENCE: NGSS

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<th><strong>5-ESS3: Earth and Human Activity</strong></th>
<th><strong>5-PS1: Matter and Its Interactions</strong></th>
<th><strong>5-PS2: Motion and Stability: Forces and Interactions</strong></th>
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#### SOCIAL STUDIES: C3 Framework

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<th><strong>D2.His.1.3-5.</strong> Create and use a chronological sequence of related events to compare developments that happened at the same time.</th>
<th><strong>D2.His.2.3-5.</strong> Compare life in specific historical time periods to life today.</th>
<th><strong>D2.His.3.3-5.</strong> Explain how individuals and groups during the same historical period differed in their perspectives.</th>
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#### INQUIRY: Process Skills

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<th><strong>D2.Civ.3.3-5.</strong> Identify positive and negative incentives that influence the decisions people make.</th>
<th><strong>D2.Geo.2.3-5.</strong> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</th>
<th><strong>D2.Geo.3.3-5.</strong> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</th>
<th><strong>D2.His.3.3-5.</strong> Generate questions about individuals and groups who have shaped significant historical changes and continuities.</th>
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<th><strong>D2.His.10.3-5.</strong> Explain how and why environmental characteristics vary among different world regions.</th>
<th><strong>D2.His.11.3-5.</strong> Construct maps and other graphic representations of both familiar and unfamiliar places.</th>
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<th><strong>D2.Civ.13.3-5.</strong> Explain why profit influence sellers in markets.</th>
<th><strong>D2.His.16.3-5.</strong> Describe how different kinds of key governmental systems, including U.S. institutions, influence the lives of people here and elsewhere.</th>
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**Inquiry Process Skills**

- Is able to work with preferred and non-preferred peers
- Choose the best representations based on what is the best mode to display that information, not just on their preference, and can say why they chose it
- Can articulate their findings and adapt based on their audience and check for understanding
- Reflects on a learning process by writing and/or verbally describing a connection between an experience and a new way of thinking
- Negotiates with others over a shared purpose
- Details multiple attributes from close observation and can describe increasingly complex systems in detail
- Gather and recalls information from multiple sources (books, experts, peer knowledge, etc.) to investigate a question
- Create a complex final inquiry project resulting from multiple iterations or prototypes
- Facilitates group discussion to ensure equity of voice
- Uses knowledge learned from research to formulate investigations to deepen learning
- Recognizes when to provide more information, perspectives, or clarification dependent on the audience
- Reflects on how their findings connect to the real world
- Compromises with those who have different perspectives and ideas
- Independently formulates a research question and plans methods for investigation
- Makes predictions based on prior knowledge and reviews them as new information unfolds
- Can create a step-by-step investigation, implement as planned, and modify when needed
- Constructs graphs, tables, etc. to express and compare data

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**Appendices and Attachments**

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READING: CCSS Units of Study

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<thead>
<tr>
<th>Literature Focus</th>
<th>Key Ideas and Details:</th>
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<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
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<td>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
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<td>Examine the relationships between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
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<td>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
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<td>Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
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<td>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
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<td>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
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<td>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
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<td>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
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<td>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folklore, myth, poem).</td>
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<tr>
<td></td>
<td>CCSS.ELA-LITERACY.RL.5.8</td>
</tr>
<tr>
<td></td>
<td>(RL.5.8 not applicable to literature)</td>
</tr>
<tr>
<td></td>
<td>CCSS.ELA-LITERACY.RL.5.9</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informational Test Focus</th>
<th>Key Ideas and Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CCSS.ELA-LITERACY.RL.5.7</td>
</tr>
<tr>
<td></td>
<td>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folklore, myth, poem).</td>
</tr>
<tr>
<td></td>
<td>CCSS.ELA-LITERACY.RL.5.8</td>
</tr>
<tr>
<td></td>
<td>(RL.5.8 not applicable to literature)</td>
</tr>
<tr>
<td></td>
<td>CCSS.ELA-LITERACY.RL.5.9</td>
</tr>
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<td></td>
<td>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing: CCSS Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Narrative Craft</td>
</tr>
<tr>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.W.5.3.A</td>
</tr>
<tr>
<td>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.W.5.3.B</td>
</tr>
<tr>
<td>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
</tr>
</tbody>
</table>

| Unit 2: The Lens of History: Research Reports |
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CCSS.ELA-LITERACY.W.5.2.A |
| Introduce a topic clearly, provide a general observation and focus, and group related information logically, including facts (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| CCSS.ELA-LITERACY.W.5.2.B |
| Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |

| Unit 3: Shaping Texts: From Essay and Narrative to Memoir |
| Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| CCSS.ELA-LITERACY.W.5.8 |
| Recall relevant information from experiences or gather relevant information from print and digital sources; summarize information in a note or finished work, and provide a list of sources. |
| CCSS.ELA-LITERACY.W.5.9 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| Unit 4: The Research-Based Argument Essay |
| Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| CCSS.ELA-LITERACY.W.5.1.A |
| Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. |
| CCSS.ELA-LITERACY.W.5.1.B |
| Provide logically ordered reasons that are supported by facts and details. |
| CCSS.ELA-LITERACY.W.5.1.C |
| Link opinion and reasons using
NUMERACY: CCSS Singapore Units, Eureka Math in Focus, ENY?

CCSS.MATH.CONTENT.5.NBT.A.3
Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in another place.

CCSS.MATH.CONTENT.5.NBT.A.4
Read and write decimals to any place using numerals, number names, and expanded form, e.g., 347.923 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/100) + 9 × (1/1000) + 2 × (1/10000).

CCSS.MATH.CONTENT.5.NBT.A.5
Fluent multiply multi-digit whole numbers using the standard algorithm.

CCSS.MATH.CONTENT.5.NBT.B.6
Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Continuation of Fractions

CCSS.MATH.CONTENT.5.NF.A.1
Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)

CCSS.MATH.CONTENT.5.NF.A.2
Use equivalent fractions as a strategy to add and subtract fractions. Use benchmark fractions and number sense of fractions.

Operations and Algebraic Thinking

Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpreting coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

Measurement & Data

Convert like measurement units within a given measurement system. Use the same conversion in solving multi-step, real-world problems.

Represent and interpret data.

Classify two-dimensional figures in a hierarchy based on properties.
### SEL: Competencies

<table>
<thead>
<tr>
<th>C3</th>
<th>Use listening skills to identify the feelings/perspectives of others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work together with peers to address a need</td>
</tr>
<tr>
<td></td>
<td>Describe how they physically respond to emotion</td>
</tr>
<tr>
<td></td>
<td>Recognize and label emotions and discuss how they are linked to behavior</td>
</tr>
<tr>
<td></td>
<td>Identify reasons why honesty is a valued trait</td>
</tr>
<tr>
<td></td>
<td>Work together with peers to address a need</td>
</tr>
<tr>
<td></td>
<td>Distinguish among intensity levels of their emotions</td>
</tr>
<tr>
<td></td>
<td>Use self-monitoring strategies (self-talk) to regulate emotions</td>
</tr>
<tr>
<td></td>
<td>Use attentive listening skills to foster better communication</td>
</tr>
<tr>
<td></td>
<td>Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)</td>
</tr>
<tr>
<td></td>
<td>Recognize that people from different cultural and social groups share many things in common, as well as contribute different strengths to the community</td>
</tr>
<tr>
<td></td>
<td>Define stereotyping, discrimination, and prejudice</td>
</tr>
<tr>
<td></td>
<td>Describe the personal qualities that make them successful members of their school community</td>
</tr>
<tr>
<td></td>
<td>Recognize the differences between positive and negative relationships</td>
</tr>
<tr>
<td></td>
<td>Develop awareness that social cues may be different among various groups</td>
</tr>
</tbody>
</table>

### Mathematics

#### CCSS.MATH.CONTENT.5.NF.B.3
Interpret multiplication as scaling (resizing), by:

1. **Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.**

2. **Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.**

- **CCSS.MATH.CONTENT.5.MD.C.3.A**
  - A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

- **CCSS.MATH.CONTENT.5.MD.C.3.B**
  - A solid figure which can be packed without gaps or overlaps using unit cubes is said to have a volume of a unit cube.

- **CCSS.MATH.CONTENT.5.MD.C.4**
  - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

- **CCSS.MATH.CONTENT.5.MD.C.5.A**
  - Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.

- **CCSS.MATH.CONTENT.5.MD.C.5.B**
  - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

- **CCSS.MATH.CONTENT.5.MD.C.5.C**
  - Apply the formulas V = l × w × h and V = b × h × l for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.

- **CCSS.MATH.CONTENT.5.MD.C.5.D**
  - Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts. Applying this technique to solve real-world problems.

#### CCSS.MATH.CONTENT.5.G.A.1
Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
<table>
<thead>
<tr>
<th>ART: VAPA Inquiry Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical science explained through dance</td>
</tr>
<tr>
<td>Clay work to go with states of matter</td>
</tr>
<tr>
<td>Dance, Visual Art, Theater, and Music as a form of self-expression and identity exploration</td>
</tr>
<tr>
<td>Life sciences and organisms—visual art connection? Music composition?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PE: CA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health: 2019 Framework</td>
</tr>
<tr>
<td>Positive social interactions with peers and adults</td>
</tr>
<tr>
<td>Broad identity exploration coupled with California health standards. Please see document here for more details.</td>
</tr>
</tbody>
</table>
### Reading

**End of Year Goals**
- **Habits**: Student will be able to draw inferences and summarize her learning from a variety of text genres.
- **Shift**: Student will read independently at Level M by developing her ability to scope up words in phrases and recognize changes in narration and emphasis for oral fluency.

<table>
<thead>
<tr>
<th>Arc 1 Progress</th>
<th>Arc 2 Progress</th>
<th>Arc 3 Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Reading</strong> Level 1</td>
<td>Independent Reading Level M</td>
<td>Independent Reading Level N</td>
</tr>
<tr>
<td><strong>Instructional Reading</strong> Level J</td>
<td>Instructional Reading Level N</td>
<td>Instructional Reading Level P</td>
</tr>
<tr>
<td><strong>Accuracy</strong> 95%</td>
<td><strong>Comprehension</strong> N</td>
<td><strong>Accuracy</strong> 95%</td>
</tr>
<tr>
<td><strong>Comprehension</strong> no</td>
<td><strong>Comprehension</strong> no</td>
<td><strong>Comprehension</strong> no</td>
</tr>
</tbody>
</table>

**Teacher Remarks**
- Student has grown tremendously in reading at The New School and has met both her reading goals. She is able to consider the character's emotions and motivations, and retell stories succinctly. She can currently read independently at Level M. She can continue to work on using text evidence to support her thinking and test responses, as well as answering more inferential questions. She has also learned to speak up more during book talks, as she has many insightful comments to share.

**Teacher Remarks**
- Student has met all of her reading goals this year. Her dramatic growth demonstrates her love for literature, an interest in thinking about characters and a dedication to learning. She reads fluently, with expression, and asks questions about vocabulary words and character motivations. She should continue to read over the summer and to talk about the books she reads. She can particularly work on her retelling of the major themes and lessons from a text, particularly without prompting.
**Writing**

<table>
<thead>
<tr>
<th>End of Year Goals</th>
<th>Habits: &lt;Student&gt; will write across pages on a single topic, drawing inspiration from her life and the books she reads</th>
<th>Skill: &lt;Student&gt; will develop her ability to use lowercase letters and punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arc 1 Progress</td>
<td>Arc 2 Progress: Writing Score: 1.5</td>
<td>Arc 3 Progress</td>
</tr>
<tr>
<td>Writing Score: 1</td>
<td>Teacher Remarks: &lt;Student&gt; has shown some growth toward her writing goals. She is showing greater expression and some literary language in her writing. She can continue to work toward her goals by attending to upper and lowercase conventions, punctuation, and specific (versus generic) description words. At home, when she writes HSCs, providing sentence starters or frames for supporting detailed sentences can help her develop an ability to write across pages.</td>
<td>Writing Score: 3</td>
</tr>
<tr>
<td>Teacher Remarks:</td>
<td>&lt;Student&gt; has met both of her writing goals. Her writing is fluid, expressive, and clearly borrows stylistically from the fiction she reads. She has grown in her conventions and uses mostly lowercase letters, though she can still correct the occasional misplaced capital letter. She uses punctuation, transition words, and works in character feelings as well. This has been a tremendous year of growth for &lt;Student&gt;!</td>
<td></td>
</tr>
</tbody>
</table>
Math

| End of Year Goals | Habits: <Student> will model with mathematics when solving word problems that require addition and subtraction, using pictures and words to represent her thinking. | Skill: <Student> grow at least 40% on our standards benchmark by developing a strong understanding of place value and solving addition and subtraction within 1,000. |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arc 1 Progress    | Arc 2 Progress                                                                                                                                                                                                                                                                         | Arc 3 Progress                                                                                                                                                                                                                       |
| Math Benchmark: 7%| Math Benchmark: 25%                                                                                                                                                                                                                                                                       | Math Benchmark: 35.3%                                                                                                                                                                                                                 |
| Teacher Remarks:  | <Student> is making progress towards her numeracy goals this year. She is able to use tens and ones to model her thinking with tens and ones, and she is beginning to be able to work with larger numbers. <Student> still can get confused by more complex problem types, so we are also working on her building her self-advocacy and seeking peer or adult help when needed during math. Overall, she is curious and engaged and has shown impressive learning over the past few months! | Teacher Remarks: <Student> has made great growth in numeracy this year and has met her habit goal of learning model mathematical problems with pictures, words and numbers. Her problem-solving skills have developed well and she thinks logically and reasons with numbers. Due to how much content she had to learn this year, there are still some specific areas in which <Student> needs to continue to grow, and she has not yet met her skill goal. Specifically, she can work on subtracting 2-digit numbers by using place value, telling time, counting money, and solving 2-step problems. We are proud of her growth and expect her to continue to grow as a mathematician! |
### Social Emotional Learning

