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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

APPENDIX A: REAUTHORIZATION

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.

The New School of San Francisco
Appendices and Attachments

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/planninglcapschoolplan.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.
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2018-19 MEASURABLE PUPIL OUTCOMES REPORT

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:

Assessment	1516 % met or exceeded target	1617 % met or exceeded target	1718 % met or exceeded target
TCRWW Running Records (reading proficiency)	63%	61%	70%
TCRWW Writing Rubrics (writing proficiency)	71%	72%	74%

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.

Percent Met/Exceeded	Writing Habit	Writing Skill	Reading Habit	Reading Skill
Kindergarten	87.2%	93.6%	74.5%	78.7%
First	87.2%	83.0%	85.1%	68.1%
Second	85.1%	57.4%	85.1%	72.3%
Third	95.1%	53.7%	95.1%	73.2%

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.

Grade	Average number of reading levels students grew
K	4.3
1	5.8
2	4.3
3	3.6

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. Teachers 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, conferring 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 conferring 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 skill 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 to move us forward.

Individualized Goals in Numeracy:

Grade	% of Students Meeting/Exceeding Habit Goal	% of Students Meeting/Exceeding Skill Goal
K	85.1%	68.1%
1	76.6%	74.5%
2	93.6%	66%
3	90%	82.5%
Total	86.2%	72.4%

End of Year Numeracy Benchmark:

Grade	Far Below Proficient Score Below 60%	Below Proficient Score 60-79%	Proficient Score 80-89%	Advanced Score 90-100%
Kinder	0	8%	8%	84%
First Grade	8.5%	19%	32%	40%
Second Grade	8.5%	38%	32%	21%
Third Grade	14.6%	19.5%	32%	34%
Totals	8%	21%	26%	44.7%

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.

Grade Level	1718 Inquiry Processing Skill Focus	Percentage of Inquiry Goals Met or Exceeded
Kindergarten	Communication and Collaboration	85%
1st Grade	Collaboration and Investigation	75%
2nd Grade	Reflection	94%
3rd Grade	Analyzing and Interpreting	100%

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.

Inquiry Process Skill	More Teacher Controlled		More Learner Controlled
	Emergent	Experienced	Masterful
	K-1	1-2	2-3
Collaborating	<ul style="list-style-type: none"> Has a sense of belonging in the group Has an expanding awareness of others and their experiences/needs Connection to the group is increasingly important Builds off strong relationships with peers Demonstrates understanding of turn-taking with peers Negotiates with others in play involving a common purpose or idea 	<ul style="list-style-type: none"> Participates in shared research and writing projects Participates in shared discussions on an inquiry topic (large and small group) Participates in group problem-solving discussions With support, poses possible solutions to identified problems in the community With prompting and support, considers two opposing perspectives and brainstorm possible solutions Demonstrates increased ability to hear, tolerate, accept and/or integrate another's ideas which leads to more complex collaboration 	<ul style="list-style-type: none"> Negotiates with others involving a common purpose or idea in project work or play Identifies a problem in the community and pose possible solutions Considers two opposing perspectives and identify at least one mutually beneficial solution Becomes more acutely aware of differences that exist among their peers and of social complexities and social structures/divisions Collaborates with a peer's ideas/interests to extend an inquiry
Observing	<ul style="list-style-type: none"> Has a strong sense of curiosity about the world Observes and describes objects or specimens by using the five senses 	<ul style="list-style-type: none"> Curiosity begins to focus on individual interests/passions Can sort, classify, and order specimens by at least one physical attribute, based on observed characteristics 	<ul style="list-style-type: none"> Details multiple attributes from close observation and can describe increasingly complex systems Able to sustain observation over increasing periods of time and days
Questioning	<ul style="list-style-type: none"> Formulates questions, thinking and theories verbally and nonverbally Strong concern for fair/unfair, right/wrong often shapes inquiry questions and projects 	<ul style="list-style-type: none"> Asks questions to extend understanding With support, formulates a research question or inquiry focus prior to a field experience and demonstrates understanding for the course of action for desired investigation 	<ul style="list-style-type: none"> Independently formulates a research question and plans methods for investigation With support, uses high-level questioning to deepen investigation
Researching	<ul style="list-style-type: none"> Demonstrates increased confidence in exploring Identifies information relevant to the inquiry topic 	<ul style="list-style-type: none"> Gathers data using simple graphics and symbols to record observations With prompting and support, child reads informational texts appropriate to grade level and relevant to inquiry topic 	<ul style="list-style-type: none"> Gathers information from multiple sources (books, experts, peers' knowledge) to investigate a question Reads and understands a variety of informational texts Recalls information from provided sources (books, experts, peers' knowledge) to answer a research question

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?	
<p>Essential Questions How are life structures and cycles similar across organisms? How are they different?</p> <p>How do organisms respond to changes in their environment?</p> <p>Why do organisms form groups?</p> <p>Where do organisms get their characteristics?</p> <p>How do we learn about the history of plants and animals?</p>	<p>Target Science/Social Studies Standards: From Molecules to Organisms: Structures and Processes</p> <ul style="list-style-type: none"> • 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. <p>Ecosystems: Interactions, Energy, and Dynamics</p> <ul style="list-style-type: none"> • 3.LS2.1 - Construct an argument that some animals form groups that help members survive. <p>Heredity: Inheritance and Variation of Traits</p> <ul style="list-style-type: none"> • 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 similar organisms. • 3.LS3.2 - Use evidence to support the explanation that traits can be influenced by the environment. <p>Biological Evolution: Unity and Diversity</p> <ul style="list-style-type: none"> • 3.LS4.1 - Analyze and interpret data from fossils to provide evidence of the organisms and the environment from which they lived years ago. • 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. • 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. • 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.

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.

MPO 4: Students will become proficient in social studies practices and content.

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

Big Ideas: Patterns that create change	
Content Lens: Science	
<p>NGSS Aligned Science Standards: 2- ESS2.C: The Roles of Water in Earth’s Surface Processes: Water is found in the ocean, rivers, lakes, and ponds. ESS2.A: Earth Materials and Systems Wind and water can change the shape of the land. 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. 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.</p>	<p>Aligned Social Studies Standards: D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place. D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.</p>

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 SEL 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

afterschool program Exploremos. 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.

Grade	End of Year Goals	Percentage Met or Exceeded
K	<ul style="list-style-type: none"> Understand calendar, days of the week and weather (oral) Describe how he/she is feeling (oral) Describe basic animals using colors, shape and size (oral) Count to 40 (oral) Sort garbage into 3 different bins - recycling, compost and trash (oral) 	90%
1	<ul style="list-style-type: none"> Understand calendar, days of the week and weather (oral, reading and writing) Describe how he/she is feeling (oral, reading and writing) Describe basic animals using colors, shape and size (oral, reading and writing) Count to 40 (oral, reading and writing) Sort garbage into 3 different bins - recycling, compost and trash (oral, reading and writing) 	79%
2	<ul style="list-style-type: none"> Use + understand basic Spanish vocabulary such as food, likes and dislikes in complete sentences (oral) Respond and have basic oral introductory conversations (hello, how are you, my name is...) Use + understand basic reuse, reduce and recycling prompts in Spanish (oral) 	79%
3	<ul style="list-style-type: none"> Use + understand basic Spanish vocabulary such as food, likes and dislikes in complete sentences (oral, reading and writing) Respond and have basic introductory conversations (hello, how are you, my name is...) (oral, reading and writing) Use + understand basic reuse, reduce and recycling prompts in Spanish (oral, reading and writing) 	83%

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:

		Reading Achievement	Numeracy Achievement
		On or above grade level	80% or above on standards-aligned benchmark
All Students (183)	183	71.04%	71%
English Language Learners (32)	32	56.25%	66%

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 recategorized according to their disability category, and received an increase in specialized academic instruction (SAI).

Assessment Plans (Services Added to IEP's in 2017-2018)

Assessment Plans	Specialized Academic Service Added	Occupational Therapy Added	Social-Emotional Learning Added	Behavioral Intervention Added
10	6	3	3	2

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.

	Reading Achievement	Numeracy Achievement
	On or above grade level	80% or above on standards-aligned benchmark
All Students	71.04%	71%
Students with IEPs	18.75%	31%

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%.

Grade Level	% of Students who Met or Exceeded their SEL Goal
K	78.7%
1	74.5%
2	68.1%
3	80%
School Wide Average	75%

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.