<table>
<thead>
<tr>
<th>End of Year Goals</th>
<th>Habits: &lt;Student&gt; will appropriately engage in play and conversation with others, including taking turns and making social connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arc 2 Progress</strong></td>
<td>&lt;Student&gt; is making progress towards this goal. She has been building her social interactions with peers and has begun to develop some friendships. I encourage playdates outside of school with peers of interest as she continues to get to know her community. She and I also set an additional goal of telling adults about her feelings and needs so that we can support her at school, as well as at home. She is going to work on &quot;being brave&quot; to express her emotions.</td>
</tr>
<tr>
<td><strong>Arc 3 Progress</strong></td>
<td>&lt;Student&gt; has met her SEL goal this year and appears to be well adjusted to her life as a New Schooler. She has formed friendships with several classmates and can be found engaging in play freely. &lt;Student&gt; seems fond of this community and shares ideas or ways for us to improve as community members. We are excited about &lt;Student&gt;'s connections with her classmates and hope that she continues to love New School next year.</td>
</tr>
</tbody>
</table>

### Inquiry

<table>
<thead>
<tr>
<th>End of Year Goals</th>
<th>Habits: &lt;Student&gt; will communicate theories and share ideas with peers and adults, providing clarification when asked</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arc 2 Progress</strong></td>
<td>&lt;Student&gt; has made great progress in her inquiry skills and is a wonderful team mate. She shares her ideas and brings in knowledge and resources from home. She builds on the thoughts of others and focuses her team on the process of inquiry, rather than just the process. We'd like her to continue to grow by learning to ask follow up questions and promote additional questioning among her peers.</td>
</tr>
<tr>
<td><strong>Arc 3 Progress</strong></td>
<td>&lt;Student&gt; has exceeded her inquiry goal this year, while she started out somewhat reticent to engage in our inquiry groups, she is now an active participant and willingly shares her theories and suggestions. &lt;Student&gt; adds to and builds on the thinking of a group naturally and though she is not always the first to jump into the conversation, when she does her reflections are thoughtful. We are so glad that &lt;Student&gt; is exploring new ways of learning through our inquiry workshops.</td>
</tr>
</tbody>
</table>
### Art

<table>
<thead>
<tr>
<th>Grade 2</th>
<th>Arc 2 Progress</th>
<th>Arc 3 Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;Student&gt; understands tint, shade, tone very well. She engages in all art activities independently.</td>
<td>Has met the elements of dance. Participates in all activities independently.</td>
</tr>
</tbody>
</table>

### Spanish

<table>
<thead>
<tr>
<th>Grade 2</th>
<th>Arc 2 Progress</th>
<th>Arc 3 Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;Student&gt; makes a huge effort in learning Spanish, she glows in most of the themes we have learned this year. &lt;Student&gt; can benefit from practicing numbers up to 100.</td>
<td>&lt;Student&gt; glows in most of the themes we have learned this Arc and she can understand some vocabulary in Spanish. &lt;Student&gt; also does a great job in her waste assortment, recycling, composting and trash. I am very proud of how much &lt;Student&gt; has grown in my class this year.</td>
</tr>
</tbody>
</table>

### Additional Comments

<table>
<thead>
<tr>
<th>Arc 2 Comments:</th>
<th>Arc 3 Comments:</th>
</tr>
</thead>
</table>
Student Ownership Over Learning

Framing

Graduates of the New School of San Francisco will be:

- Academically Thriving Students
- Self-Reflective Individuals
- Creative Problem Solvers
- Lifelong Learners
- Agents of Positive Social Change

These traits all hinge upon a student’s ability to take ownership over their learning; they must be able to reflect on their areas of strength and opportunities for growth, set meaningful goals for their own development, and take purposeful steps to meet those goals. It is a tall order, and one that our students are entirely capable of meeting.

There are three major mechanisms that the NSSF team has discussed using in order to support and measure the success of this type of student reflection and ownership at major milestones within the fifth grade academic year. They are each detailed briefly below.

Figure 1: Three Mechanisms to Support and Measure Student Ownership Over Learning

<table>
<thead>
<tr>
<th>1</th>
<th><strong>Student-led Conferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>New School families are currently invited to meet with their child’s teachers three times a year to discuss their child's interests, areas of strength, and opportunities for growth. Student-led conferences bring students into this process and eventually place them in the driver’s seat. They show their families examples of their work, demonstrate skills they have mastered or are working on, and review their goals and progress towards those goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th><strong>Student-Directed EOY Inquiry Project</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>We have been leading our students towards a self-directed inquiry arc since they began at New School, and this is the year for them to spread their wings. Just as we would scaffold the activities in a second grade inquiry arc as students prepare for Expos, so must we guide our fifth graders through an intentional questioning protocol to arrive at an inquiry question that matters to them. Then, through teacher modeling, individual and group conferencing, and a series of thoughtful deadlines, we will guide students through the steps they need to take in order to reach conclusions and take action on their inquiry question. Students will then present the results of their self-</td>
<td></td>
</tr>
</tbody>
</table>
directed inquiry project to a panel of experts, peers, and teachers.

**Culminating Portfolio and Defense**

Many middle schools and high schools include a cumulative portfolio and its defense as part of their graduation requirements. This portfolio is a collection of student work that contains student-chosen examples that model their mastery of key skills within their school’s graduate profile. The portfolio, which is often compiled and shared online, can be viewed independently and in-depth by assessors. The student then defends their portfolio in an in-person presentation to a panel that includes teachers, administrators, experts, and family. The relationship between a portfolio and the defense can be compared to the relationship between a resume and an in-person job interview. They are complementary pieces of evidence to show that a student has mastered the skills necessary to prepare them for the next phase in their education.

Given NSSF’s stated priority of creating graduates that are self-reflective individuals and life-long learners, it seems likely that portfolio defenses, particularly in high school, will be one of the tools we use to foster those skills in our students. A cumulative portfolio and defense also provides a sense of closure and demarcation between different phases of education. If student portfolios and defenses will be a part of our secondary graduation requirements, it might be valuable to include a modified version of them in our elementary graduation requirements. This would set a precedent for students and begin building the skills we will be looking for as they continue to grow.

This document will conclude with a proposal of which of these mechanisms we should plan to implement in fifth grade and how to do so, including specific rubrics and templates. However, in order to make any of these options possible, we will first need to create a habit of students setting their own goals and tracking their own progress towards their goals regularly in the classroom. Proficiency in these skills is a prerequisite for meaningful student leadership in any of the above activities. The following section outlines several ideas for building those habits in our students.

**Building Student Skills in Goal Setting and Progress Tracking**

There is no surer way to undermine the effectiveness of a student-led conference than to ask a student how they are doing in a given area and for them to respond with a blank look and the words, “I don’t know.” Long before we arrive at a conference, an inquiry project presentation, or a portfolio defense, our fifth grade team must engage students in a variety of activities that build their ability to
speak about their progress in very specific and concrete terms. That means they are receiving regular feedback on their work, tracking their own progress on key skills, and participating in guided reflection activities with the support of their teachers. Here is how we will do that:

**Goal Setting**
- Both teacher-chosen and student-chosen goals
- Both whole-class goals and individual goals
- Both year-long and shorter time periods

**Students Tracking Their Own Progress**
- **Numeracy**: Tracking their performance on math exit slips (teacher-created), problem-solving tasks, and unit assessments. This could be contentious, but we might also want to measure students' math facts mastery in some un-timed, self-reflective way.
  - Unit by unit learning checklists for students to reflect on the individual skills that they are mastering or need more time to work on. Each skill on these checklists is linked to one or more 4-questions exit ticket formative assessments that give a snapshot of how the student is doing on a given skill. [Examples here](#).
- **Writing**: Scoring their own writing skills (and practicing scoring their peers’ writing) against specific and accessible rubrics and discussing the thought process behind these rubrics in depth.
  - [Narrative Rubric from Calkins](#)
  - [Informational Rubric from Calkins](#)
  - [Persuasive Rubric from Calkins](#)
- **Reading**: Tracking their reading fluency and comprehension skills (Running records? Fluency passages for selected students?)
- **Science and Social Studies**: as measured by teacher and student created assessments
- **Inquiry Skills**: as shown by their inquiry arc projects

**Guided Reflection Activities**
- Teacher-guided reflection lessons in specific content areas, such as performance on a writing rubric, and more big picture stepbacks at the beginning/end of each inquiry arc and in preparation for student-led conferences.
- Meaningful reflection on a portfolio of student work will require an easily accessible student portfolio format. This could be a low-tech binder or a more comprehensive online platform like [Fresh Grade](#).
Here is an example template for a student goal setting sheet with a built-in area for a student to reflect on how they are progressing towards their goal. Much of this we are already doing through our ILPs—this is simply taking the next step of involving students more deeply within their ILPs.

Possible Configurations of Student-Led Learning Reflection Opportunities

The follow section outlines several possible schedules for implementing our student-led learning reflection mechanisms. It ends with a recommendation for a schedule that balances giving students the necessary opportunities to take charge of presenting their learning progress with realistic expectations for what is possible in one school year.

One concern that came up consistently throughout the research for this proposal was that teachers and families sometimes want to discuss things without a student present. As a student becomes older and takes a greater level of responsibility for their learning, they should be a part of the large majority of conversations around their learning, and we should embrace every opportunity to make sure they are included. However, in order to help make sure that parents and teachers start the school year on the same page, each of the proposed schedules starts with a parent-teacher communication opportunity that does not have to include the student. This could be in the form of a home visit or open office hours at school or a coffee shop with teachers, and it should happen in the Launching Arc.

Option 1: Going for Broke

<table>
<thead>
<tr>
<th>Launching Arc</th>
<th>Arc 1</th>
<th>Arc 2</th>
<th>Arc 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher meetings without students (home visits? Meet the teacher opportunity?)</td>
<td>Teacher-led conferences with student participation</td>
<td>Co-facilitated conferences with student and teachers</td>
<td>Student-led conferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student-directed inquiry project presentation to a panel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elementary portfolio defense to a panel</td>
</tr>
</tbody>
</table>

In this option, we try to do all three of our mechanisms: student-led conferences, a student-led inquiry project presentation to a panel, and a portfolio defense to a panel of family, teachers, and other adults who are important to the student’s life. This option starts conferences in Arc 1 with a teacher-led conference that the student is a part of, before moving to a co-facilitated conference in Arc 2, and finally releasing all ownership to the student in Arc 3. This structure would give a gradual release of responsibility that would hopefully set students up for success.
in leading their own conferences. The downfall of this option is that we end up having student-led conferences, a student-led inquiry project presentation, and a portfolio all happening in the third Arc. This seems like too much to do well.

Option 2: Pushing Up the Student-Led Conferences

<table>
<thead>
<tr>
<th>Launching Arc</th>
<th>Arc 1</th>
<th>Arc 2</th>
<th>Arc 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher meetings without students (home visits? Meet-the-teacher opportunity?)</td>
<td>Co-facilitated conferences</td>
<td>Student-led conferences</td>
<td>Student directed inquiry project presentation to a panel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elementary portfolio defense to parents and panel</td>
</tr>
</tbody>
</table>

Option 2 aims to correct for the overwhelming amount of projects in Arc 3 that we saw in Option 1 by moving up the timeline for student-led conferences. Instead of starting with a teacher-led conference that a student sits in on, this option jumps straight to a co-facilitated conference in Arc 1 and then moves to a student-led conference in Arc 2. This is less of a gradual release than in Option 1, but based on previous student-led conferences I have facilitated, I believe that our students would be able to handle this. Then, in Arc 3, the portfolio defense replaces the student-led conference. This portfolio defense could happen in either a panel format or in a smaller venue that only includes the student’s family and teachers. If the portfolio occurred in a smaller format, the only major differentiator from a student-led conference would be the fact that the student is reflecting on their work from past several years instead of just the past few months.

Option 3: No Portfolio Defense

<table>
<thead>
<tr>
<th>Launching Arc</th>
<th>Arc 1</th>
<th>Arc 2</th>
<th>Arc 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher meetings without students (home visits? Meet the Teacher?)</td>
<td>Teacher-led conferences with student participation</td>
<td>Co-facilitated conferences</td>
<td>Student-led conferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student-directed inquiry project presentation to a panel and at Expo</td>
</tr>
</tbody>
</table>
Option 3 simply removes the portfolio defense. As we look into our future as a school, it is likely that portfolio defenses will become a part of our graduation requirements from middle school and high school, but it is not a non-negotiable part of our graduation requirements from elementary school. If a portfolio defense seems like too much to do in our first year, this option would be a good one.

### Option 4: Push Up Student-Led Conferences and De-emphasize Portfolios

<table>
<thead>
<tr>
<th>Launching Arc</th>
<th>Arc 1</th>
<th>Arc 2</th>
<th>Arc 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher meetings without students (home visits? Meet the teacher?)</td>
<td>Co-facilitated conferences</td>
<td>Student-led conferences</td>
<td>Student-directed inquiry project presentation to a panel and displayed at expo and Elementary portfolio display at expo</td>
</tr>
</tbody>
</table>

Option 4 uses the same accelerated schedule for student-led conferences that Option 2 does, and it also limits the amount of time that would be dedicated to the portfolio defenses in Arc 3. Instead of requiring students to present their portfolio defenses to a panel, we could have them create a display and a narrative of their progression in our major content areas (reading, writing, numeracy, inquiry skills, etc.) to have on display during our final Exposition. For example, students could choose a writing sample from each of their years in elementary school from their online portfolios and reflect on their growth throughout the years, but they would not do an extended presentation to a dedicated panel. Rather, visitors to the Expo Night, including their families, could hear that presentation on their own schedule for the night. This option would reserve the panel presentation for the final student-directed inquiry project, and a part of the student’s task in creating their inquiry project would be inviting their families, former teachers, administrators, and experts in their chosen area to be on their panel. Doing one panel presentation well seems more realistic than attempting to do two panel presentations.

A student’s final inquiry project would also be presented at the final Expo Night, in addition to their panel presentation, but the Expo Night presentation would be more celebratory and relaxed than the panel presentation.

### Recommendation

I recommend that the Grade 5 team adopts Option 4 for our schedule of student-led learning reflection mechanisms. Option 4 includes some version of all
three of our mechanisms (student-led conferences, student-led final inquiry project, and elementary portfolio) and reserves enough time and energy to dedicate to our final inquiry projects; since this will be our first attempt at an entirely student-led inquiry project, we must make them feel incredibly important to students, keep them academically rigorous, and bring our broader community into the process.
HEALTH & SEX EDUCATION SCOPE & SEQUENCE

Human Sexuality Education Scope and Sequence: Kindergarten – 8th Grade

Kindergarten & First Grade – Six one-hour sessions
Family diversity and celebrations; body parts names, functions, and care; where babies come from; changing and growing; feelings and identifying trusted adults; staying safe (consent).

Parent Orientation/Discussion/Education – One two-hour session
Becoming an Askable Parent (how to answer questions); dealing with masturbation; talking about bodies and boundaries.

Grades 2 and 3 – No need for sexuality education here per se, but if students haven’t yet had consent and safety lessons, it is important to bring those in at this age level. General health education is helpful at this age and some of the scope for those sessions can be found here: https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf (pgs. 10 – 17).

Parent Orientation/Discussion/Education – One two-hour session
Becoming an Askable Parent (how to answer questions); media messages; parenting in the digital age; evaluating risk.

Grade 4 - Four or five one-hour sessions
The notion that puberty is just around the corner for most of them: female-bodied puberty (physical & emotional changes, gender identity intro); male-bodied puberty; reproductive system and its role in the perpetuation of the species; consent education; empathy for self and others’ changes; same-sex sessions (optional).

Parent Education Evening – One two-hour session
Getting ready for tweens/development; sharing lesson materials; becoming an Askable Parent; planning for discussions about porn; sharing classroom materials.

Grade 5 – Six or seven one-hour sessions
Changes of puberty; human reproduction/life cycle; orientation/gender identity & sex-role stereotyping; body image/media messages; STIs (HIV/AIDS); staying safe.

Parent Education Evening – One two-hour session
Puberty (what to expect in one’s child); personal values; answering questions; porn and online safety; advertising/media messages; sex-role stereotyping; sharing classroom materials.

Grade 6 - Eight or nine one-hour sessions
Puberty review & continued; reproduction/pregnancy & birth; decision-making; gender-role stereotyping; LGBTQ & allies; crushes & consent; body image; healthy relationships/peer pressure/refusal skills.

Parent Education Evenings – Two two-hour sessions
Adolescent development/risk-taking/brain science; conflicting messages; initiating conversations; accurate information; sharing classroom materials.

Grades 7 and 8 – Sometime during grades 7 & 8, the California Healthy Youth Act mandates that certain topics must be covered. We can determine at a future date which topics we would like to cover in which grade. The list of the mandated topics are below and came from this site: https://fhop.ucsf.edu/sites/fhop.ucsf.edu/files/custom_download/CA%20Healthy%20Youth%20Act%20Toolkit%20Portfolio%20combined%20files%29_0.pdf

MTSE also recommends some additional content which we may include in our scope and sequence if we are interested. This content is noted beneath the mandated topics.

1) To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other STIs and from unintended pregnancy
2) To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
3) To promote understanding of sexuality as a normal part of human development
5) To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

**Instruction and materials include skill-building activities to enable students to:** Protect their sexual and reproductive health from HIV and other STIs and from unintended pregnancy; develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; develop healthy, positive, and safe relationships and make healthy decisions.

**HIV & STIs**
Covers how HIV and other STIs are and are not transmitted, including relative risks of infection according to specific behaviors. Teaches methodology for preventing or reducing risk of transmission. Provides information about the treatment of HIV and other STIs and discusses social views on HIV and AIDS, including stereotypes and myths. Emphasizes that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.

**Contraception**
Provides information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy.

**Abstinence**
Provides information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other STIs and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. Covers the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

**Pregnancy & Pregnancy Outcomes** – includes:
an objective discussion of all legally available pregnancy outcomes, including, but not limited to:
1) Parenting, adoption, and abortion;
2) Information about the law on surrendering custody of an infant; and
3) The importance of prenatal care.

**Sexual Orientations**
Instruction and materials recognize that people have different sexual orientations and different orientations are explained.

**Gender, Gender Expression, Gender identity**
Includes instruction on gender, gender expression, gender identity, and explores the harm of negative gender stereotypes.

**Relationships**
Teaches the value of and prepares students to form and maintain healthy, committed relationships that are based on mutual respect, effective communication and affection, and are free from violence, coercion, and intimidation.

**Sexual Abuse and Violence**
Includes information about sexual assault, adolescent relationship abuse, and intimate partner violence.

**Sexual Harassment**
Includes information about sexual harassment.

**Sex Trafficking**
Includes information about sex trafficking.
Communications with parents and other trusted adults
Instruction and materials encourage pupils to communicate with their parents, guardians, or other trusted adults about human sexuality and provides knowledge and skills necessary for these discussions.

Local Resources
Provides information about local resources and student rights to accessing sexual and reproductive health care and assistance with sexual assault and intimate partner violence.

Additional More Than Sex Ed suggestions:

- What is Sexuality? – a broad overview of what sexuality entails, differentiating sexuality from sex
- Examining Values – values form the basis of healthy decision-making, so personal values are clarified and discussed
- Lovemaking – what do people actually do together? This is a common question from young people and this session helps clarify definitions and choices about whether to engage and in what
- Sexuality, Social Media, and the Internet – no sexuality education discussion is complete without the integration of information about the outsized role of sexual imagery and messages online
- Bullying and Bystander Responsibilities – this may be covered from Kindergarten on, but if there hasn’t yet been direct instruction it is important to do it here

Parent Education Evenings – Two two-hour sessions
Personal values; answering difficult questions; adolescent development/risk-taking/brain science; conflicting messages; initiating conversations; porn and how to deal; accurate information; sharing classroom materials.
Resources for 21st Century Learning

Videos, Film

- **Video: Did you know??**
  - [http://www.youtube.com/watch?v=evAlvHl2udk&feature=related](http://www.youtube.com/watch?v=evAlvHl2udk&feature=related) This 5-minute video is very energizing. It was created by Karl Fisch, a teacher who also writes a blog on 21st century learning [http://thefischbowl.blogspot.com/](http://thefischbowl.blogspot.com/).

  - View trailer [http://www.youtube.com/watch?v=bcC2l8ziolw](http://www.youtube.com/watch?v=bcC2l8ziolw)

- **Film: World Peace and Other Fourth Grade Achievements** [http://www.rosaliafilms.com/](http://www.rosaliafilms.com/)

Resources for 21st Century Learning

Videos, Film

• PBS documentary: Digital Media – New Learners of the 21st Century
  http://video.pbs.org/video/1797357384/

• Video: The Independent Learning Project:
  Independence Day: Developing Self-Directed Learning Projects

RSAs

• Ken Robinson http://www.youtube.com/watch?v=zDZEcDGPl4U

• Dan Pink http://www.youtube.com/watch?v=u6XAPnuFJjc

Blogs:

  • http://committedsardine.com/index.cfm

• John Merrow. Education Correspondent, PBS NewsHour, and President, Learning Matters, Inc.
  • http://takingnote.learningmatters.tv/

• Vi Hart, Math Doodling http://vihart.com/doodling/
Resources for 21st Century Learning

- **TED Talks:**
  - Tony Wagner: Creating Innovators, [http://www.youtube.com/watch?v=hyDJh4l-VHo](http://www.youtube.com/watch?v=hyDJh4l-VHo)
  - Dan Meyer: Math class needs a makeover [http://www.ted.com/speakers/dan_meyer.html](http://www.ted.com/speakers/dan_meyer.html)
  - Salman Khan: Let’s use video to reinvent education [http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html](http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html)
Resources for 21st Century Learning

Books

• **Tough Choices, Tough Times**
  - This is the report of a blue ribbon bipartisan group charged with updating a study done 10-15 years ago on US competitiveness. The first link is the executive summary of the report. The second link is to a Time Magazine article released in advance of the report’s official publication highlighting the issues. If either link fails, just Google, Tough Choices or Tough Times.
    - [http://www.skillscommission.org/executive.htm](http://www.skillscommission.org/executive.htm)
    - [http://www.time.com/time/magazine/article/0,9171,1568480,00.html](http://www.time.com/time/magazine/article/0,9171,1568480,00.html)

• **Global Achievement Gap and Creating Innovators**
  - If you read only one book on 21st Century education, read this one by Harvard Professor and Co-Director of the Change Leadership Group, Harvard Graduate School of Education, Tony Wagner.

• **The Element: How Finding your Passion Changes Everything and Out of Our Minds: Learning to be Creative**
  - Sir Ken Robinson [http://sirkenrobinson.com/skr/](http://sirkenrobinson.com/skr/) PhD is an internationally recognized leader in the development of creativity, innovation and human resources. He has worked with governments in Europe, Asia and the USA, with international agencies, Fortune 500 companies, and some of the world’s leading cultural organizations. In 1998, he led a national commission on creativity, education and the economy for the UK Government. ‘All Our Futures: Creativity, Culture and Education’ (The Robinson Report) was published to wide acclaim in 1999. He was one of four international advisors to the Singapore Government for its strategy to become the creative hub of South East Asia.

• **Mindset: The New Psychology of Success by Stanford University Professor, Carol Dweck**
Resources for 21st Century Learning

Books (cont.)

*Disrupting Class
  • Clay Christensen wrote one of the biggest business books of all time, the Innovator’s Dilemma. In his new book, Clay turns his attention to public schools.

*21st Century Skills: Learning for Life in Our Times
  • In this book, Trilling (head of Oracle’s Education Foundation) and Fadel (his counterpart at Cisco) demonstrate that 21st Century learning is not a recycling of the artsy, contentless, movement of the 60s.

*The Big Picture
  • One of the leaders in the movement for more progressive schools, Dennis Littky created the Met schools back east. The Big Picture is one of his books. [http://www.bigpicture.org](http://www.bigpicture.org)

*A Whole New Mind
  • Daniel Pink’s best-selling book, A Whole New Mind, addresses the importance of creativity and innovation in our schools to attack the problems of the 21st century. Also Dan Pink’s new book [DRIVE](http://www.thebigpicture.org).

*Five Minds for the Future
  • Howard Gardner’s newest book.

*Assessing Critical Skills
  • New book by Jonathan Mueller, Professor of Psychology focusing on the specifics of critical skills and how to assess them.
  • For more detail on authentic assessment see, [http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm](http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm) and [http://jonathan.mueller.faculty.noctrl.edu/toolbox/chapter2.pdf](http://jonathan.mueller.faculty.noctrl.edu/toolbox/chapter2.pdf).
Resources for 21st Century Learning

Organizations

• The Stanford Design School
  • The School of Education and the Design School at Stanford share a primary initiative to redesign K-12 education. Lots of great stuff is going on there. Some PVSD teaching staff have taken the opportunity to visit the Design School and re-think teaching and learning. See http://www.stanford.edu/group/dschool/k12/
  • D.school’s new virtual crash course in design thinking:
    • http://dschool.stanford.edu/dgift/

• Edutopia
  • Edutopia: George Lucas Foundation
  • www.edutopia.org/big-ideas

• Partnership for 21st Century Skills
  • www.21stcenturyskills.org
  • http://www.21stcenturyskills.org/route2j/index.php
  • http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

• Challenge Success
  • Denise Clark Pope, Madeline Levine and Jim Lobdell co-founded this national program to help middle schools and high school students and staff address the high stress and expectations placed on students.
  • http://www.challengesuccess.org/
  • Denise Pope’s book: Stressed Out Students
Resources for 21st Century Learning

Organizations

• National Association of Independent Schools
  • Pat Bassett is head of NAIS. He is driving the independent schools faster and faster towards creating schools of the future. Below is a link to their various presentations and publications: [http://www.nais.org/About/index.cfm?ItemNumber=147892&sn.ItemNumber=4181&tn.ItemNumber=142453](http://www.nais.org/About/index.cfm?ItemNumber=147892&sn.ItemNumber=4181&tn.ItemNumber=142453)
  • Most important are the “Unifying Themes: eight commonalities that exist among the schools that are successfully delivering a 21st century education.”
    • The schools are academically demanding.
    • Project-based learning, as an integral part of the school’s program, is woven throughout all grade levels and disciplines.
    • Classrooms extend beyond the school walls, actively engaging students in the world around them.
    • Digital technologies and a global perspective infuse all aspects of the curriculum.
    • Vibrant arts programs help promote creativity, self-expression, self-discipline, and flexibility.
    • The adults are actively engaged with one another and with the students in a process of continuous learning.
    • A culture of engagement and support invites participation, innovation, and a “growth mindset” on the part of teachers and students.
    • Transformational leadership challenges the status quo, draws out the issues, navigates through conflict, and mobilizes people and resources to do the adaptive work necessary to create and sustain effective change.
Resources for 21st Century Learning

Organizations

• National Academies of Science/National Research council
  • http://www.nap.edu/catalog.php?record_id=13165 (actual report)
  • http://www7.nationalacademies.org/bota/Deepier_Learning_Report_Homepage2.html (actual report)

• Stanford University
  • The Study of Undergraduate Education at Stanford University, reimagining undergraduate education for the 21st century:
    • http://news.stanford.edu/pr/2012/pr-reimagine-undergrad-education-012612.html
Resources for 21st Century Learning

Organizations (cont.)