How supportive are students in their interactions with each other?		# of staff responses
Extremely supportive	21%	3
Quite supportive	64%	9
Somewhat supportive	14%	2
Slightly supportive	0%	0
Not at all supportive	0%	0

How often do you see students helping each other without being prompted?		# of staff responses
Almost all of the time	50%	7
Frequently	43%	6
Sometimes	7%	1
Once in a while	0%	0
Almost never	0%	0

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

Grade	% of Students at 80% or higher
K	18% (this percentage would be much higher if not for the aspect of Ks needed to record)
1	87%
2	80%
3	75%
Total	65%

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, Taekwondo
- 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 altar, learned a dance, and prepared, 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 rationale, 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 Día 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'll 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 to 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 and 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:

	Staff (n=32)	Students (n=183)	City of San Francisco
White	56%	49%	43%
African-American	9%	7%	6%
Latino	28%	18%	15%
Asian/ Pacific Islander	6%	23%	35%
Gender (non-conforming)	0%	0.55%*	**
Identify as LGBTQ	6%	0%*	**

*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 LGBTQ 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:

	Literacy		Numeracy	
	Reading Achievement	Reading Growth	Numeracy Achievement	Numeracy Growth
	On or above grade level	A-Z Reading levels / year	80% or above on Standards-aligned benchmark	40% + growth on benchmark
All Students (183)	71%	3.9	71%	55%
African-American or Latino (47)	55%	3.4	49%	65%
English Language Learners (32)	56%	4.1	66%	65%
Free or Reduced Price Lunch (27)	52%	2.7	41%	70%
Students with IEPs (16)	19%	2.2	31%	63%

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 sub-groups 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)

	<i>Recruitment Goals</i>	<i>2018-2019 Applicants</i>	<i>2017-2018 Student Body</i>	<i>City of San Francisco</i>
<i>Black/ African American</i>	15%	4%	7%	6%
<i>Latino</i>	25%	22%	18%	15%
<i>Asian</i>	25%	18%	23%	35%
<i>White</i>	25%	47%	49%	53%
<i>Multiple</i>	10%		4%	5%
<i>Free & Reduced Price Lunch</i>	45%	22%	17%	55% [SFUSD]
<i>ELL</i>	25%	N/A	17%	24% [SFUSD]
<i>Special Education</i>	N/A	N/A	9%	11% [SFUSD]

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, Whats App, 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 not 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.

Fall 2017:

Culture and Climate Dimension	Average Staff Score (out of 5)
Physical Appearance	3.52
Faculty Relationships	4.15
Student Interactions	4.06
Leadership & Decisions	4.18
Discipline	4.09
Learning & Assessment	4.30
Attitude & Culture	4.38
Community Relations	4.25
Special Education	3.82

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?	
Extremely enthusiastic	64%
Quite enthusiastic	36%
Somewhat enthusiastic	0%
Slightly enthusiastic	0%
Not at all enthusiastic	0%

Q2: How supportive are students in their interactions with each other?	
Extremely supportive	21%
Quite supportive	64%
Somewhat supportive	14%
Slightly supportive	0%
Not at all supportive	0%

Q3: How often do you see students helping each other without being prompted?	
Almost all of the time	50%
Frequently	43%
Sometimes	7%
Once in a while	0%
Almost never	0%

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?		# of staff responses
Trusted a tremendous amount	86%	12
Trusted quite a bit	14%	2
Trusted somewhat	0%	0
Trusted a little bit	0%	0
Not at all trusted	0%	0

Q2: How respectful are the relationships between teachers and students?		# of staff responses
Extremely respectful	29%	4
Quite respectful	64%	9
Somewhat respectful	7%	1
Slightly respectful	0%	0
Not at all respectful	0%	0

Q3: How optimistic are you that your school will improve in the future?		# of staff reasons
Extremely optimistic	64%	9
Quite optimistic	36%	5
Somewhat optimistic	0%	0
Slightly optimistic	0%	0
Not at all optimistic	0%	0

Q4: Overall, how positive is the working environment at your school?		# of staff reasons
Extremely positive	29%	4
Quite positive	71%	10
Somewhat positive	0%	0
Slightly positive	0%	0
Not at all positive	0%	0

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 the 79% feel 'extremely optimistic' that our school will continue to improve in the future. Our teacher's 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:

Q2: When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?		# of staff responses
Extremely supportive	79%	11
Quite supportive	21%	3
Somewhat supportive	0%	0
Slightly supportive	0%	0
Not at all supportive	0%	0

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>
- **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/55391fb4e4b05ff3f1e0b145/t/5a25c1c58165f530bb9edbc/b/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=v7jzR7569K4>

The New School of San Francisco
Appendices and Attachments

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

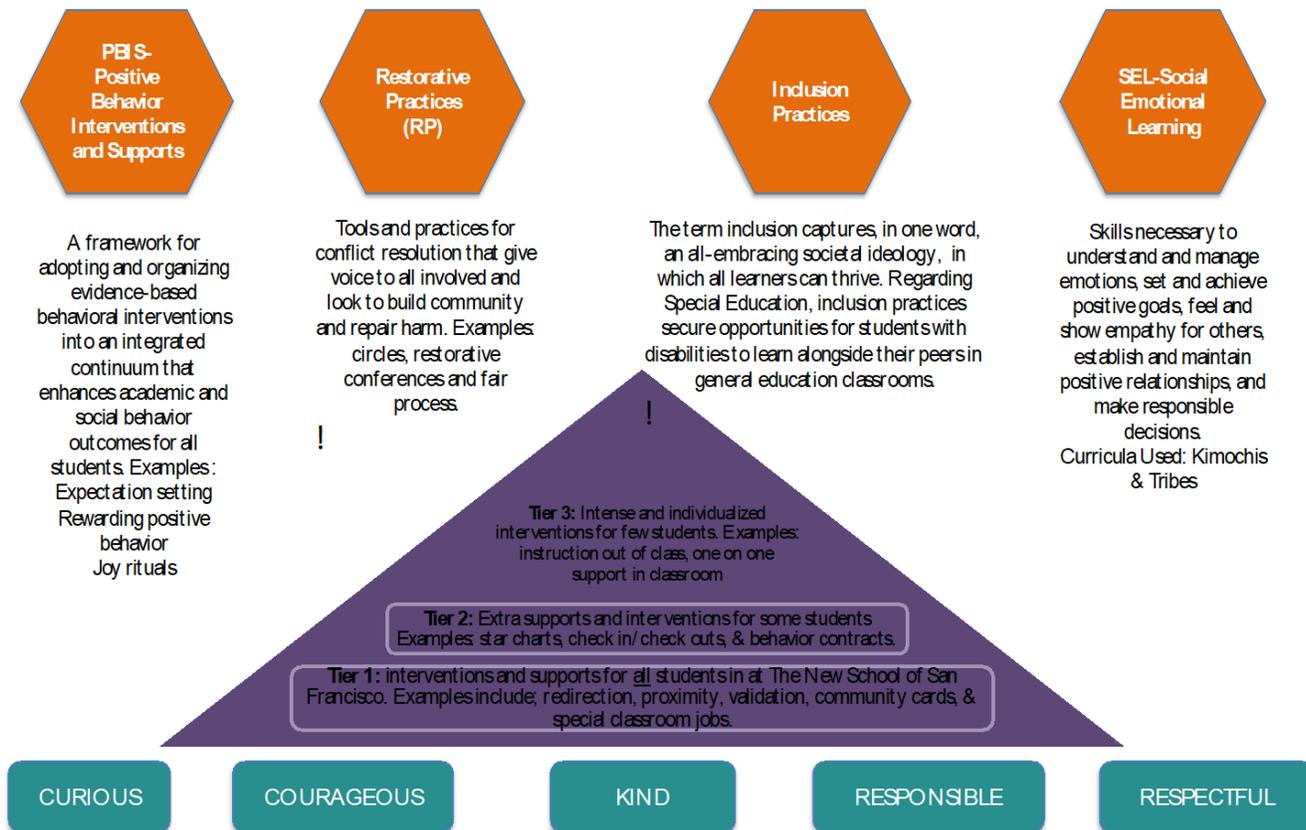
Numeracy (44 students reporting):

- 36% Standard Exceeded
- 25% Standard Met
- 27% Standard Nearly Met
- 11% Standard Not Met

APPENDIX B: CURRICULUM & INSTRUCTION

CULTURE & CLIMATE OVERVIEW

BUILDING A SAFE & SUPPORTIVE LEARNING ENVIRONMENT



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

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..).

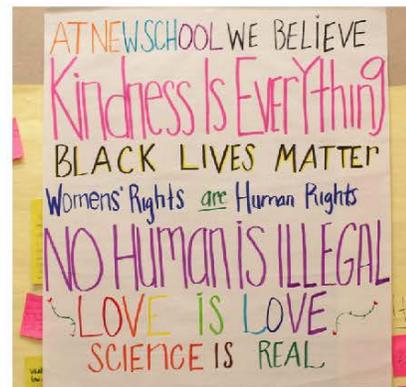


Supportive

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.



POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS: APPROACH

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. Research⁵⁴ 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.

⁵⁴ 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.

Current Level (far below)	1 year of growth	1.5 years of growth
pre-reading	C	E
A	D	F
B	E	H
C or D	I	J/K
E	J	K/L
F or G	K	L/M
H or I	L	M/N
J	M	O
K	N	O/P

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L	O	P/Q
M	P	Q/R
N	Q	R/S
O	R	S/T
P	S	T/U
Q	T	U/R
R	U	Middle school...