• CAST: Transforming Education through Universal Design for Learning
  - http://www.cast.org/index.html

• Authentic Education
  - Grant Wiggins, Authentic Education
  - http://www.grantwiggins.org/

• Stanford’s School Redesign Network
  - Co-Founded by Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University

• 21st Century Workforce Commission National Alliance of Business

• International Center for Leadership in Education
  - http://www.leadered.com/about.html
  - Rigor vs. relevance framework http://www.leadered.com/rrr.html
Resources for 21st Century Learning

Organizations (cont.)

• Coalition of Essential Schools
  • An early coalition that predates the 21st century but has grown exponentially, based on the work of Ted Sizer (former head of School of Education at Harvard, Head of Andover and ultimately Chair of the School of Education at Brown). Hundreds of schools are part of the network which revolves around commitment to the following principles.
    ▪ Learning to use one’s mind well
    ▪ Less is more, depth over coverage
    ▪ Goals apply to all students
    ▪ Personalization
    ▪ Student-as-worker, teacher-as-coach
    ▪ Demonstration of mastery
    ▪ A tone of decency and trust
    ▪ Commitment to the entire school
    ▪ Resources dedicated to teaching and learning
    ▪ Democracy and equity
  • [http://www.essentialschools.org/](http://www.essentialschools.org/)

• The Future of Learning Group at MIT Media Lab
  • [http://learning.media.mit.edu/projects.html](http://learning.media.mit.edu/projects.html) lots of great stuff here but the most exciting is that Paulo Blikstein is now at Stanford (see the Learning Hubs project). He would just be a great person to go and meet with. In addition, highlights other schools.
Resources for 21st Century Learning

Organizations (cont.)

• Khan Academy http://www.khanacademy.org/

• The New Learning Institute http://newlearninginstitute.org/

Model Schools

• High Tech High
  • An interconnected system of nine San Diego public schools, spanning K-12, offers exploratory, technology-infused, 21st century programs. From their site: “All (these schools) embody the High Tech High design principles of personalization, adult world connection, common intellectual mission, and teacher as designer.” See http://www.hightechhigh.org/

• Brightworks: http://sfbrightworks.org/


• Big Picture Schools: www.bigpicture.org

• Tinkering School: http://www.tinkerschool.com/
Resources for 21st Century Learning

Model Schools (cont.)

• Avenues: The World School
  • http://www.avenues.org/world-school?adidnum=g_new_ws&gclid=CLeMsd6p860CFWQOQgodxnarsw

• Envision Schools
  • Currently focused on high school, but starting to incorporate K-8.

• THINK Global School: http://thinkglobalschool.org/

• Nueva School’s new high school:
  • http://www.nuevaschool.org/programs/high-school
  • http://www.nuevaschool.org/programs/high-school/high-school-faq
Resources for 21st Century Learning

Articles (too many to choose from, rotating list of most recent)

• Next Generation Learning: Can We Crack Four Problems to Unleash Quality Education for All?
  http://www.bridgespan.org/next-generation-learning.aspx (for full article)
  • Problem #1: Lack of personalization of content
    • Students are sorted by age and progress based on the calendar (a concept known as “seat time”) regardless of their personal needs and interests. As a result, many spend a lot of time unproductively.
  • Problem #2: Lack of appeal to different learning styles
    • Students are offered one mode of learning—the traditional classroom setting, with 25-30 students and one teacher—despite documented proof of the value of differentiation in learning.
  • Problem #3: Inability of teachers to play to their true strengths
    • The vast majority of teachers are expected to be “generalists”—instructing a classroom full of students en masse, sometimes on a wide variety of topics—despite the fact that individual teachers possess different strengths and specialties.
  • Problem #4: Lack of effective reforms at a reasonable cost
    • Reforms and interventions to date have not been able to achieve quality results for students at a cost that permits them to expand their reach, and increase their impact, in tight budget environments.

• This Time It’s Personal: Personalized Learning and the advance of Technology

• A Mathematician’s Lament, Paul Lockhart
  http://www.maa.org/devlin/LockhartsLament.pdf

• Sugar and Spice….and Math Under-achievement, Stanford Professor Jo Boaler
APPENDIX C:

DIVERSE LEARNERS
Seneca’s Unconditional Education (UE) model empowers the entire school community with the skills and resources required to implement a multi-tiered system of academic, behavioral, and social emotional supports, devoting time and resources toward creating a culture and climate that is engaging and responsive to the needs of all students and their families. A primary focus of the UE model is to increase the achievement of struggling students, including students with disabilities, within inclusive education settings. "Unconditional Education" is a modular approach that allows schools to identify key areas of internal capacity while leveraging the expertise of Seneca to help address identified gaps and create a truly comprehensive system of supports for all students, family, and staff.

**TIER 3 • INTENSIVE**
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

**TIER 2 • TARGETED**
Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

**TIER 1 • UNIVERSAL**
As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adapt and accommodate to the diverse behavioral and academic needs of their students.

**ACADEMIC INTERVENTIONS**
- Rigorous Curriculum Delivered Through Highly Differentiated Instructional Methods
- Classroom and School-Wide Positive Behavior Interventions and Supports
- School-Wide Social Emotional Curriculum and Positive School Climate

**BEHAVIORAL INTERVENTIONS**
- Small Group Academic Intervention
- Behavior Support Planning
- Social Skills and Therapy Groups

**SOCIAL-EMOTIONAL INTERVENTIONS**
- Specialized Instruction
- IEPs
- Therapy Services

**DATA-BASED COORDINATION OF SERVICES**
Sees the entire school community and facilitates a high-functioning process to support integrated service planning and development school wide procedures to ensure the identification of students requiring additional interventions.
COORDINATION OF SERVICES

Seneca’s coordination of services team (COST) is a multi-disciplinary team made up of school leaders, service providers, general education teachers, and support staff and is responsible for the coordination of intervention services.

School-Wide Systems of Intervention

COST is responsible for regularly reviewing school-wide data including academic, behavioral and/or social emotional screeners and progress assessments and using results to inform decisions around intervention services and caseloads. In addition, the team may identify thematic areas of need around which they will develop a school-wide approach.

Sample Topics for School-Wide Intervention:
- Anti-bullying
- Incidents of community crisis or change
- Students at risk for retention
- Next-grade transition
- SWPBS

Individual Student Intervention

In addition, COST receives, reviews, and responds to individual student referrals made by teachers. After a student is identified as needing additional support, Seneca’s COST schedules a meeting with teachers and staff who work with the student to review student strengths and challenges. During the meeting, the teacher presents information on the referred student, and the team asks questions and suggests possible interventions. The team then commits to action steps, which are reviewed in a follow-up meeting the following week. This begins the eight-week cycle highlighted by the green boxes in the process diagram to the right. At the end of the eight-week cycle, COST reviews student progress to determine whether the student is ready to step down to a lower level of service or whether their service should continue with equal or greater intensity.

Individual Student Discussion Protocol:
- 10 min—teacher presents the student referred, gives background, strengths and why the student was referred
- 15 min—team asks questions of the teacher and discusses possible interventions
- 5 min—members commit to “actions” and hold each other accountable for follow up in subsequent meetings

Office Hours

COST team members hold regular office hours as an opportunity for teachers and school staff to engage in additional collaboration around students of concern.

Teachers and school staff can attend office hours to:
- Get help filling out a COST form
- Obtain support in identifying in-class interventions for a student they serve
- Get help with an urgent situation
- Check in on the completion of implementation steps
- Review progress monitoring data
- Celebrate student success

“I like the fact that if an intervention is not working the team has a meeting to tweak what is needed.”
- PARTNER SCHOOL TEACHER
THE COST PROCESS

Student referred to COST

Team reviews, groups, triages, and schedules referrals

Student enters COST monitoring

INTERRUPTION PLAN: Team identifies interventions and measurement tools, and makes commitments to action steps

AFTER ONE WEEK: Team reviews plan implementation

AFTER EIGHT WEEKS: Was sufficient progress achieved?

NO

YES

Student Referred to Special Education

Student Exits!

INITIAL MEETING: Team reviews history, strengths, progress, and areas of concern

POSSIBLE COST ACTION STEPS

Whole Group or Individualized Instructional Strategy

Identification for Additional Services

Whole Group or Individualized Behavior Management Strategy

Scheduling for Ongoing Collaboration w/ a COST Team member

Classroom Modification or Accommodation

Referral for Screening (Speech, OT, Health, etc)

Referral for SST Meeting/ Parent Conference

Additional Monitoring

Attachment 8
Page 103 of 151
**INTERRUPTIONS & SERVICES**

### Academic

**Tier 3**

**Individualized Education Planning:** The Seneca team oversees the referral, assessment, and delivery of all Special Education and Related services to ensure compliance with state and federal requirements.

**Tier 2**

**Targeted Intervention Groups:** Students receive targeted, supplementary instruction from highly trained intervention providers.

*Sample Evidenced Based Group Practices:*

- Phonics for Reading
- Guided Reading
- Lindamood-Bell Reading - Seeing Stars and Visualizing Verbalizing
- Slingerland Reading
- Stepping Stones to Literacy
- Fast Forward/Reading Assistant
- Edmark Reading
- Language for Learning
- Scientific Learning - Fast ForWord and Reading Assistant
- Do the Math
- Handwriting without Tears

**Tier 1**

**Co-Teaching and Push-In Support:** Intervention providers collaborate with classroom teachers to maximize classroom instructional time through workshops or centers model.

**Differentiated Instructional Support and Training:** Seneca trainers and intervention staff provide strategies and supplementary materials to support multi-dimensional instructional practices in the classroom.

**Universal Screeners:** The Seneca team utilizes existing school assessment data to identify students who need additional intervention and academic supports. If a school has not yet identified a process for universal academic screening and monitoring, the Seneca team can support the development.

*Sample Screening Tools for Reading:*

- Developmental Reading Assessment (DRA)
- Fountas and Pinnell Reading Inventory
- Teachers College Reading Assessment
- AIMSweb Universal Screening Tools

**Dig Deep Assessments:** After Universal Screenings have been completed, further assessment is often needed to identify particular areas of deficit and determine which interventions are most appropriate. The Seneca team can support additional assessment of struggling students in the areas of phonics, sight-word recognition, fluency, and comprehension to determine the most appropriate course for remediation.

**Progress Monitoring:** Once students are assigned to targeted interventions, their progress will be monitored frequently to ensure sufficient growth towards goals.

**Measuring Growth:** Progressive growth on screeners and benchmarks is analyzed every 8-10 weeks to ensure students are making necessary progress.
# INTERVENTIONS & SERVICES

## Behavioral

### Therapeutic Behavioral Services (TBS): Seneca provides short-term, one-to-one intervention for students at-risk of moving to more restrictive school settings due to unmanageable behaviors. Clinicians provide the student, school staff, and family with skills to effectively address and manage targeted behaviors.

### Individualized Behavior Intervention Services (BIS): For students requiring high levels of adult support to meet their behavioral goals, Seneca can provide highly trained Behavior Intervention Specialists and Behavioral Aides. Specialists oversee the development and monitoring of individualized intervention strategies focused on teaching new, more desirable behaviors, while Aides work individually with students to implement these plans.

### Behavior Support Plans: Seneca works with staff to establish individualized plans that can effectively address undesirable behaviors in the classroom, and engages stakeholders in monitoring and supporting behavior change. Implementation of individualized behavior support plans may include development of targeted behavior tracking, student contracting, and/or the utilization of check-in/check-out.

### Targeted Classroom Support: Seneca works with identified teachers to provide coaching and support around classroom management strategies and interventions for building community and managing behaviors in the classroom.

### Alternatives to Suspension: Seneca develops restorative practices, including conflict resolution and restorative circles, to support students who have struggled to follow school rules as an alternative to suspension and expulsion.

### Positive Behavioral Interventions and Supports (PBIS): Seneca has an existing partnership with Dr. Rob Horner from the University of Oregon and Co-Director of the National PBIS Center. Dr. Horner provides Seneca with the technical assistance to implement PBIS with our school partners.

### Restorative Justice: Seneca provides training and support implementing Restorative Justice Practices across the school.

### School-Wide Training: Seneca’s Training Institute has developed an array of trainings aimed at supporting staff and school personnel in preventing and addressing challenging behaviors at school.

### School Wide Information System (SWIS): Seneca teams can support the implementation of SWIS or other school-wide data systems to track and analyze student behavioral incidents to inform individual and school-wide plans for intervention.
**INTERVENTIONS & SERVICES**

**Social-Emotional**

**Individual Family Therapy and Case Management**: Seneca clinicians address students' unique mental health needs and goals through a personalized treatment plan that may include individual and family therapy.

**Wraparound**: Seneca facilitates a wraparound planning process for students and families in need of a comprehensive system of supports.

**Personalized Learning Spaces**: Seneca provides structured, safe spaces on campus for students to access when they need more individualized academic, behavioral, and social-emotional support in order to complete assignments.