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

Current Level (far below)	~0.75 years of growth @MOY	1.5 years of growth @EOY
pre-reading	B-C	E
A	C-D	F
B	E-F	H/I
C or D	G-H	J/K
E	H-I	K/L
F or G	I-J	L/M
H or I	J-K	M/N
J	L-M	O
K	M-N	O/P
L	N-O	P/Q
M	O-P	Q/R
N	P-Q	R/S
O	Q-R	S/T
P	R-S	T/U

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Q	S-T	U/R
R	T-U	Middle school...

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.

Starting Score	1 year of growth	1.5 years
0	<i>Use prev. grade rubric</i>	
.5	1.5	2
1	2	2.5
1.5	2.5	3
2	3	3.5
2.5	3.5	4
3	4	.5 on next GL rubric
3.5	<i>Use next GL</i>	<i>Use next GL</i>
4	<i>Use next GL</i>	<i>Use next GL</i>

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

Starting Score	~0.75 years of growth @MOY	1.5 years of growth @EOY
0	0.5 - 1.0	1.5
.5	1.0 - 1.5	2
1	1.5 - 2.0	2.5
1.5	2.0 - 2.5	3
2	2.5 - 3.0	3.5
2.5	3.0 - 3.5	4
3	3.5 - 4.0	.5 on next GL rubric
3.5	<i>Use next GL</i>	<i>Use next GL</i>
4	<i>Use next GL</i>	<i>Use next GL</i>

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.

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SAMPLE TIER 2 INTERVENTION PLAN

TIER 2 INTERVENTION PLAN

Page 1 of 3

Student Last Name Student First Name Student
School: New School of San Francisco Grade: --
Class(es)/Teacher(s): Teacher Name

Date of Meeting:
Plan Effective:

Area of Concern	Actions, Strategies, Modifications	Person(s) Responsible	Notes/Updates
Social-Emotional	<ul style="list-style-type: none"> • Strategies <ul style="list-style-type: none"> ○ Noise Cancelling Headphones ○ Putty ○ Flexible Seating • Access to Social-Emotional Curriculum in the Classroom. • Access to Cool-Down Corner in the Classroom • Access to Wellness Center. 	Teachers	
Writing	<ul style="list-style-type: none"> • Access to elevated writing surface • Access to flexible seating • Extended time to complete assignments and tasks • Access to speec - 		

	<ul style="list-style-type: none"> ○ Check answer 		
Numeracy	<ul style="list-style-type: none"> ● Access to Math Manipulatives ● The option to complete the problem on a white-board first, to support frustration tolerance ● Use of checklist <ul style="list-style-type: none"> ○ Read problem ○ Organize work ○ Check answer 	Teachers	
Sensory	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Check-in, Check-out (Daily home-school communication) <ul style="list-style-type: none"> ○ Daily check-ins referring back to the check-list, to build student's capacity to use visual aids as a support 	Teachers	
Occupational Therapy	<ul style="list-style-type: none"> ● Access to a slant board ● Access to raised line paper ● Access to an alternative pencil grip 	Teachers	

	<ul style="list-style-type: none"> • Alternative tasks during Physical Education related to hyper-mobility (teacher discretion) 		
Health	<ul style="list-style-type: none"> • Headaches <ul style="list-style-type: none"> ○ Access to an aromatherapy necklace ○ Access to a separate location for 'rest' ○ Access to medication held in the school main office 	Teachers	

EXPLORATORIUM PARTNERSHIP OVERVIEW



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](#)



<p>Guiding & Essential Questions Why does sound matter to humans?</p> <p>Science Content Guiding Questions:</p> <ul style="list-style-type: none"> • What is sound? • How does sound work? • How can we see sound? <p>Social Studies/Cultural Impact Content Guiding Questions:</p> <ul style="list-style-type: none"> • 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? <p>Content-World Essential Questions:</p> <ul style="list-style-type: none"> - What is the action that we take as a result of what we've learned about change? 	<p>Arc Content Goals</p> <ul style="list-style-type: none"> • I know that sound travels in waves. • I know vibrations make sound. • I know that music influences culture and culture influences music. • I know people use music for many purposes including celebrations, entertainment, communication, storytelling • I know that technology and instruments change the way music sounds.
<p>Arc Inquiry Process Skills</p> <p>Collaborating:</p> <ul style="list-style-type: none"> - 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) <p>Investigating:</p> <ul style="list-style-type: none"> -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 	<p>What is sound? How does sound work? How can we see sound?</p> <p>PS4.A Wave Properties Sound can make matter vibrate, and vibrating matter can make sound.</p> <p>1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>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.*</p> <p>PS4.C Information Technologies and Instrumentation People also use a variety of devices to communicate (send and receive information) over long distances.</p> <p>How has music brought people together over time?</p> <p>How has changing technology influenced the way we use sound?</p> <p>*D2.His.6.K-2. Compare different accounts of the same historical event.</p>

<p>Reflecting:</p> <ul style="list-style-type: none"> - 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 <p>Historical Thinking Skills</p>	<p>*D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.</p> <p>*We did not end up covering these 2 History subjects in this arc.</p>
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<p>Field Trips</p> <p>Exploratorium College Hill Garden</p> <p>Idea for future years: Rockband Land</p> <p>Expert Visitors</p> <ul style="list-style-type: none"> - Ted Dubasik - Dylan Masters - DJ Dan - Nate Mallove - Blake (Exploremos) - Brad Andrews 	<p>Music Class</p> <p>Alphabet Rockers - Focus on social justice</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> - Vibration - Sound waves - Pitch - Frequency - Absorb - Bounce - Timeline - Sound maker/source - Sound effects <p>Sound song: https://www.songsforteaching.com/intellitunes/sound.htm</p>	<p>Social Justice Action Project Ideas</p> <ul style="list-style-type: none"> - Student who was deaf wanted to dance... RWI? - Video about deaf dancer who counts the music
<p>Relevant Resources:</p> <p><u>Technological:</u></p> <p><u>Books/ Primary Sources:</u></p> <ul style="list-style-type: none"> ● Science fiction books!! ● https://www.whatdowedoallday.com/science-fiction-picture-books-for-kids/ 		<p>Assessment Strategies</p> <p>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</p>	

Arc Phase Overviews

<p>Exploration - April 8-May 3 (4 weeks)</p> <ul style="list-style-type: none"> • 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 	<p>Expression - May 6 (1 week)</p> <ul style="list-style-type: none"> • 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 	<p>Exposition - May 13-June 4 (3 weeks)</p> <ul style="list-style-type: none"> • 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 express yourself and make change <ul style="list-style-type: none"> ○ Choose from 4 mediums: <ul style="list-style-type: none"> ■ Song ■ Chant ■ Speech ■ poem
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*This arc had 2 main parts (as opposed to the 3 phases) - The first half the 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 -

	Tuesday	Wednesday	Thursday	Friday <i>Creation Station & Documentation</i>
Week 1 April 8 - 12 What sounds exist in our community? Why do these sounds exist in our community? What are the different functions of sound?	What is sound?... explore the types of sound... the purpose of sound? - Concept map of different functions of sound - Play different sounds and draw what symbol it is for you... function/safety/ - What is this sound telling you? - Discussion on how we are sorting them 1718 Pictures of sounds 1718 More pictures of sounds Sound playlist	Sound map/graph sound o meters on computer and can track the sound... noise levels and graphing	Music	Creation station: make a noise maker!, can you change the pitch/volume?
Week 2 April 15 - 19 How do people use sound? How do people hear differently?	DJ Dan expert visitor	Field Trip to College Hill Garden - all day!	Music	PD Day

<p>Week 3 April 22 - 26 How does sound reach us? How does sound move?</p>	<p>How does sound move?</p>	<p>How does sound reach us?</p>	<p>Music</p>	
<p>Week 4 April 29 - May 3 What is pitch? How does pitch change? How can we make our own music?</p>	<p>Expert visitor Blake</p>	<p>Expert visitor Dylan (Thurs, no SSS Wed)</p>	<p>Music</p>	
<p>Week 5 May 6 - 10 How do I make a research plan around the question? How do different instruments make different sounds?</p>	<p>Research Plan - use for ILPs</p>	<p>Ted expert visitor!</p>	<p>Music</p>	
<p>Week 6 May 13 - 17</p>	<p>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?</p> <p>Examples:</p> <ol style="list-style-type: none"> 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. <p>What's your message about love? Why does it matter to you?</p>	<p>Day 2: Taste of different ways to send a message!</p> <p>-Group based on medium to send a message - Show an example of each</p> <p>--poetry (undocumented immigrants)</p> <p>--song lyrics & melody (love is love, LGBTQ+ rights)</p> <p>--chant (black lives matter)</p> <p>--speech (obama & living in a democracy)</p> <p>--rhythm, pitch, amplitude of instruments using tech</p> <p>-Students choose what medium they want to use and start reflection</p> <p>End of lesson: Students break into groups and start planning</p>	<p>Music</p>	<p>Message creating workshop</p>

	<p>How could you use the power of sound to send a message about love?</p> <p>-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</p> <p>Debrief: Get kids thinking about different mediums that would work for different kinds of messages</p>			
<p>Week 7 May 20 - 24</p>	<p>Start putting your message into the medium</p> <ul style="list-style-type: none"> - Song (Emery) - Musiquet app - Song (Emery) - - Speech (Kelley) - template - Chant (Lauren) - template - Poem (Jenna) - template 	<p>PRIDE Creation Station</p>	<p>Music performance 5/23 at 9am</p> <p>Performance dress rehearsal or filming</p> <p>WORKSHOP DAY 2 (Music workshop with Emery) with iPads & lyrics (Science 12:15-1:10)</p>	<p>Field Day</p>
<p>Week 8 May 27 -31</p>	<p>PD Day</p>	<p>Finish and film your love message!</p>	<p>Finish and film your love message!</p>	<p>Film your love message!</p>
<p>Week 9 June 3 - 7</p>	<p>Rehearse</p>	<p>Expo!</p>	<p>Cleaning/Special celebration</p>	<p>Last day of school - Early Release</p>

**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

Week # - Date Week's Big Questions
<p><u>Tuesday</u> Whole Group/half class groups</p> <p>Independent Work</p> <p>Debrief</p> <p>Materials</p> <p>Differentiation Strategies/Small groups</p> <p>Documentation</p>
<p><u>Wednesday</u> Whole Group/half class groups</p> <p>Independent Work</p> <p>To function (for a computer to work, car engine, mouse click) To communicate To entertain To show emotion (walking really mad)</p> <p>Debrief</p> <p>Materials</p> <p>Differentiation Strategies/Small groups</p> <p>Documentation</p>

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 IQs/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 drier)

- 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?"

Wednesday

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.*

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, saran 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/1QpnBrUy4VWMmdMCeQ7C8YYu8ar38qa9dSi7T655sZw/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

<ul style="list-style-type: none">- Fill out the reflection sheet Materials <ul style="list-style-type: none">- Reflection sheets
Friday (Creation Station, Documentation) <ul style="list-style-type: none">- 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 <ul style="list-style-type: none">• 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 <p>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?</p> <p>Examples:</p> <ol style="list-style-type: none">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? <p>Students will be given an 11 by 17 paper to create their own message. Kiddos should be working solo during this activity!</p> Debrief <p>Have students share out their messages. Get kids thinking about different mediums that would work for different kinds of messages</p> Materials

11 by 17 paper

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

Week 7 May 20 - 24	Start putting your message into the medium <ul style="list-style-type: none"> - Song (Emery) - Musiquet app - Song (Emery) - template - Speech (Kelley) - template - Chant (Lauren) - template - Poem (Jenna) - template 	PRIDE Creation Station	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)	Field Day
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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?

Thursday

Whole Group/half class groups

***Continuation of Tuesday!*WORKSHOP DAY 2**

**Performance dress rehearsal or filming...Use your template to start practicing your speech/poem/chant/song!
(Music workshop with Emery) with iPads & lyrics (Science 12:15-1:10)**

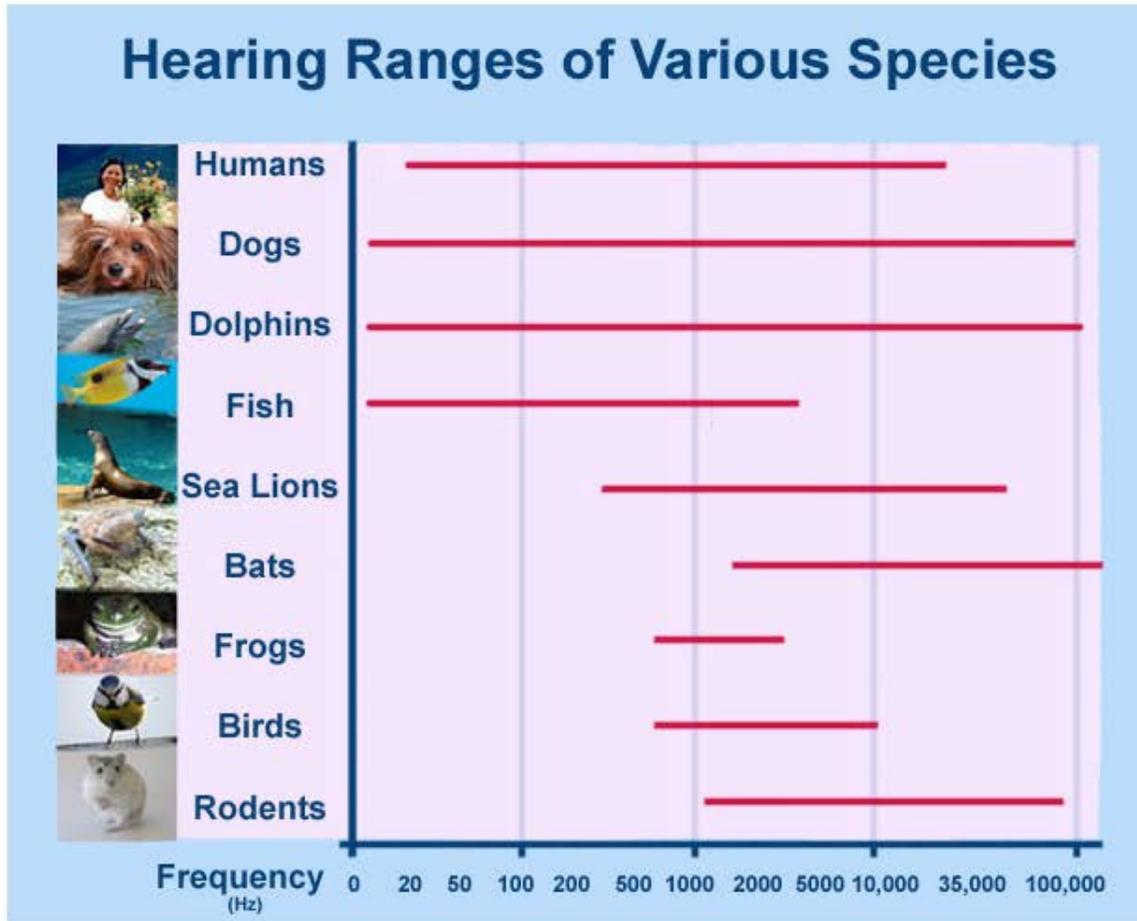
Independent Work

Debrief

Materials

Differentiation Strategies/Small groups

Documentation



The New School of San Francisco
Appendices and Attachments

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 What makes life on Earth possible, and is it possible for us to sustain life outside of Earth?	Big Question: Identity How do history, geography, physiology, psychology, and economics all shape my own complex identity and the identities of others?	Big Question: Life Science How do scientists observe and aid the natural world, and how can I?
SCIENCE: NGSS	5-ESS3: Earth and Human Activity	5-PS1: Matter and Its Interactions 5-PS2: Motion and Stability: Forces and Interactions 5-ESS1: Earth's Place in the Universe 5-ESS2: Earth's Systems 5-ESS3: Earth and Human Activity 3-5ETS1: Engineering Design	California Grade 5 Health Standards Exercise and Nutrition	5-LS1: From Molecules to Organisms 5-LS2: Ecosystems: Interactions, Energy, and Dynamics 5-PS3: Energy (all energy in ecosystems comes from the sun) 3-5ETS1: Engineering Design
SOCIAL STUDIES: C3 Framework	D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.	D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. D2.Eco.7.3-5. Explain how profits influence sellers in markets.	D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. D2.Geo.3.3-5. Use maps of different scales to

	D2.Eco.1.3-5. Compare the benefits and costs of individual choices. D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	D2.His.10.3-5. Compare information provided by different historical sources about the past D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.	D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes. D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	describe the locations of cultural and environmental characteristics D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
INQUIRY: Process Skills	Is able to work with preferred and non-preferred peers Choose the best representation 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 Gathers and recalls information from multiple sources (books, experts, peers' 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, perspective, 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 revises 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

READING: CCSS Units of Study	Literature Focus: Key Ideas and Details: CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.5.2 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. CCSS.ELA-LITERACY.RL.5.3 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). Craft and Structure: CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas:	Informational Text Focus: Key Ideas and Details: CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Craft and Structure: CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . CCSS.ELA-LITERACY.RI.5.5 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. CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Literature Focus: Key Ideas and Details: CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.5.2 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. CCSS.ELA-LITERACY.RL.5.3 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). Craft and Structure: CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas:	Informational Text Focus: Key Ideas and Details: CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Craft and Structure: CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . CCSS.ELA-LITERACY.RI.5.5 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. CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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WRITING: CCSS Units of Study	CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). CCSS.ELA-LITERACY.RL.5.8 (RL.5.8 not applicable to literature) CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). CCSS.ELA-LITERACY.RL.5.8 (RL.5.8 not applicable to literature) CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	Unit 1: Narrative Craft Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	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; include formatting (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 or paraphrase information in notes and 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