**Collaborative Classroom**: To address the needs of groups of students who would otherwise require a more restrictive setting, Seneca partners with schools to create a collaborative classroom, where a district teacher is supported by Seneca's special education, behavioral, and clinical intervention staff.

**Social Skills and Therapy Groups**: Based on the presenting needs of students, Seneca provides a variety of evidence-based group interventions to students and/or their parents.

*Sample Evidenced Based Group Practices*

- Zones of Regulation
- Strong Start
- Superflex
- Mindfulness
- Cognitive Behavioral Intervention to Trauma in Schools (CBITS)
- Positive Parenting Program (Triple P)
- 1,2,3 Magic training with parents

**School-Wide Climate and Culture Action Planning**: Seneca supports the implementation of positive climate and culture initiatives to build strong and healthy school communities. Utilizing results from the School Culture and Climate Assessment Inventory (SCAI) and Trauma Informed Matrix, the Seneca team can work with school leadership to develop an annual action plan to address areas of need.

**Social Emotional Curriculum**: Seneca teams lead the implementation of a school-wide social-emotional curriculum, including teacher training, coaching, and observations.

*Sample List of Evidenced Based Emotional Curriculum*

- Childhood Anti-Bullying
- Responsive Classrooms
- Second Step
- I Can Problem Solve
- Tool Box

**School-Wide Training**: Seneca provides training on a wide variety of topics, including Crisis Prevention and Intervention and Understanding and Addressing the Symptoms of Trauma. In addition, Seneca works with teachers to understand the effects of vicarious trauma and develop practices of self-care.

**Social Emotional Screener**: Seneca facilitates the implementation of a school-wide social emotional screener that identifies students experiencing social-emotional challenges.

**Client Satisfaction**: Seneca clinicians utilize the Partners for Change Outcome Management System (PCOMS) to collect regular feedback about students' experience and the effects of the clinical interventions.

**Measuring Growth**: Seneca utilizes the Strengths and Difficulties Questionnaire (SDQ) at regular intervals throughout treatment. In addition, students receiving Tier Three supports are assessed using the Child and Adolescent Needs Survey (CANS) to drive treatment planning and assess resulting growth.

For more information about Seneca Family of Agencies' Unconditional Education Partnership, please contact Rebha Detterman at rebha.detterman@senecacenter.org or (510) 872-2646.
Reclassification of English Learners at The New School of San Francisco

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who has previously been identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Students in Kindergarten taking the CELDT for the first time may classify as Initial Fluent English Proficient (IFEP) if scores meet CELDT proficiency criteria as outlined below. IFEP students are no longer required to take the CELDT test and do not need to receive targeted English Language Development.

Students in Grades 1-12 may be eligible to reclassify as English proficient learners (RFEP) at any time. Reclassification is a collaborative decision made by the teachers and families, through consideration of students’ academic and language performance. Once a student reclassified, s/he is no longer required to receive targeted English Language Development instruction in school. Reclassification is irreversible, though teachers may choose to provide language supports for students at any point.

Eligibility for reclassification at The New School of San Francisco relies on four factors:
1. Annual CELDT assessment
2. Demonstration of “Basic Skills”
3. Teacher evaluation
4. Parental notification and consent

The California Department of Education outlines the following criteria for RFEP eligibility on the CELDT assessment:

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<th>Grades K and 1</th>
<th>Overall score of Early Advanced or Advanced and:</th>
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<tr>
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<td>Domain scores for Listening and Speaking at the Intermediate level or above</td>
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<td></td>
<td>Domain scores for Reading and Writing do not need to be at the Intermediate level</td>
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<td>Grades 2-12</td>
<td>Overall performance level is Early Advanced or higher and:</td>
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<td>All domain scores are Intermediate or higher (Listening, Speaking, Reading, Writing)</td>
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At The New School, Basic Skills assessment will be based on grade-level appropriate comparisons:

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<th>Grades</th>
<th>Basic Skills Assessment</th>
<th>Required Score</th>
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<tr>
<td>Grades 1-2</td>
<td>Reading Assessment (F&amp;P equivalent) DIBELS</td>
<td>Exceeds Grade-level Expectations</td>
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<td>Grades 3-5</td>
<td>Reading Assessment (F&amp;P equivalent) Writing On-demand Assessment Numeracy Benchmark (other districts don't seem to count math) SBAC in ELA/Lit.</td>
<td>Meets Grade-level Expectations Score of 2.5 or above Score of 3 or 4</td>
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<tr>
<td>Grades 6-8</td>
<td>SBAC in ELA/Lit.</td>
<td>Score of 3 or 4</td>
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<tr>
<td>Grades 9-12</td>
<td>SBAC in ELA/Lit. Report Card in English</td>
<td>Score of 3 or 4 Grade C or above</td>
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Once a student has demonstrated both proficiency on the annual CELDT, and achievement of grade-level basic skills, the child’s teachers will then come together to provide an evaluation of their performance and language skills. Teachers will consider the following elements:

- Participation in whole group and small group discussion and lessons
- Success with performance tasks in all subject areas
- Engagement in inquiry investigations and sufficient topic-relevant vocabulary
- Social relationships and demonstrated peer language skills with peers

If the teaching team decides to recommend the student for reclassification, the team would then notify the parents/legal guardian and request a meeting to discuss the final decision. Teachers and parents/legal guardians would discuss all available data and make a final decision regarding classification. Parents and/or legal guardians will sign the official/legal reclassification form, which would then go into the child’s cumulative folder.

**Reclassification for Students with IEPs**

*Reclassification of English Language Learners with Individualized Education Plan (IEP)*

**What is individualized reclassification?**

Individualized Reclassification (IR) is a process by which an English Learner student with an IEP may be reclassified as a fluent English proficient student. Students with disabilities, including severe cognitive disabilities, should be provided the same opportunities to be reclassified as students without disabilities. The Individualized Reclassification process may be appropriate when the IEP team determines that an English Learner student with an IEP would benefit from reclassification, but the student’s disability prevents him/her from meeting the standard reclassification criteria.

**How does an IEP team determine whether Individualized Reclassification is appropriate for an English Learner with an IEP?**

The IEP team may consider measures of English language proficiency (CELDT or alternate assessment if appropriate, e.g. VCCALPS) and performance levels in basic skills that would be equivalent to an English proficient peer with similar disabilities. If the IEP team determines that the primary reason the student does not meet standard reclassification criteria is due to the disability rather than limited English proficiency, and the student’s English language proficiency is commensurate with similarly disabled English proficient peers, the IEP team can recommend that the student be reclassified via the Individualized Reclassification Protocol.
Who initiates and manages the Individualized Reclassification process?
The Special Education case manager is responsible for completing the Individualized Reclassification packet and submitting it to the CELDT Coordinator.

What documents are required as part of the Individualized Reclassification packet submitted to the CELDT Coordinator?

1. Individualized Reclassification form with required signatures (original)
2. IEP -- a copy of the entire most recent IEP including a signed copy of the signature and consent page.
   Please note: The IEP must be compliant according to CDE guidelines & have all required components for EL students in the appropriate sections.
3. Recent report card
Comparing Numbers

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**High Frequency Words (Sight Words) - Spanish Phonetics**

**List 8**
- who (joi)
- when (gien)
- come (rome/team)
- then (dan)
- more (more)
- lean (tiik)
- your (you/lei)
- many (many)
- into (into/ink)
- fun (tan)

**List 9**
- got (got)
- there (der)
- where (gern)
- why (glory)
- would (god)
- could (could)
- want (want)
- which (which)
- thing (thing)
- play (play)

**List 10**
- after (after)
- after (after)
- could (could)
- would (would)
- want (want)
- which (which)
- thing (thing)
- play (play)

**List 11**
- color (color)
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**List 12**
- much (much)
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**List 13**
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**List 14**
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**List 15**
- find (find)
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**List 16**
- read (reid)
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**List 17**
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**List 19**
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**List 20**
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**List 21**
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<tr>
<td>List 36</td>
<td>List 37</td>
<td>List 38</td>
<td>List 39</td>
<td>List 40</td>
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**List 25**

<table>
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<td>clothes</td>
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<tr>
<td>coat</td>
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</tr>
<tr>
<td>hat</td>
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<td>sit</td>
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**List 33**

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**List 34**

<table>
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<tbody>
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<td>believe</td>
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**List 35**

<table>
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<td>Mr.</td>
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<td>small</td>
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<td>almost</td>
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**List 36**

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<thead>
<tr>
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**List 38**

<table>
<thead>
<tr>
<th>Word</th>
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<tbody>
<tr>
<td>became</td>
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**List 40**

**Sight Word Goals**

<table>
<thead>
<tr>
<th>Grade</th>
<th>September</th>
<th>January</th>
<th>June</th>
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<tbody>
<tr>
<td>First</td>
<td>List 10</td>
<td>List 20</td>
<td>List 30</td>
</tr>
<tr>
<td>Second</td>
<td>List 30</td>
<td>List 40</td>
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</tr>
<tr>
<td>Third</td>
<td>List 40</td>
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</table>

**Las Metas de Las Palabras Frecuentes**

<table>
<thead>
<tr>
<th>Grade</th>
<th>September</th>
<th>January</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>List 10</td>
<td>List 20</td>
<td>List 30</td>
</tr>
<tr>
<td>Second</td>
<td>List 30</td>
<td>List 40</td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>List 40</td>
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</table>

**Kinder**

<table>
<thead>
<tr>
<th>Grade</th>
<th>September</th>
<th>January</th>
<th>June</th>
</tr>
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<tbody>
<tr>
<td>First</td>
<td>List 10</td>
<td>List 20</td>
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<tr>
<td>Second</td>
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<td>List 40</td>
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</tr>
<tr>
<td>Third</td>
<td>List 40</td>
<td></td>
<td></td>
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</tbody>
</table>
Brain Gym FAQ
Feb 2018

What is Brain Gym?
- “Brain Gym” is an academic intervention. It is a focused 30-minute block of time in which students work in small groups of 3-5 students to build skills in reading and math.
- Brain Gym is not a Special Education service -- while students who are eligible for Special Education services may also attend Brain Gym, a student does not need to have an IEP in order to attend.

Why is my child invited to Brain Gym?
- Your child is invited because their teachers deeply believe this additional 90 minutes of instruction per week will make a significant impact on their academic growth and development.

What are the benefits of participating in Brain Gym?
- Students receive additional small group academic intervention to make progress toward their reading and numeracy goals
- Students do not miss instructional time in class to get additional support
- Students build a strong relationship with an adult (who may not be their homeroom teacher)

How does this relate to my child’s work within the classroom?
- The teacher plans the Brain Gym lesson to support the student building specific skills needed to thrive in the classroom environment
- Your child is already receiving small group instruction within the school day; Brain Gym is an opportunity to provide a “double dip” with an extra dose of support!

Who else will my child be working with?
- Brain Gym groups are formed based on reading/numeracy need, and therefore are mixed-grade level groups. Your child may be working alongside students and a teacher outside of their grade level.

What does this require from me as a parent?
- Bring your child to school by 8:00 am on Tuesdays, Wednesdays, and Thursdays. The intervention block will begin promptly at 8:00 so we suggest arriving at least by 7:55.
- Your child will be provided with additional practice activities at home. We encourage you to join your child in completing these optional activities.

What if I cannot make the time work for my family?
- We strongly encourage you to make arrangements in order for your child to benefit from this offering. If it truly is not possible for your family to be here early on those mornings, please contact Trevor Burns (trevor.burns@newschoolsksf.org), and we can discuss our options.

When will I get updates on my child’s progress?
- At the end of the cycle, students will complete and assessment and the teacher will review data and determine whether children will continue in the group or exit the program.
- You will receive an update via email from the Brain Gym teacher at the end of the cycle
### Intervention Group Overview - CYCLE 4

<table>
<thead>
<tr>
<th><strong>Student(s):</strong></th>
<th>A, C, J</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Range:</strong></td>
<td>Feb 26 - March 21</td>
</tr>
<tr>
<td><strong>Weekly Meeting Time(s):</strong></td>
<td>8:30 - 9:00am, T/W/Th</td>
</tr>
</tbody>
</table>
| **Goal(s):** | 1. Students will be able to solve a 3-digit addition problem with regrouping  
2. Students will be able to solve a 3-digit subtraction problem with regrouping  
3. Students will be able to round 3-digit numbers to the nearest ten or hundred |
| ...as measured by _____: | 1. Bridges module assessments  
2. Internal cycle goal assessment (below) |

#### Description of Instructional Methods & Instructional Materials:

<table>
<thead>
<tr>
<th>Bridges Volume 3, Module 9 &amp; 10:</th>
</tr>
</thead>
</table>

#### Major Instructional Targets

- Read, write, and build 3-digit numbers, using base ten numerals and expanded form (2.NBT.1, 2.NBT.3)
- Compare pairs of 3-digit numbers using >, <, and = (2.NBT.4)
- Add 3-digit numbers using concrete and visual models (2.NBT.7)
- Add two 3-digit numbers by combining hundreds and hundreds, tens and tens, ones and ones, composing a new hundred and/or a new ten if necessary (2.NBT.7)

#### Major Instructional Targets

- Count forward and backward by 100s (2.NBT.2)
- Read and write 3-digit numbers with base ten numerals, number names, and expanded form (2.NBT.3)
- Compare pairs of 3-digit numbers (2.NBT.4)
- Add four 2-digit numbers (2.NBT.6)
- Add and subtract 3-digit numbers using concrete and visual models (2.NBT.7)
- Explain how and why strategies for adding and subtracting 2- and 3-digit numbers work (2.NBT.9)
### Progress Monitoring - Goal:

90-100% on cycle 4 assessment

<table>
<thead>
<tr>
<th>Student</th>
<th>Baseline</th>
<th>Wk 1 -</th>
<th>Wk 2 -</th>
<th>Wk 3 -</th>
<th>Final -</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>_____ on assessment</td>
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<td>90-100% on assessment</td>
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<tr>
<td>C</td>
<td>_____ on assessment</td>
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<td></td>
<td></td>
<td>90-100% on assessment</td>
</tr>
<tr>
<td>J</td>
<td>_____ on assessment</td>
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### Teaching Point Map

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Baseline assessment, norms &amp; routines</td>
<td>46</td>
<td>47</td>
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<tr>
<td>Week 2</td>
<td>48</td>
<td>49</td>
<td>51</td>
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<tr>
<td>Week 3</td>
<td>52</td>
<td>53</td>
<td>54</td>
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<tr>
<td>Week 4</td>
<td>Rounding practice</td>
<td>Rounding practice</td>
<td>End of cycle assessment</td>
</tr>
<tr>
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<td>Equation 2</td>
<td></td>
<td></td>
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<tr>
<td>-----------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>243 + 289</td>
<td>476 + 359</td>
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<tr>
<td>734 - 418</td>
<td>551 - 237</td>
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Round these numbers to the nearest **TEN:**

<table>
<thead>
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<th>522</th>
<th>267</th>
<th>751</th>
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Round these numbers to the nearest **HUNDRED:**

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<tr>
<th>321</th>
<th>590</th>
<th>247</th>
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Skip count:

766, 776, 786, _____, ______, ______,

114, 214, 314, _____, ______, ______,

342, 352, 362, _____, ______, ______,
Intervention Group Overview - CYCLE 5 - ADDITION & SUBTRACTION WORD PROBLEMS

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<th>Student(s):</th>
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<tbody>
<tr>
<td>Date Range:</td>
<td>April 9 - May 17</td>
</tr>
<tr>
<td>Weekly Meeting Time(s):</td>
<td>8:30 - 9:00am, T/W/Th</td>
</tr>
<tr>
<td>Goal(s):</td>
<td>Solve word problems with addition and subtraction within 100</td>
</tr>
<tr>
<td>...as measured by _____: (Assessments)</td>
<td>Module 8 PM</td>
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<tr>
<td></td>
<td>Module 9 PM</td>
</tr>
<tr>
<td></td>
<td>Internal post-assessment on word problems</td>
</tr>
<tr>
<td></td>
<td>- Two step addition - 3 digit</td>
</tr>
<tr>
<td></td>
<td>- Two step subtraction - 3 digit</td>
</tr>
<tr>
<td>Instructional Methods</td>
<td>Bridges Volume 4, Modules 8 &amp; 9</td>
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</table>

Progress Monitoring - Goal: 90-100% on cycle 4 assessment - in the Brain Gym PM document

Teaching Point Map

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Volume 4 diagnostic, Routines</td>
<td>Lesson 36, Rounding 3-digits</td>
<td>Lesson 37, Rounding 3-digits</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lesson 38, Rounding 3-digits</td>
<td>Lesson 39, Rounding 3-digits</td>
<td>Lesson 40, Progress monitoring</td>
</tr>
<tr>
<td>Week 3</td>
<td>Lesson 41</td>
<td>Lesson 42</td>
<td>Lesson 43</td>
</tr>
<tr>
<td>Week 4</td>
<td>Lesson 44</td>
<td>Lesson 45 - PM</td>
<td>Problem-solving</td>
</tr>
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<td>Week 5</td>
<td>Problem-solving TBD</td>
<td>Problem-solving TBD</td>
<td>Problem-solving TBD</td>
</tr>
<tr>
<td>Week 6</td>
<td>Problem-solving TBD</td>
<td>Problem-solving TBD</td>
<td>Final PM</td>
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Brain Gym Cycle 5 Pre/Post Assessment

Name: _____________________________

Round these numbers to the nearest TEN:

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<tbody>
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<td>387</td>
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<tr>
<td>699</td>
<td>______</td>
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Round these numbers to the nearest HUNDRED:

<table>
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<th>Number</th>
<th>Rounded</th>
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</thead>
<tbody>
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<td>580</td>
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<tr>
<td>231</td>
<td>______</td>
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Skip count:

479, 489, 499, _____, _____, _____, _____, _____,

235, 335, 435, _____, _____, _____, _____, _____,

148, 158, 168, _____, _____, _____, _____, _____,
Solve the word problem using numbers and diagrams:

1. On Monday, 384 students went on a trip to the zoo. They filled up their 6 school buses, so 48 students had to travel in cars. How many students took the bus? *Challenge: How many were in each bus?*

2. Ms. Nicola had to drive 500 miles to get to Lake Tahoe. After she drove for a while, she stopped to get a snack. Then, she drove 17 more miles and she was halfway there. How many miles did she drive to get the snack?
### Universal Design for Learning

<table>
<thead>
<tr>
<th>Expert learners who are...</th>
<th>Purposeful &amp; Motivated</th>
<th>Resourceful &amp; Knowledgeable</th>
<th>Strategic &amp; Goal-Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access</strong></td>
<td>Provide options for Recruiting Interest</td>
<td>• Optimize individual choice and autonomy</td>
<td>• Optimize relevance, value, and authenticity</td>
</tr>
<tr>
<td><strong>Build</strong></td>
<td>Provide options for Sustaining Effort &amp; Persistence</td>
<td>• Insight into the alignment of goals and objectives</td>
<td>• Adjust demands and resources to optimize challenge</td>
</tr>
<tr>
<td><strong>Internalize</strong></td>
<td>Provide options for Self Regulation</td>
<td>• Promote expectations and beliefs that optimize motivation</td>
<td>• Facilitate personal coping skills and strategies</td>
</tr>
<tr>
<td><strong>Comprehend</strong></td>
<td>Provide options for Comprehension</td>
<td>• Activate or supply background knowledge</td>
<td>• Highlight patterns, critical features, big ideas, and relationships</td>
</tr>
<tr>
<td><strong>Action &amp; Expression</strong></td>
<td>Provide options for Physical Action</td>
<td>• Vary the methods for response and navigation</td>
<td>• Optimize access to tools and assistive technologies</td>
</tr>
<tr>
<td><strong>Representation</strong></td>
<td>Provide options for Perception</td>
<td>• Offer ways of customizing the display of information</td>
<td>• Offer alternatives for auditory information</td>
</tr>
<tr>
<td><strong>Action &amp; Expression</strong></td>
<td>Provide options for Expression &amp; Communication</td>
<td>• Use multiple media for communication</td>
<td>• Use multiple tools for construction and composition</td>
</tr>
<tr>
<td><strong>Representation</strong></td>
<td>Provide options for Language &amp; Symbols</td>
<td>• Clarify vocabulary and symbols</td>
<td>• Clarify syntax and structure</td>
</tr>
<tr>
<td><strong>Representation</strong></td>
<td>Provide options for Executive Functions</td>
<td>• Guide appropriate goal-setting</td>
<td>• Support planning and strategy development</td>
</tr>
</tbody>
</table>

**The Universal Design for Learning Guidelines**

- **Affective Networks**: The "WHY" of Learning
- **Recognition Networks**: The "WHAT" of Learning
- **Strategic Networks**: The "HOW" of Learning

**CAST** | Until Learning Has Access!
SPECIAL EDUCATION / SPED OPEN HOUSE

Introductions

Special Education Overview

4:40p: MINGLING
ADMINISTRATORS (off-site):

Celina Zins, Director School Partnerships

Mondserrat Garcia-Ortiz, Program Assistant

ADMINISTRATORS (on-site):

Trevor Burns, Director Student Access

Emily Bobel Kilduff, Head of School

Alli Guilfoil, Instructional Coach
SPECIALISTS + PROVIDERS:

Tiffany Sancimino, Learning Specialist

Michelle Prather, Learning Specialist

Dino Ochoa, Student Support Associate

Jenna DeCou

Marika Minczeski, Occupational Therapist (OT)

Hannah Leiberknect, Speech Therapist
The New School of San Francisco
Appendices and Attachments

Mr. Trevor

Ms. Tiffany

Ms. Michelle

Ms. Pina

Teachers

Parents

The New School of San Francisco
Appendices and Attachments
PRESENTACIONES

RESUMEN DE EDUCACIÓN ESPECIAL

SOCIALIZACIÓN

ADMINISTRADORES (trabajan fuera de la escuela)

Celina Zins, directora de asociaciones con escuelas

Mondserrat Garcia-Ortiz, Program Assistant

The New School of San Francisco
Appendices and Attachments

Attachment 8
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ADMINISTRADORES (en la escuela):

Trevor Burns, Director Student Access

Emily Bobel Kilduff, Head of School

Alli Guilfoil, Instructional Coach

ESPECIALISTAS Y PROVEEDORES:

Tiffany Sancimino, Especialista de Aprendizaje

Michelle Prather, Especialista de Aprendizaje

Dino Ochoa, Apoyo Estudiantil
ESPECIALISTAS Y PROVEEDORES:

Jenna DeCou

Marika Minczeski, Terapista Ocupacional

Hannah Leiberknect, Terapista de Habla

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CONSTRUYENDO UN AMBIENTE ESCOLAR SEGURO Y APOYANTE

PBIS - Intervención y Apoyo Positivo

RP - Prácticas Restaurativas

Prácticas de Inclusión

SEL - Aprendizaje e Social-Emocional

Estudiante es remitido al proceso de COST

PLAN DE INTERVENCIÓN
El equipo identifica intervenciones y medidas para colectar datos y se comprometen a próximos pasos

REUNIÓN INICIAL
El equipo repasa historial, fuerzas, progreso y áreas de preocupación

Después de una semana
Repassamos el plan y evaluamos progreso

NO

SI

Después de 8 semanas
Hubs suficiente progreso?

Después de 8 semanas
Estudiante referido a programa de educación especial

Estudiante solo del proceso COST

Estudiante entre el proceso de COST y es monitorizado

El equipo repasa información y coordina lo necesario para al estudiante
<p>| | |</p>
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<tr>
<td>Mr. Trevor</td>
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<td>Ms. Tiffany</td>
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WHAT IS UNCONDITIONAL EDUCATION?

Unconditional Education begins with LOVE AND COMPASSION. It is the belief that every student deserves to experience success within their neighborhood school community and the faith that every student will experience this success when provided with an inclusive learning environment and the necessary supports. Love and compassion is taking the time to get to know how students’ prior school and life experiences affect them as learners and making every possible adjustment to match the style of our teaching to their individual needs. Unconditional Education extends loving care and support to the families of students who are struggling and knows that only through developing genuine partnerships with students’ larger networks will our efforts produce transformative results.

Unconditional Education holds an absolute RESPECT for each and every member of the community. Unconditional Education is the belief that students, families and school professionals are doing the best they know how. Unconditional Education means supporting growth while assuming best intent and believing that our genuine collaboration and partnership are at the heart of our capacity to affect change for students.

Unconditional Education is the acknowledgment that some students will struggle with the demands of school. It brings with it a team of experts, the power to access networks of community resources, and the know how to identify just the right services for each individual. Since every student, family, teacher and school is unique, sometimes even the tried and true tricks of the trade will fall short. In these instances, Unconditional Education is the process of engaging in relentless CURIOSITY, the willingness to revise previous notions of what a student needs and ingenuity to develop out-of-the-box solutions when initial efforts have not produced the desired results.

When student struggles are at their greatest, Unconditional Education holds an endless capacity for HOPE and the belief that existing barriers can be overcome, even when they seem insurmountable. It is also the knowledge that significant change takes time and that COURAGE is required to meaningfully engage with both adults and students in the difficult process of learning something new. On the days when sustaining this learning seems more than can be endured, Unconditional Education delivers JOY. By intentionally building on strengths, commending successes, recognizing effort and engaging in celebrations of each other Unconditional Education can revive the persistence needed to sustain the work of educating all students.

“…we have never had such a fruitful partnership as the one we have with Snea and Unconditional Education. Not only does it help to achieve our mission, but it allows us to innovate a truly novel approach that can be replicated throughout the country.”

- HAE SN THOMAS, CEO, EDUCATION FOR CHANGE, FOUNDING PARTNER
THE ORGANIZATION BEHIND UNCONDITIONAL EDUCATION

Since 1985, Seneca has partnered with families, communities, schools, and districts to provide innovative care at the most critical point of need. As a statewide provider of education, behavioral, and mental health services in more than 12 counties, Seneca understands the power and considerable impact of providing a continuum of care from early interventions and community-based services to high level Special Education and mental health care.

Seneca was founded in 1985 because several caring, visionary people saw a tragedy unfolding: Far too many children were failing in group homes and foster family care. In response, Seneca set out to develop mental health treatment and support services on the principle that troubled youth do not themselves fail, but are instead failed by systems unable to address their complex and specialized needs. Seneca has dedicated itself to becoming a “system of care” agency providing a comprehensive continuum of community-based and family-focused treatment services for children and families. Seneca’s continuum of care now includes: in-home wraparound services; foster family-based treatment; mobile crisis response services; integrated day treatment and special education services; after-school therapeutic recreation services; public school-based mental health services and special education, and residential treatment.

Through its Unconditional Education partnerships, Seneca seeks to transfer the lessons learned from its 30 years of experience serving the state’s most troubled youth to ensure that all students receive the supports they need to achieve ongoing and sustained educational success.

PRINCIPLES AND VALUES

BELIEF IN PARTNERSHIP
Seneca understands the tremendous value of creating unbreakable partnerships that thrive on shared values, common goals, and effective collaboration. These partnerships are the vehicle that enables Seneca to successfully implement a continuum of care service delivery model that appropriately identifies and intervenes for our most vulnerable children. Seneca develops deep relationships with all of its partners and believes that these partnerships are the foundation for program success.