	<p>CCSS.ELA-LITERACY.W.5.3.C</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>CCSS.ELA-LITERACY.W.5.3.D</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CCSS.ELA-LITERACY.W.5.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	<p>CCSS.ELA-LITERACY.W.5.2.C</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>CCSS.ELA-LITERACY.W.5.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.5.2.E</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p>	<p>CCSS.ELA-LITERACY.W.5.9.A</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>CCSS.ELA-LITERACY.W.5.9.B</p> <p>Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>	<p>words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>CCSS.ELA-LITERACY.W.5.1.D</p> <p>Provide a concluding statement or section related to the opinion presented.</p>
<p>NUMERACY: CCSS Singapore Units, Eureka Math Units, Math in Focus, ENY?</p>	<p>Place Value/Base Tens CCSS.MATH.CONTENT.5.NBT.A.1</p> <p>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.2</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.3</p> <p>Read, write, and compare decimals to thousandths.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.3.A</p>	<p>Fractions</p> <p>Use equivalent fractions as a strategy to add and subtract fractions. CCSS.MATH.CONTENT.5.NF.A.1</p> <p>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. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i> CCSS.MATH.CONTENT.5.NF.A.2</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of</p>	<p>Continuation of Fractions</p> <p>CCSS.MATH.CONTENT.5.NF.B.6</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>CCSS.MATH.CONTENT.5.NF.B.7</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1</p> <p>CCSS.MATH.CONTENT.5.NF.B.7.A</p> <p>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the</i></p>	<p>Geometry and Operations & Algebraic Thinking</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems. CCSS.MATH.CONTENT.5.G.A.1</p> <p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>

<p>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.3.B</p> <p>Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.4</p> <p>Use place value understanding to round decimals to any place.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths. CCSS.MATH.CONTENT.5.NBT.B.5</p> <p>Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>CCSS.MATH.CONTENT.5.NBT.B.6</p> <p>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.</p> <p>CCSS.MATH.CONTENT.5.NBT.B.7</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>Apply and extend previous understandings of multiplication and division. CCSS.MATH.CONTENT.5.NF.B.3</p> <p>Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i> CCSS.MATH.CONTENT.5.NF.B.4</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. CCSS.MATH.CONTENT.5.NF.B.4.A</p> <p>Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = (ac)/(bd)$.)</i> CCSS.MATH.CONTENT.5.NF.B.4.B</p>	<p><i>quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i> CCSS.MATH.CONTENT.5.NF.B.7.B</p> <p>Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i> CCSS.MATH.CONTENT.5.NF.B.7.C</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i></p> <p>Operations and Algebraic Thinking</p> <p>Write and interpret numerical expressions. CCSS.MATH.CONTENT.5.OA.A.1</p> <p>Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. CCSS.MATH.CONTENT.5.OA.A.2</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating</p>	<p>CCSS.MATH.CONTENT.5.G.A.2</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>Classify two-dimensional figures into categories based on their properties. CCSS.MATH.CONTENT.5.G.B.3</p> <p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. CCSS.MATH.CONTENT.5.G.B.4</p> <p>Classify two-dimensional figures in a hierarchy based on properties.</p> <p>Measurement & Data</p> <p>Convert like measurement units within a given measurement system. CCSS.MATH.CONTENT.5.MD.A.1</p> <p>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>Represent and interpret data. CCSS.MATH.CONTENT.5.MD.B.2</p> <p>Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given</i></p>
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				<p>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.</p> <p>CCSS.MATH.CONTENT.5.MD.C.5.B</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ 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.</p> <p>CCSS.MATH.CONTENT.5.MD.C.5.C</p> <p>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</p>
<p>SEL: Competencies C3</p>	<p>Use listening skills to identify the feelings/perspectives of others</p> <p>Work together with peers to address a need</p> <p>Describe how they physically respond to emotion</p> <p>Recognize and label emotions and discuss how they are linked to behavior</p> <p>Identify reasons why honesty is a valued trait</p>	<p>Work together with peers to address a need</p> <p>Distinguish among intensity levels of their emotions</p> <p>Use self-monitoring strategies (self talk) to regulate emotions</p> <p>Use attentive listening skills to foster better communication</p> <p>Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)</p>	<p>Recognize that people from different cultural and social groups share many things in common, as well as contribute different strengths to the community</p> <p>Define stereotyping, discrimination, and prejudice</p> <p>Describe the personal qualities they possess that make them successful members of their school community</p> <p>Recognize the difference between positive and negative relationships</p> <p>Develop awareness that social cues may be different among various groups</p>	<p>Show skills in handling high-pressure situations (calm down, walk away, mediation)</p> <p>Generate alternative solutions to problems and predict possible outcomes</p> <p>Distinguish between destructive and constructive ways of dealing with conflict, including that conflict is a natural part of life</p>

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ART: VAPA Inquiry Connections		Physical science explained through dance Clay work to go with states of matter	Dance, Visual Art, Theater, and Music as a form of self-expression and identity exploration	Life sciences and organisms- visual art connection? Music composition?
PE: CA Standards				
Health: 2019 Framework	Positive social interactions with peers and adults		Broad identity exploration coupled with California health standards. Please see document here for more details.	

Grade 2

<Student>'s Individualized Learning Plan (ILP)

Arc 3, Spring 2018



Reading

End of Year Goals	Habits <Student> will be able to draw inferences and summarize her learning from a variety of text genres Skill <Student> will read independently at level M by developing her ability to scoop up words in phrases and recognize changes in narration and emphasis to read fluently	
Arc 1 Progress Independent Reading Level I Instructional Reading Level J Accuracy: 95 Comprehension no	Arc 2 Progress Independent Reading Level M Instructional Reading Level N Accuracy: 98% Comprehension N 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 is currently reading independently at a level M. She can continue to work on using text evidence to support her thinking and text responses, as well as answering more inferential questions. I'd also love her to speak up more during book talks, as she has many insightful comments to share!	Arc 3 Progress Independent Reading Level O Instructional Reading Level P Accuracy: 98% Comprehension no Teacher Remarks: <Student> has met both of her reading goals this year. Her dramatic growth demonstrates a love of literature, an interest in thinking about characters and a dedication to learning. She reads fluently, with expression, and asks questions about vocabulary words or character motivations. <Student> should continue to read lots 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.

SAMPLE INDIVIDUALIZED LEARNING PLAN, ARC 3, GRADE 2

The New School of San Francisco
 Appendices and Attachments

Grade 2

<Student>'s Individualized Learning Plan (ILP)

Arc 3, Spring 2018

Writing

End of Year Goals	Habits: <Student>will write across pages on a single topic, drawing inspiration from her life and the books she reads	
	Skill: <Student> will develop her ability to use lowercase letters and punctuation	
Arc 1 Progress Writing Score: 1	Arc 2 Progress Writing Score: 1.5 Teacher Remarks: <Student> 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.	Arc 3 Progress Writing Score: 3 Teacher Remarks: <Student> 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 <Student>!

The New School of San Francisco
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Grade 2
 <Student>'s Individualized Learning Plan (ILP)
 Arc 3, Spring 2018

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 Math Benchmark: 7%	Arc 2 Progress Math Benchmark: 25% Teacher Remarks: <Student> is making progress towards her numeracy goals his 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!	Arc 3 Progress Math Benchmark: 35.3% 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 come 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!

The New School of San Francisco
 Appendices and Attachments

Grade 2
 <Student>'s Individualized Learning Plan (ILP)
 Arc 3, Spring 2018

Social Emotional Learning

End of Year Goals	Habits: <Student> will appropriately engage in play and conversation with others, including taking turns and making social connections	
<p>Arc 2 Progress</p> <p><Student> 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 "being brave" to express her emotions.</p>	<p>Arc 3 Progress</p> <p><Student> 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. <Student> seems fond of this community and shares ideas or ways for us to improve as community members. We are excited about <Student>'s connections with her classmates and hope that she continues to love New School next year.</p>	

Inquiry

End of Year Goals	Habits: <Student> will communicate theories and share ideas with peers and adults, providing clarification when asked	
<p>Arc 2 Progress</p> <p><Student> 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.</p>	<p>Arc 3 Progress</p> <p><Student> 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. <Student> 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 <Student> is exploring new ways of learning through our inquiry workshops.</p>	

The New School of San Francisco
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Grade 2

<Student>'s Individualized Learning Plan (ILP)

Arc 3, Spring 2018

Art

<p>Arc 2 Progress <Student> understands tint, shade, tone very well. She engages in all art activities independently</p>	<p>Arc 3 Progress Has met the elements of dance. Participates in all activities independently.</p>
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Spanish

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

<p>Arc 2 Comments:</p>	<p>Arc 3 Comments:</p>
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STUDENT-LED CONFERENCES: DRAFT OVERVIEW



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

1	<p><u>Student-led Conferences</u></p> <p>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.</p>
2	<p><u>Student-Directed EOY Inquiry Project</u></p> <p>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-</p>



	directed inquiry project to a panel of experts, peers, and teachers.
3	<p><u>Culminating Portfolio and Defense</u></p> <p>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.</p> <p>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.</p>

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

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

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

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

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 that past several years instead of just the past few months.