CONTINUUM OF SERVICES AND EXPERTISE
Seneca was built on the principle that coordinated and integrated services lead to a more meaningful experience and more fruitful outcomes for students and families. All-In! leverages this experience to build programs that engage in shared problem solving across disciplines and integrate academic, behavioral, and social emotional services into a single plan for success. In addition, Seneca brings to the table the backing and collective expertise of 1,000+ staff, as well as access to agency services when confronted by barriers to students’ success. Supporting this expertise is the nationally recognized, accredited Seneca Institute for Advanced Practice, which provides evidence-based and best practice trainings for Seneca employees, local service providers, and public agency staff to bolster system-wide capacity to effectively serve youth and families involved with the child welfare, juvenile justice, behavioral health, and special education systems.

UNCONDITIONAL CARE
Seneca is founded on the belief that kids don’t fail, but that systems fail kids. Successful outcomes can occur when systems are adjusted to fit young people’s existing needs. The most essential mission is to apply this lens of unconditional care to the most struggling students in our schools, prompting out-of-the-box thinking to remove barriers to school success. The willingness to “do whatever it takes,” even when doing so proves to be a tremendous challenge, is a cornerstone of the Seneca service philosophy.
THE NEED FOR UNCONDITIONAL EDUCATION

Throughout California and across the nation there is a significant educational crisis for our most troubled youth who face additional barriers to accessing a quality education, including:

STUDENTS IN SPECIAL EDUCATION
Across the country, 37% of children with learning disabilities do not graduate high school. This is over twice the rate of students without learning disabilities. Of those who do graduate, less than two percent attend a four year college, despite the fact that many are above average intelligence (Ibid, 2008).

STUDENTS WHO EXPERIENCE CHRONIC STRESS AND TRAUMA
Children who experience complex trauma are three times more likely to drop out of school than their peers and have a greater tendency to be misclassified with developmental delays or referred for special education services (The National Child Traumatic Stress Network).

STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS
As of the 2013-14 school year, only 62.6% of students classified with limited English proficiency graduated from High School. This is a trend that has become increasingly alarming given English Language Learners are the fastest growing subgroup in American schools (National Center for Education Statistics, 2015).

STUDENTS IN FOSTER CARE
Youth in foster care graduate at relatively low rates and are less likely to complete high school than their non-foster care peers (National Working Group on Foster Care in Education, 2011). For example, in California during the 2009-2010 school year, the graduation rate for all grade 12 students statewide was 84 percent, but for students in foster care, it was just 58 percent—the lowest rate among the at-risk student groups (Barat & Berliner, 2013).

STUDENTS WHO ARE ALREADY BEHIND
Students who do not read proficiently by third grade are four times more likely to leave school without a diploma when compared to proficient readers. The number rises when those kids also come from poverty (Hernandez, 2012).

Attempts to improve outcomes for our nation’s most struggling youth have often been piecemeal and uncoordinated, leading to a system full of inefficiencies and producing limited results. As a broad based mental health provider and education agency, Seneca Family of Agencies aims to fill this gap by establishing meaningful partnerships that together weave a continuum of service offerings throughout a school that will ultimately target the individual needs of students and families while overall benefitting all members of the school community.


PROGRAM GOALS

1. To increase the academic performance and social-emotional well-being of the most struggling students at our partner schools
   Effective school turnaround requires that schools make systematic changes that emphasize campus-wide achievement while targeting student subgroups that have been underserved as a result of gaps in school services. Unconditional Education focuses on improving learning outcomes for all students, while specifically targeting students who face additional barriers to success.

2. To increase the efficiency of partner schools in delivering effective interventions to all students through the implementation of a multi-tiered framework
   The Unconditional Education model is designed to improve the overall instructional capacity and school culture and climate that serve as the foundation for targeted, early investments in students' educational progress so that more students remain on track and referrals to higher levels of service (such as special education) are minimized.

Key differences between traditional special education/mental health and the Unconditional Education model are summarized in the table below.

<table>
<thead>
<tr>
<th>TRADITIONAL VS. UNCONDITIONAL EDUCATION</th>
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<tbody>
<tr>
<td>Services are separated</td>
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<tr>
<td>Specialized staff are responsible for providing interventions to students</td>
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<tr>
<td>Students must be referred to Social Education or a Mental Health Clinician in order to receive services</td>
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<tr>
<td>Students must fail in order to receive extra support</td>
</tr>
<tr>
<td>“Gable cutter” approaches to intervention are often implemented</td>
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</table>

“I appreciate Sanca’s staff’s communication with teachers and parents about individual students and their efforts to support me in modifying expectations and content for students with IEPs.”

- Partnership School Teacher
Unconditional Education Logic Model

1. Increase capacity of schools serving high poverty communities to deliver effective interventions through the implementation of a multi-tiered framework.
2. To increase the academic performance and social-emotional well-being of the most struggling students, including students with disabilities.

**Input**

- **Multi-Service Lead Agency**
  - Strong belief in collaboration and partnerships
  - A continuum of services and expertise including established partnerships with systems of care (social services, child welfare, mental health, behavioral health, probation, etc.)
  - Training capacity and expertise

- **Educational Organization**
  - Strong belief in collaboration and partnerships
  - System-wide commitment to providing Unconditional Education for all students
  - Organizational sustainability and commitment to the process of school transformation
  - Leadership capacity including the ability to develop a shared vision, and to promote relational trust and stakeholder investment

**Strategies**

- **KEY COMPONENT: System Efficiency**
  - Work collaboratively with leadership to assess the current system of student supports and to create a responsive intervention plan
  - Align leadership in creating a customized blended funding structure

- **KEY COMPONENT: Coordination of Services**
  - Coordinate support services through the creation of a multi-disciplinary coordination of services teams (COST) and the use of data management and analysis
  - Facilitate collaboration with county mental health, child welfare, and probation
  - Establish a protocol for parent engagement during the referral process

- **KEY COMPONENT: Universal Supports/Tier One**
  - Provide staff with a set of tools including data-informed instruction, School-Wide Positive Behavioral Interventions and Supports, and trauma-informed practices to address the general variance of needs of all students
  - Provide responsive professional development for staff that will enable them to better support students within the classroom setting
  - Promote active involvement amongst family and provide training and workshops for parents and caregivers

- **KEY COMPONENT: Targeted and Intensive Supports/Tier Two and Three**
  - Provide high quality intervention services by credentialed and licensed professionals
  - Provide responsive and specialized training for academic, behavioral and/or mental health support staff
  - Provide responsive training for targeted parent groups experiencing similar challenges/needs

**Short-Term Outcomes**

- **KEY COMPONENT: System Efficiency**
  - Resource allocation at each tier is aligned with demonstrated need

- **KEY COMPONENT: Coordination of Services**
  - Staff report that services are more coordinated, responsive, integrated, and data driven

- **KEY COMPONENT: Universal Supports/Tier One**
  - Schools are more responsive to students who have experienced trauma
  - School has a consistent system of PBIS
  - School has a differentiated approach to classroom instruction
  - Staff and parents report increased knowledge and skills in their ability to support the diverse needs of their students

- **KEY COMPONENT: Targeted and Intensive Supports/Tier Two and Three**
  - Students in special education meet IEP goals
  - Students in T2 and T3 interventions experience growth on social emotional and behavioral benchmark measures
  - Students in T2 and T3 interventions experience growth on academic benchmark measures
  - Students in T2 and T3 interventions experience a reduction in disciplinary incidents
  - Staff and parents report increased knowledge and skills in their ability to support the diverse needs of their students

**Long-Term Outcomes**

- Improved school climate as demonstrated by an increase in School Climate Assessment Instrument (SCAI) scores
- Increase in academic achievement as measured by progress assessments and standardized tests
- Improved behavior outcomes as demonstrated by a decrease in disciplinary referrals and suspensions
- Increased time in school as demonstrated by increased attendance rates
- Services are more cost efficient as demonstrated by cost per pupil rates and an analysis of local contribution
CORE SERVICE ELEMENTS

SCHOOL INTERVENTION ASSESSMENT
In collaboration with school leadership, Seneca’s team administers a variety of measures to assess the school’s overall culture and their tiered intervention practice. The assessment process includes structured observations, stakeholder interviews, and the administration of the PBS Tiered Fidelity Index, the Trauma Informed Matrix, and the School Climate Assessment Instrument (SCAI).

TIRED INTERVENTION MASTER PLANNING & LEADERSHIP SUPPORT
Seneca’s program administrators collaborate with school leadership to develop a strategic plan to address gaps identified in the school assessment process. The plan details how the team and school will create, schedule, deliver, and monitor interventions at each of the three tiers. Seneca’s experienced administrators then provide regular support for school leaders to engage their school teams in the effective delivery and monitoring of these tiered interventions.

TARGETED AND INTENSIVE INTERVENTIONS
Seneca’s credentialed education specialists, licensed service providers (such as speech therapists, occupational therapists, and low incidence disability specialists), licensed therapists, and certified behavioral analysts oversee and/or provide key interventions to those students in need of additional support. The Seneca team oversees referral, assessment, and service delivery, and ensures compliance with related professional, state, and federal educational requirements.

UNIVERSAL DESIGNS FOR LEARNING
Seneca’s multi-disciplinary team provides collaborative planning and conferencing with teachers to support the learning needs of all students. Experienced trainers and instructional coaches lead teacher, team, or school-wide cycles of inquiry to analyze student data, differentiate needs, and intervene as needed.

COORDINATION OF SERVICES
Seneca’s team structures and facilitates a data-driven process to support integrated service planning. Seneca also develops school-wide procedures to ensure the identification of students requiring additional intervention.

INTERVENTION DATA MANAGEMENT & ANALYSIS
The Seneca team builds upon the school’s current data-based practices and integrates the use of data systems to track service delivery and monitor student progress. In addition, the team helps foster information sharing networks between school staff, partner service providers, families, and the greater school community.

RESPONSIVE PROFESSIONAL DEVELOPMENT
In collaboration with school leadership, the Seneca team selects, designs, and presents professional development on a wide range of topics aimed at supporting the effective implementation of tiered interventions. Training may occur during planned professional development sessions or through ongoing consultation, coaching, mentoring, and reciprocal teaching opportunities.

For more information about Seneca Family of Agencies’ Unconditional Education Partnership, please contact Robin Dettman at robin_dettman@senecacenter.org or (510) 872-2046.
APPENDIX D:
COMMUNITY ENGAGEMENT MODEL
The New School of San Francisco’s mission and vision is dependent on attracting, engaging, and retaining families through the provision of a world-class, inclusive, and equitable education. NSSF deeply believes that an excellent education, one that is accessible to all children irrespective of their background, is only achieved when a school works in close partnership with families and fosters a strong sense of mutual trust and understanding. NSSF places students and their families at the center of its design and prepares children for success in life, empowers parents as partners in this process, and attends to family-level needs. As a citywide “demonstration school,” our purpose is to continuously innovate and improve, assess our effectiveness, and disseminate our learning.

Our Community

The New School of San Francisco will reflect the city’s diversity and proactively build a racially and socioeconomically inclusive and equitable community. We define community as those who have a direct and meaningful interest or involvement in our school:

- NSSF student body
- NSSF families
- NSSF staff
- Prospective families and their children
- Prospective teachers and staff
- SFUSD leadership
- SFUSD schools co-located with The New School of San Francisco
- NSSF Board members (incl. advisors)
- Program partners
- Funders/supporters

We know that diversity cannot stand alone; we believe both diversity and equity are deeply integral to the success of our students, families, faculty, and school community. The New School of San Francisco puts equity at the forefront of our practice, meaning that every child has what they need to thrive personally and academically.

We are a community that:

- Reflects the city of San Francisco and embraces its rich and multiple cultures, experiences, resources, differences, and history;
- Is oriented towards social justice and puts equity at the forefront of all we do.

Our Recruitment & Engagement Objectives

Recruitment:

1. Families across San Francisco are given an equal opportunity and equitable support to apply.
2. Prospective students and families have access to high-quality information and events, enabling them to make informed decisions around fit with the school’s values, priorities, and educational program.
3. The New School of San Francisco community, from its student population to the Board, reflect the city’s diversity socio-economically, racially, and ethnically.
4. The New School of San Francisco community helps to lead the engagement efforts.

Engagement:

1. Families are able to voice their feedback and contribute meaningfully to the school’s development.
2. Students, families, and staff see their values and cultures reflected in the school and in daily interactions.
3. Families build durable and supportive relationships across the community, where priorities, perspectives, and needs are understood and addressed.
4. Students are engaged as unique learners who bring to school a valuable set of experiences, perspectives, interests, and resources from which their educational goals and experience are defined.
Our Approach to Recruitment

NSSF is dedicated to serving a diverse population. Research shows that racial and socioeconomic diversity in the classroom can provide students with a range of cognitive and social benefits. Our vision for access and inclusion is that no racial or socio-economic group will make up more than 50 percent of the school’s population. This is in line with the District priority for reducing “racial isolation”.

Recruiting and retaining a diverse population requires both a structural change to our lottery and equity-based investments in community engagement that make our school the school of choice for low-income families. The New School of San Francisco will broaden access to low-income families through a lottery preference for families that qualify for Free and Reduced Price Lunch. We will also deepen our engagement of low-income families by expanding our recruitment and cultivation teams and their work inside and outside of the school.