Option 3: No Portfolio Defense

Launching Arc	Arc 1	Arc 2	Arc 3
Parent-teacher meetings without students (home visits? Meet the Teacher?)	Teacher-led conferences with student participation	Co-facilitated conferences	Student-led conferences
			Student-directed inquiry project presentation to a panel and at Expo



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

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

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 in to 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%20%28combined%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.

RESOURCE GUIDE TO 21ST CENTURY LEARNING

Resources for 21st Century Learning

Videos, Film

- Video: *Did you know??*
 - <http://www.youtube.com/watch?v=evAivHL2udk&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/>.
- Film: **The Finland Phenomenon** <http://www.2mminutes.com/products/pc/viewPrd.asp?idProduct=22>
 - View trailer <http://www.youtube.com/watch?v=bcC2l8ziolw>
 - Forbes review <http://www.forbes.com/sites/erikkain/2011/05/02/the-finland-phenomenon-inside-the-worlds-most-surprising-school-system/>
- Film: **World Peace and Other Fourth Grade Achievements** <http://www.rosaliafilms.com/>
- Film: **Designing Schools for the 21st Century** <http://newlearninginstitute.org/21stcenturyeducation/student-centered-learning/designing-schools-for-21st-century-learning.html>
 - Accompanying book: [The Language of School Design – Design Patterns for 21st Century Schools](#)

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 Independence Day: Developing Self-Directed Learning Projects <http://learning.blogs.nytimes.com/2011/03/21/independence-day-developing-self-directed-learning-projects/?scp=10&sq=high%20school&st=cse>

RSAs

- Ken Robinson <http://www.youtube.com/watch?v=zDZFcDGpL4U>
- Dan Pink <http://www.youtube.com/watch?v=u6XAPnuFjJc>

Blogs:

- 21st Century Fluency Project: The Committed Sardine <http://committedsardine.com/blog.cfm>
 - <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:**

- Conrad Wolfram: Teaching Kids Math with Real Computers (Stop teaching calculating and start teaching math), http://www.ted.com/talks/conrad_wolfram_teaching_kids_real_math_with_computers.html
- Ken Robinson: Schools Kill Creativity http://www.ted.com/talks/lang/eng/ken_robinson_says_schools_kill_creativity.html
- Ken Robinson: Bring on the Learning Revolution http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html
- Tony Wagner: Creating Innovators, <http://www.youtube.com/watch?v=hvDjh4I-VHo>
- Arthur Benjamin: Formula for changing math education http://www.ted.com/talks/lang/eng/arthur_benjamin_s_formula_for_changing_math_education.html
- Dan Meyer: Math class needs a makeover 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

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.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/> 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***

• Teaching a growth mindset for the 21st century. <http://mindsetonline.com/whatisit/about/index.html>

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>

• **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**.

• **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> and

• For a more detailed look at the critical skills required, see Chapter 2 of his book

<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/route21/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 Lodbell 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>
- NAIS recently announced new accreditation guidelines for 21st century schools. They have written a new report called A 21st Century Imperative: A Guide to Becoming a School of the Future <http://www.nais.org/files/PDFs/NAISCOASchools.pdf>
- 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

- New publication: Framework for k-12 Science Education, chaired by Portola Valley resident and member of the NAS, Helen Quinn. <http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=13165>
 - http://www.nap.edu/catalog.php?record_id=13165 (actual report)
- New publication: Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century, <http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=13398>
 - http://www7.nationalacademies.org/bota/Deeper_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>
- http://news.stanford.edu/news/2012/january/SUES_Report.pdf (actual report)

Resources for 21st Century Learning

Organizations (cont.)

- **CAST: Transforming Education through Universal Design for Learning**

- <http://www.cast.org/index.html>

- About universal design: <http://www.cast.org/udl/index.html>

- **Authentic Education**

- Grant Wiggins, Authentic Education

- <http://www.grantwiggins.org/>

- <http://teacher.scholastic.com/professional/assessment/studentprogress.htm>

- **Stanford's School Redesign Network**

- Co-Founded by Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University where she has launched the Stanford Educational Leadership Institute and the School Redesign Network. Any book by Linda Darling-Hammond. <http://www.srnleads.org/>

- **21st Century Workforce Commission National Alliance of Business**

- <http://www.metiri.com/21st%20Century%20Skills/PDFtwentyfirst%20century%20skills.pdf>

- **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/>

•The Future of Learning Group at MIT Media Lab

- <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/>

- New Tech High: <http://www.newtechhigh.org/Website2007/index.html>

- Big Picture Schools: www.bigpicture.org

- Tinkering School: <http://www.tinkeringschool.com/>

Resources for 21st Century Learning

Model Schools (cont.)

- **Avenues: The World School**

- http://www.avenues.org/world-school?adidnum=g_new_ws&gclid=CLeMsd6p860CFWQQQgodxnacsw

- **Envision Schools**

- Currently focused on high school, but starting to incorporate K-8.
http://www.envisionschools.org/page.php?page_id=3

- **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**

Technologyhttp://www.fluency21.com/blogpost.cfm?blogID=2420&utm_source=Committed+Sardine+Blog+Update&utm_campaign=bdb3323725-RSS_EMAIL_CAMPAIGN&utm_medium=email

• **A Mathematician's Lament, Paul Lockhart** <http://www.maa.org/devlin/LockhartsLament.pdf>

• **Sugar and Spice....and Math Under-achievement, Stanford Professor Jo**

Boaler<http://gender.stanford.edu/news/2012/sugar-and-spice-and%E2%80%A6-math-under-achievement>

APPENDIX C: DIVERSE LEARNERS

TIERS OF INTERVENTION



SERVICES OVERVIEW

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.

UNCONDITIONAL EDUCATION MULTI-TIERED MODEL FOR INTERVENTION

TIER 3 • INTENSIVE

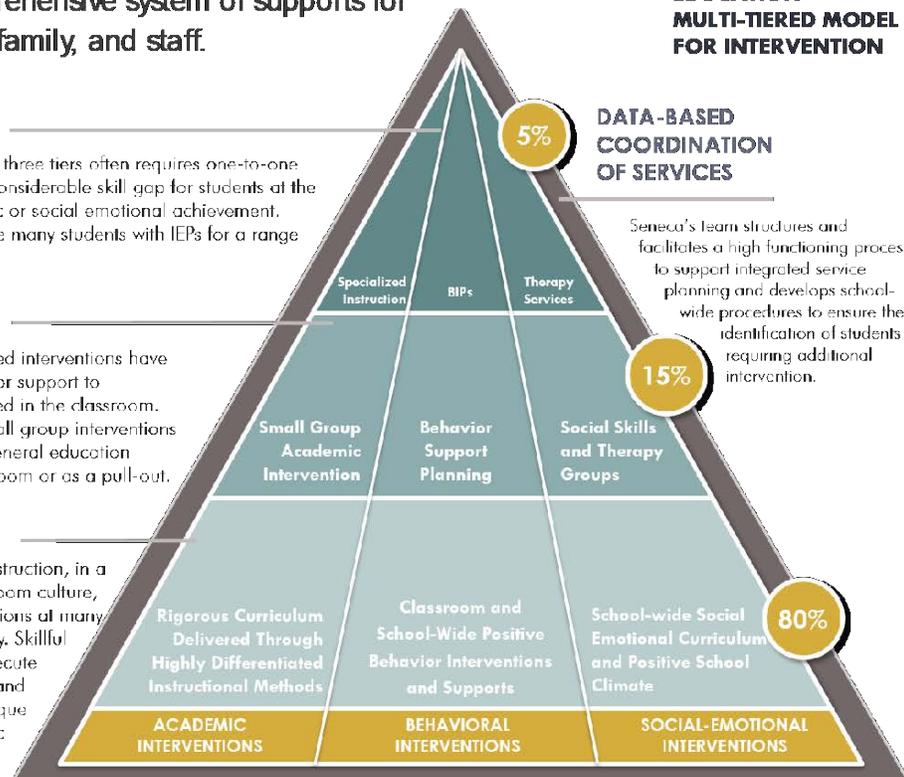
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

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 adjust and accommodate to the unique behavioral and academic needs of their students.



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.