Our recruitment strategies outlined below are designed to increase the socio-economic diversity of NSSF:

1. Secure a preference for applicants who qualify for Free and Reduced Price Lunch in re-authorization.
2. Increase staffing focused on recruitment in low-income neighborhoods with a focus on 1:1 and small group recruitment strategies.
3. Increase involvement of diverse teachers and families who volunteer in recruitment, cultivation, and enrollment, via existing recruitment and retention committees and affinity groups. We emphasize multiple, personal touch-points with staff and families that share the background of the communities they are recruiting from.
4. Increase staff PD and family education in culturally responsive practices and DEI. Our intention is to create an inclusive, non-white-dominant school environment that values diverse backgrounds so that prospective families can see themselves reflected within the school.
5. Secure long-term facility (K-8) to increase stability and decrease the risk of dislocation for vulnerable families.

In general, the school’s recruitment efforts are focused on ensuring that all interested families are able to access the information they need to learn about NSSF, and be able to make an informed decision for their child and family. However, we recognize that not all families in San Francisco have the same access and, therefore, take an equity-based approach. This means allocating additional time and resources to communities that have the least access.

Beginning in the 2019-2020 school year, NSSF will continue the process of recruitment for open spaces, primarily kindergarten and 6th grade. Recruitment for upper grades will mirror our recruitment strategies for incoming kinder students and families with shifts to focus on older students and families.

Broaden and Deepen our Networks:

1. Further develop a network of community-specific and citywide institutions from which to introduce NSSF and build relationships with prospective parents. Institutions include religious organizations, community centers, community-based organizations, parent advocacy groups, and businesses or business umbrella groups.
   *Community-specific and citywide institutions are our focus for our K-8 recruitment, including event co-hosting opportunities from preschool and community networks.
2. Further develop a network of local preschools from which to introduce NSSF and build relationships with prospective families and students, prioritizing:
   a. socio-economically diverse set of preschools, from Head Start and subsidized programs, to wholly fee-based;
   b. preschools that are geographically diverse.
3. Implement a staff-led recruitment team to set-up and coordinate community engagement. Teams are responsible for widening networks, identifying prospective parents, recruiting and coordinating volunteers, and data collection. Team members will reflect the communities from which they recruit.

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55 source: https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/
Make Communications More Accessible:

1. Produce PR materials in Spanish, Chinese, and English, including brochures, flyers, school website, and family/teacher survey.
2. Given the realities of digital access, we use local print and radio programming, specifically local media in languages that are not English.
3. Establish web presence from which to introduce NSSF, engage prospective parents and teachers, and promote open houses and pop-up school experiences. Channels we use include the NSSF website, parent and school focused blogs, Facebook, and local online news outlets.
4. Distribute PR material via online channels and at local events, preschools, community organizations, and public libraries.

Open the School to Prospective Families:

1. Weekend and/or summer events for prospective parents, children, and educators organized by NSSF. Events provide hands-on introduction to the inquiry-based program and school parents, teachers, leadership, and staff. We engage our network of preschool and community organizations to promote the pop-up opportunities and ensure a diverse turnout.
2. Afternoon and evening open houses and family conversations for prospective families, children, and educators organized by NSSF. Family conversations introduce prospective families to the school’s educational program and staff, and provide a venue for valuable feedback.

Assessment:

NSSF documents its engagement and recruitment efforts to help achieve racial, socio-economic, and geographic balance. We assess data on prospective family demographics and network diversity to refine our outreach efforts.

Student Demographics:

- Research shows that racial and socioeconomic diversity in the classroom can provide students with a range of cognitive and social benefits.
- Our preference is that no racial or socio-economic group will make up more than 50 percent of the school’s population. This is in line with the district targets for reducing “racial isolation”.
- NSSF is requesting the addition of an admission preference for families qualifying for Free and Reduced Price Meals (outlined in Element H). Through this preference, ongoing outreach, and culturally inclusive teaching and learning practices, NSSF expects to recruit and retain a socio-economically balanced student body. Through these efforts, we also expect and welcome further diversification along lines of race, ethnicity, and learning abilities.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>% of Enrollment (2018-19)</th>
<th>Projected (w/ preference) over 3 years</th>
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<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>11%</td>
<td>35%</td>
</tr>
<tr>
<td>English Learners</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Demographic</td>
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<td>2015</td>
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<td>------------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Asian</td>
<td>14%</td>
<td>21%</td>
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<tr>
<td>Filipino</td>
<td>1.7%</td>
<td>4%</td>
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<tr>
<td>Hispanic or Latino</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.5%</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>52%</td>
<td>35%</td>
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<tr>
<td>Two or More Races</td>
<td>3.4%</td>
<td>5%</td>
</tr>
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**Our Approach to Community Engagement**

Below are the key elements of our family-focused model. Each element has been implemented since our authorization in March 2015 and is assessed twice-yearly along with families and staff to gauge efficacy and alignment with our mission.

**Family and Community Representation and Voice:**

1. **Boards, Councils, and Committees**

   The New School of San Francisco has established and maintained four bodies, all of which include or are led by families. The purpose of these interrelated bodies will be to increase family involvement and leadership, broaden participation in decision-making, build community, and establish trust, transparency, and accountability. As a whole, these bodies offer tangible ways for families to contribute meaningfully to the development of the school by offering diverse sets of skills, backgrounds, commitments, and life experiences.

   As an equity-based school, there is not a minimum volunteer or participation rate for family involvement or fundraising. However, the school is responsible for creating and maintaining governance, advisory, working-group bodies that ensure 100% of families have access to information, decision-making, and influence over the school’s development. The make-up of each body will reflect the diversity of our school.

   These bodies will be:

   1. Board of Directors
   2. Advisory Network
   3. Home & School Council
   4. Home & School Council Committees
   5. Affinity Groups
   6. Room Parents

<table>
<thead>
<tr>
<th>School Body</th>
<th>Purpose &amp; Family Involvement</th>
<th>Meeting Frequency</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>Board of Directors</td>
<td>The Board’s primary responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the leadership of The New School of San Francisco. While there will not be a Board seat specifically reserved for parents, the Board and the School’s leadership will preference suitable board candidates who are also parents. In addition, the Board may invite Home &amp; School Council and Advisory Network</td>
<td>6-8 weeks</td>
<td>Chair of the Board</td>
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<td>Managed by: Head of School</td>
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<td>Department</td>
<td>Description</td>
<td>Frequency</td>
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<td>Home &amp; School Council (HSC)</td>
<td>A collaborative body of parents, staff, and school leadership responsible for assessing and assisting the school’s development and promoting the educational, socio-emotional, and physical wellbeing of children and their families. The HSC focuses on advancing family involvement and services, school improvement, student recruitment, community development and outreach, extracurricular programming, and Home &amp; School communication and coordination. The HSC is the main body for assessing, advising and implementing our Local Control Accountability Plan (LCAP) and community development work, including initiatives to increase effectiveness of parent communications, inclusion, and empowerment. HSC also holds a family education and information series focused on important topics around culture and climate, academic and social-emotional learning, and school development. See full scope and sequence of Family Education Series below.</td>
<td>Monthly (minimum)</td>
<td>Leadership Team</td>
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<td>HSC Committees</td>
<td>Committees are working groups formed to attend to the school’s development and family priorities. Committees include: student enrichment (technology and music); communications; student recruitment; staff retention and recruitment; facilities; fundraising; and health and safety.</td>
<td>Monthly</td>
<td>Headed by Family Co-Chairs, Managed by Leadership Team</td>
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<tr>
<td>Affinity Groups</td>
<td>Affinity groups are comprised of parents, guardians, and staff with a shared identity of their child/children’s background, and experience [race, ethnicity, gender/ orientation, socio-economics, language]. The New School of San Francisco Affinity Groups come together to support each other and the school in enhancing their family’s and child’s/children’s identity and sense of inclusion at school. The school focuses on creating safe spaces for our children and families that come from historically marginalized communities to make for a more equitable experience.</td>
<td>6-8 weeks</td>
<td>Headed by Family Co-Chairs, Managed by Leadership Team</td>
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| ELAC | The purpose of the English Language Advisory Council is to assist the Leadership Team and Home and School Council with the following:  
  o Continuing the development of programs and services to support the growth of all English Language Learners  
  o Reviewing the school’s achievement data specifically as it relates to English Language Learners across all subjects  
  o Building out a more culturally responsive learning environment | Quarterly | Managed by ELAC Coordinator & Dir of Community |
| Room Parents | Room Parents are the official liaisons between teachers and families. While each class will have distinct needs, all Room Parents are hands-on, increase collaboration and communication between home and school, and have responsibilities that include: increase and improve communication with parents, including addressing language and technology access; plan and organize class events; foster inclusive cultural events; recruit other parent volunteers; meet with teachers and other Room Parents on a regular basis; organize supply donations; organize appreciations of staff. | Monthly | Managed by Room Parent Coordinators |
2. Home & School Communication

Trust between families and school staff is essential in building and maintaining positive home–school relationships. Communication, both written and in person, is our most valuable tool in establishing trust and creating an open, respectful and collaborative community. Communication between school staff and parents takes on different forms: phone calls, text messages, e-mail, newsletters (hard copy and via the website), social-media, and face-to-face meetings.

The following are currently a core part of our school communications:

- Bi-weekly All-School Family Digest
- Monthly classroom newsletters
- Daily teacher and family posts on school-tailored social-media platform
- Parent Portal
- Tri-annual family-teacher conferences (5th grade and up will be student-led, with intention to extend this into lower elementary as appropriate)
- Individual Learning Plans for each student, developed and reviewed thrice annually with families, including intake conferences at beginning of the year to collaboratively set goals
- Four grade-level Expositions
- Weekly All School Meetings (ASMs) in which families are welcome
- 6-weekly Home & School Council meetings
- Family education series: 9 Deep Dives and 6 leadership Coffee Chats

We prioritize quality, frequency, and accessibility of communications. The school’s communications is assessed by the schools families, staff, and leadership and assessed annually. We allow ourselves the ability to modify the frequency, medium, and content of our communication based on this assessment and whether it meets family and school needs.

Issues around equity are assessed regularly to ensure our communications are accessible to all and of comparable quality across our diverse families. We tailor written and in-person communications to meet the needs of individual families (e.g., providing translation and interpretation, balancing the use of technology, scheduling in-person communications around working family schedules). Communications are in Spanish and English. We will include Cantonese and/or other languages as need arises.

Supportive Family-School Community

Our school model is designed to provide families, students, and teachers with much needed quality, stability, and continuity. This commitment to each family provides the opportunity to understand and address each student’s and families’ needs as well as build durable and supportive relationships.

1. Family Education Series

In collaboration with our institutional partners and the Home and School Council, we have developed a family-community education program to raise awareness around key issues related to children’s wellbeing, our school’s development, and community needs. This includes workshops, presentations, and discussion sessions on subjects including curricular areas, personalization and differentiation, child development, Equity, Data and Assessment, and SEL.

2. Out of School Time

We have an equitable and inclusive extended schedule to support working families with affordable and high quality before and after-school options. Our in-house Exploremos program allows us to have a cohesive and continuous approach to students and families from 7:45 a.m. to 6:00 p.m. Toward this end, our Exploremos team is trained alongside of our school-day educators on key areas of school climate and culture (RP, PBIS, classroom management) and has opportunities to learn from and be coached by classroom teachers. The program is open to all and fees are based on a sliding scale.

3. Diversity, Equity and Inclusion

As a diverse-by-design school, we are proactively working to create and foster an equity-centered community that celebrates its diversity, confronts inequities, and builds relationships and alliances across differences to transform systems, practice, and
perspectives. In partnership with SF-CESS, we have committed to long-term professional and community development work to deepen staff, family, and student’s content knowledge, and developing a toolbox for individualized, equity-centered learning in our collaborations and classrooms. This work has started with staff to build the school’s leadership capacity and will extend in our affinity groups and education series for families and identity, SEL, and equity work with students.

Holistic and Equitable Learning and Instruction:

Our constructivist, experiential-based educational model sees every student as a unique learner who brings to school a valuable set of experiences, perspectives, interests, and resources from which to define his or her educational goals and the path towards those goals. This approach requires an in-depth knowledge of each student’s family and background and a high degree of personalization and differentiation with regards to instruction.

1. Integrated Social-Emotional Development

In attending to the whole child, we incorporate social-emotional development into all aspects of teaching and learning. Social and emotional learning (SEL) is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Through SEL, we focus on developing students’ knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Restorative Practices (RP) and Positive Based Interventions and Supports (PBIS) have been adopted and implemented schoolwide. In support of families, we offer forums and workshops in important areas like PBIS, Restorative Practices, Kimochis, RULER, and Tribes so that they are informed of our priorities and educational approach and can positively reinforce them at home, if appropriate.

2. Individual Learning Plans

Each child develops an Individual Learning Plan along with his or her teacher and family that maps out academic, socio-emotional, and inquiry learning goals, charts progress towards those goals, and determines what resources, experiences, and supports will be needed. The evolving plans provide families a way to remain updated on their child’s development, collaborate with teachers, and support student learning. The Individual Learning Plan also serves as a touchstone for teacher-family check-ins and conferences. As and when needed, Coordination of Services Team (COST) brings together families and school staff and services to develop and monitor interventions to address specific concerns. The COST focuses on referred students to promote their academic and social-emotional success.

3. Identity Development

Identity development is a critical component of the school’s commitment to diversity and equity. Recognizing that each student and family has their own identity, culture, background, and strengths, NSSF deliberately cultivates a sense of self in each student in order to celebrate our diversity, enable cross-cultural understanding and empathy amongst children and families, and cultivate students’ agency. We also believe identity development at school offers rich opportunities for family involvement as students explore the school community’s diversity.