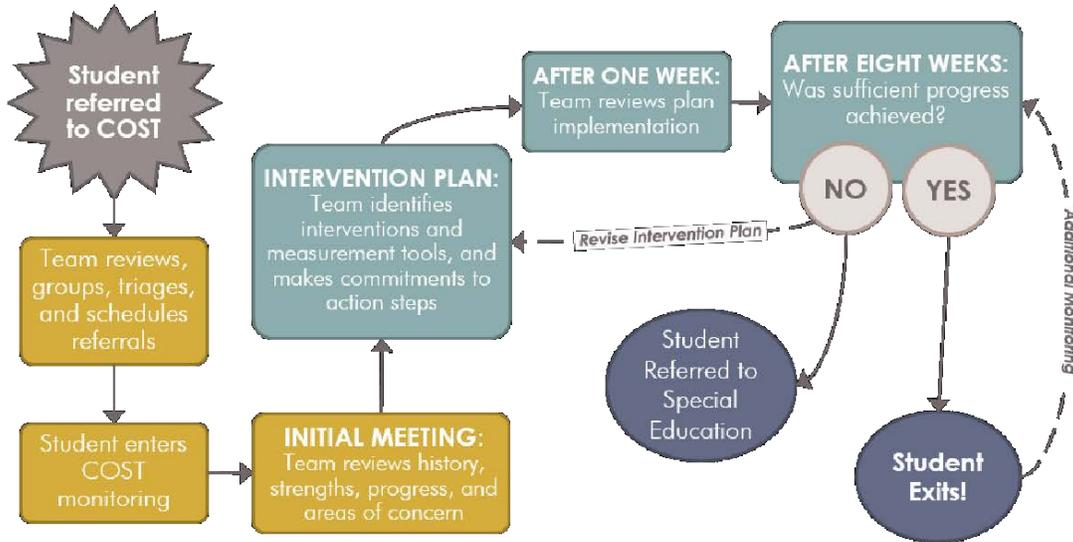
Teachers and school staff can attend office hours to:

- 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

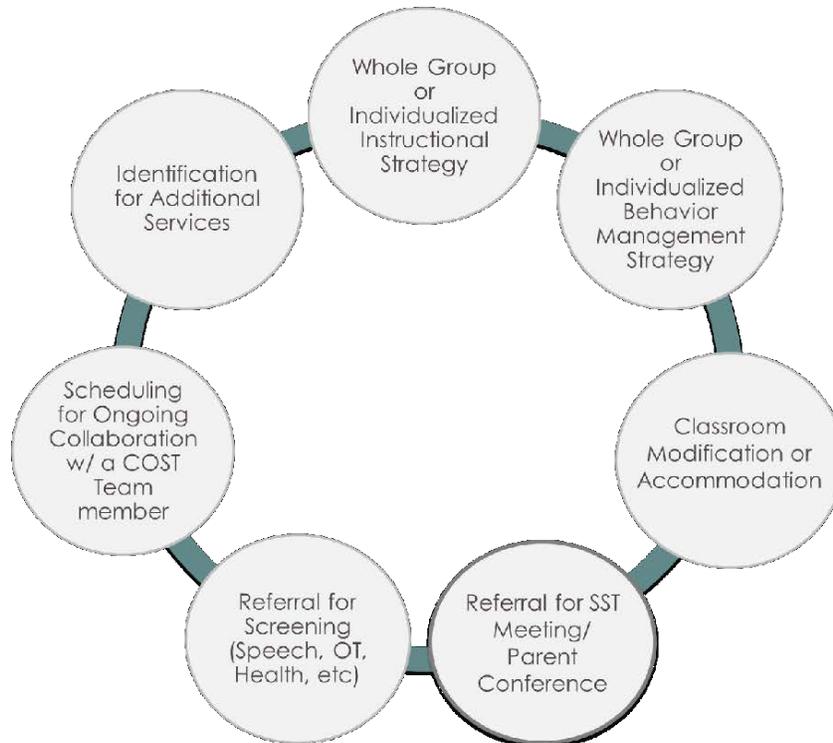
" I like the fact that if an intervention is not working the team has a meeting to tweak what is needed"

- PARTNERSHIP SCHOOL TEACHER

THE COST PROCESS



POSSIBLE COST ACTION STEPS



INTERVENTIONS & 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

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

Tier 1

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

Assessment
& Monitoring

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.

Tier 3

Tier 2

Tier 1

Assessment
& Monitoring

INTERVENTIONS & SERVICES

Social-Emotional	
Tier 3	<p>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.</p> <p>Wraparound: Seneca facilitates a wraparound planning process for students and families in need of a comprehensive system of supports.</p> <p>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.</p> <p>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.</p>
Tier 2	<p>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.</p> <p><i>Sample Evidenced Based Group Practices:</i></p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Zones of Regulation <li style="display: inline-block; width: 45%;">• Cognitive Behavioral Intervention to Trauma in Schools (CBITS) <li style="display: inline-block; width: 45%;">• Strong Start <li style="display: inline-block; width: 45%;">• Positive Parenting Program (Triple P) <li style="display: inline-block; width: 45%;">• SuperFlex <li style="display: inline-block; width: 45%;">• 1,2,3 Magic training with parents <li style="display: inline-block; width: 45%;">• Mindfulness
Tier 1	<p>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.</p> <p>Social Emotional Curriculum: Seneca teams lead the implementation of a school-wide social-emotional curriculum, including teacher training, coaching, and observations.</p> <p><i>Sample List of Evidenced Based Emotional Curriculum:</i></p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Olweus Anti-Bullying <li style="display: inline-block; width: 45%;">• Responsive Classrooms <li style="display: inline-block; width: 45%;">• Second-Step <li style="display: inline-block; width: 45%;">• I Can Problem Solve <li style="display: inline-block; width: 45%;">• Tool-Box <p>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.</p>
Assessment & Monitoring	<p>Social Emotional Screener: Seneca facilitates the implementation of a school-wide social emotional screener that identifies students experiencing social-emotional challenges.</p> <p>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.</p> <p>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.</p>

For more information about Seneca Family of Agencies' Unconditional Education Partnership, please contact Robin Dettnerman at robin_dettnerman@senecacenter.org or (510) 872-2046.



ENGLISH LEARNERS / RECLASSIFICATION POLICY

April 2017

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:

Grades K and 1	Overall score of Early Advanced or Advanced and: Domain scores for Listening and Speaking at the Intermediate level or above Domain scores for Reading and Writing do not need to be at the Intermediate level
Grades 2-12	Overall performance level is Early Advanced or higher and: All domain scores are Intermediate or higher (Listening, Speaking, Reading, Writing)

At The New School, Basic Skills assessment will be based on grade-level appropriate comparisons:

Grades	Basic Skills Assessment	Required Score
Grades 1-2	Reading Assessment (F&P equivalent) DIBELS	Exceeds Grade-level Expectations
Grades 3-5	Reading Assessment (F&P equivalent) Writing On-demand Assessment Numeracy Benchmark (other districts don't seem to count math) SBAC in ELA/Lit.	Meets Grade-level Expectations Score of 2.5 or above Score of 3 or 4
Grades 6-8	SBAC in ELA/Lit.	Score of 3 or 4
Grades 9-12	SBAC in ELA/Lit. Report Card in English	Score of 3 or 4 Grade C or above

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*



Sept	Oct	Nov-Jan	Feb	Mar - May	May
Teacher data collection // review last year's data and student progress	ELPAC administered for new students Teacher PD Family intake conferences	ELPAC results Differentiated supports + interventions Intervention block, if needed	Family conferences	ELPAC administered for returning students Differentiated supports + interventions Intervention block, if needed	Family conferences



[Illegible text consisting of various symbols and characters, possibly representing a list or a set of instructions.]

ENGLISH LEARNERS / FAMILY SUPPORT: SITE WORDS

High Frequency Words (Sight Words) - Spanish Phonetics

List 1		List 2		List 3		List 4		List 5		List 6		List 7	
Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética
I	ai	you	llu	can	ken/can	had	jad	boy	boi	so	soo	know	nao
the	da	me	mi	have	jav	this	dis	that	dat	or	or	but	bat
a	ei	was	gūas	on	on	be	bi	has	jas	him	jim	look	luk
see	si	are	ar	it	iel/it	did	did	two	tu	down	daun	too	tu
like	laik	in	ien/in	do	du	one	gūan	girl	gról/girl	they	dei	saw	so
and	eaand/en d	go	go	his	jis	of	of	as	as	by	bai	how	jao
is	is	we	gūi	her	jer	up	ap	here	jjer	came	keim	some	sam
he	ji	at	at	not	nat	with	wid	us	as	it	it	all	ol
she	chi	yes	les	to	tu	an	ean/en	said	sed	what	gūat	any	eni
am	oem/em	no	no	my	mai	for	lor	from	from	will	gūil	were	gūer
List 8		List 9		List 10		List 11		List 12		List 13		List 14	
Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética
who	ju	get	gel	after	after	use	yus	much	moch	people	pipo	number	number
when	gūen	there	der	looked	lukt	old	old	them	dem	both	bot	long	long
come	kam/ko m	where	gūer	work	gūork	new	niu	made	maid	because	because	three	tri
then	den	why	gūay	could	lud	more	mor	time	taim	been	bin	four	lor
make	meik	behind	bijaind	would	gūd	their	der	good	gud	these	tis	five	faiv
take	leik	very	verri	went	gūent	just	yast	other	oder	never	never	six	siks
your	yor/lor	out	out/out	which	gūich	thing	ting	move	muv	leave	liv	seven	seven
many	meni	little	lira/litol	about	about	give	gib	first	list	sure	shure	eight	eit
into	into/inlú	under	ander	each	ich	tell	tel	over	over	than	den	nine	nain
fun	fan	play	plei	now	nao	across	akros	way	guy	call	cal	ten	ten
List 15		List 16		List 17		List 18		List 19		List 20		List 21	
Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética	Word	Fonética
find	faind	read	rid	right	naif	color	co-lor	took	tuk	house	jous	apart	apart
part	part	kind	caind	liked	laik	black	blak	year	xir	also	also	got	god
before	bilor	only	only	away	aguy	white	guail	please	plis	school	scol	let	let
put	put	try	trai	such	sach	brown	braun	keep	kíp	better	berer	ran	ran
most	most	near	nir	men	men	purple	purpo	mother	mo-der	best	best	always	olguies
air	air	book	bok	our	or	blue	blu	pretty	peri	next	next	must	most
give	giv	say	sei	bring	bring	right	rait	end	end	present	present	found	found
may	mai	back	bac	far	far	left	left	father	fader	write	guart	stand	stan
dear	dir	game	gaim	funny	fani	orange	orenda	friend	friend	soon	sun	through	tru
name	naim	high	jai	home	jam	yellow	jelow	another	anoder	big	big	every	e-veri

List 22	
Word	Fonética
together	tugeder
want	guanl
while	waid
eat	il
can't	qant
until	until
run	ruan
think	fink
don't	don'l
didn't	dirint

List 23	
Word	Fonética
morning	mornin
walk	gualk
early	erli
today	tudei
full	tui
fat	fat
food	tud
ate	ait
second	seco
third	turd

List 24	
Word	Fonética
longer	longer
letter	leter
sound	sound
ask	ask
around	araround
does	dos
goes	gas
own	on
love	lov
happy	ja-pi

List 25	
Word	Fonética
clothes	clots
coat	coul
hat	jat
fire	fayer
hot	jot
fine	fain
cold	could
hear	her
sit	sit
sleep	slip

List 26	
Word	Fonética
start	star
stop	slup
fly	flai
fall	lal
jump	jump
last	last
ride	raid
round	round
o'clock	oclok
wash	wash

List 27	
Word	Fonética
water	ua-ter
warm	uarm
eyes	ais
face	feis
head	jed
yesterday	jeslurday
thank	tenk
nature	natur
hope	jop
hold	hold

List 28	
Word	Fonética
carry	cari
close	clos
buy	bai
picture	pichure
pair	per
order	order
help	jelp
small	smal
woman	guomen
grow	grou

List 29	
Word	Fonética
off	ot
gave	guiev
sat	sat
set	set
myself	moi-seil
sister	sister
brother	bro-der
baby	babi
once	guans
might	moit

List 30	
Word	Fonética
show	chou
along	along
though	dou
took	tuk
turn	tum
hard	jard
same	seim
cut	cat
those	dos
goal	gol

List 31	
Word	Fonética
word	guard
place	plais
live	liv
great	greet
follow	folu
large	larch
even	iven
need	nid
different	dif-er-ent
well	guel

List 32	
Word	Fonética
again	aguien
change	cheinch
animal	animal
upon	apon
between	bi-lu-in
called	cald
favorite	favoril
thought	tou
going	goin
family	famili

List 33	
Word	Fonética
answer	anser
learn	lem
world	worid
believe	beliv
ago	ago
laugh	laf
giving	living
shoes	chus
bright	brail
sentence	sentens

List 34	
Word	Fonética
beautiful	biu-ti-ful
worry	guari
Mr.	Mr.
Mrs.	Mrs.
city	si-li
below	belou
own	oun
earth	urt
often	of-den
group	grup

List 35	
Word	Fonética
children	children
tree	tri
important	inportant
watch	uatch
almost	almust
enough	inof
above	abov
music	musik
talk	tak
example	exanplo

List 36	
Word	Fonética
begin	bigen
open	open
few	liu
story	stori
paper	paiper
young	young
nothing	notin
prove	prub
double	dobo
month	mont

List 37	
Word	Fonética
America	America
later	lei-ter
won't	guanl
wouldn't	gudent
country	con-tri
seem	sim
since	sinc
easy	isi
hard	hard
become	becom

List 38	
Word	Fonética
tomorrow	tu-mo-rou
doesn't	dosent
couldn't	cudent
point	point
still	stil
during	during
idea	aidea
problem	problem
listen	listen
several	several

List 39	
Word	Fonética
complete	complit
questions	cuestion
usually	ushuli
true	tru
brought	brat
hundred	jandred
million	milion
receive	resiv
special	spe-chial
against	against

List 40	
Word	Fonética
happened	japened
neighbor	nei-bar
certain	sertain
remember	remember
covered	covered
separate	separet
however	jauever
toward	loguard
money	monei
piece	pis

Sight Word Goals			
Las Metas de Las Palabras Frecuentes			
Grade	September	January	June
Grado	septiembre	enero	junio
Kinder	List 1	List 5	List 10
First (1)	List 10	List 20	List 30
Second (2)	List 30		List 40
Third (3)	List 40 as soon as possible		

ACADEMICALLY LOW-PERFORMING / BRAIN GYM: OVERVIEW

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@newschoolsf.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 an 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

ACADEMICALLY LOW-PERFORMING / BRAIN GYM: SAMPLE STUDENT PLAN



Intervention Group Overview - CYCLE 4

<i>Student(s):</i>	A, C, J
<i>Date Range:</i>	Feb 26 - March 21
<i>Weekly Meeting Time(s):</i>	8:30 - 9:00am, T/W/Th
<i>Goal(s):</i>	<ol style="list-style-type: none"> 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
<i>...as measured by _____:</i> <i>(Assessments)</i>	<ol style="list-style-type: none"> 1. Bridges module assessments 2. Internal cycle goal assessment (below)
<i>Description of Instructional Methods & Instructional Materials:</i>	<p>Bridges Volume 3, Module 9 & 10:</p> <p>Major Instructional Targets</p> <ul style="list-style-type: none"> ■ 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) <p>Major Instructional Targets</p> <ul style="list-style-type: none"> ■ 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

Student	Baseline	Wk 1 -	Wk 2 -	Wk 3 -	Final -
A	_____ on assessment				90-100% on assessment
C	_____ on assessment				90-100% on assessment
J	_____ on assessment				90-100% on assessment

Teaching Point Map

	Tuesday	Wednesday	Thursday
Week 1	Baseline assessment, norms & routines	46	47
Week 2	48	49	51
Week 3	52	53	54
Week 4	Rounding practice	Rounding practice	End of cycle assessment

Brain Gym Cycle 4 Assessment

Name: _____

Date: _____

Solve these equations using any strategy:

$$\begin{array}{r} 243 \\ +289 \\ \hline \end{array}$$

$$\begin{array}{r} 476 \\ + 359 \\ \hline \end{array}$$

$$\begin{array}{r} 734 \\ - 418 \\ \hline \end{array}$$

$$\begin{array}{r} 551 \\ - 237 \\ \hline \end{array}$$

Round these numbers to the nearest **TEN**:

522 → _____	267 → _____	751 → _____
--------------------	--------------------	--------------------

Round these numbers to the nearest **HUNDRED**:

321 → _____	590 → _____	247 → _____
--------------------	--------------------	--------------------

Skip count:

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

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

342, 352, 362, _____, _____, _____,

Intervention Group Overview - CYCLE 5 - ADDITION & SUBTRACTION WORD PROBLEMS

<i>Student(s):</i>	A, C & J
<i>Date Range:</i>	April 9 - May 17
<i>Weekly Meeting Time(s):</i>	8:30 - 9:00am, T/W/Th
<i>Goal(s):</i>	Solve word problems with addition and subtraction within 100 Solve two-step problems with addition and subtraction within 100
<i>...as measured by _____: (Assessments)</i>	Module 8 PM Module 9 PM Internal post-assessment on word problems <ul style="list-style-type: none"> - Two step addition - 3 digit - Two step subtraction - 3 digit
<i>Instructional Methods</i>	Bridges Volume 4, Modules 8 & 9

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

Teaching Point Map

	Tuesday	Wednesday	Thursday
Week 1	Volume 4 diagnostic, Routines	Lesson 36, Rounding 3-digits	Lesson 37, Rounding 3-digits
Week 2	Lesson 38, Rounding 3-digits	Lesson 39, Rounding 3-digits	Lesson 40, Progress monitoring
Week 3	Lesson 41	Lesson 42	Lesson 43
Week 4	Lesson 44	Lesson 45 - PM	Problem-solving
Week 5	Problem-solving TBD	Problem-solving TBD	Problem-solving TBD
Week 6	Problem-solving TBD	Problem-solving TBD	Final PM

Brain Gym Cycle 5 Pre/Post Assessment

Name: _____

Round these numbers to the nearest **TEN**:

451 → _____	387 → _____	699 → _____
--------------------	--------------------	--------------------

Round these numbers to the nearest **HUNDRED**:

315 → _____	580 → _____	231 → _____
--------------------	--------------------	--------------------

Skip count:

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

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

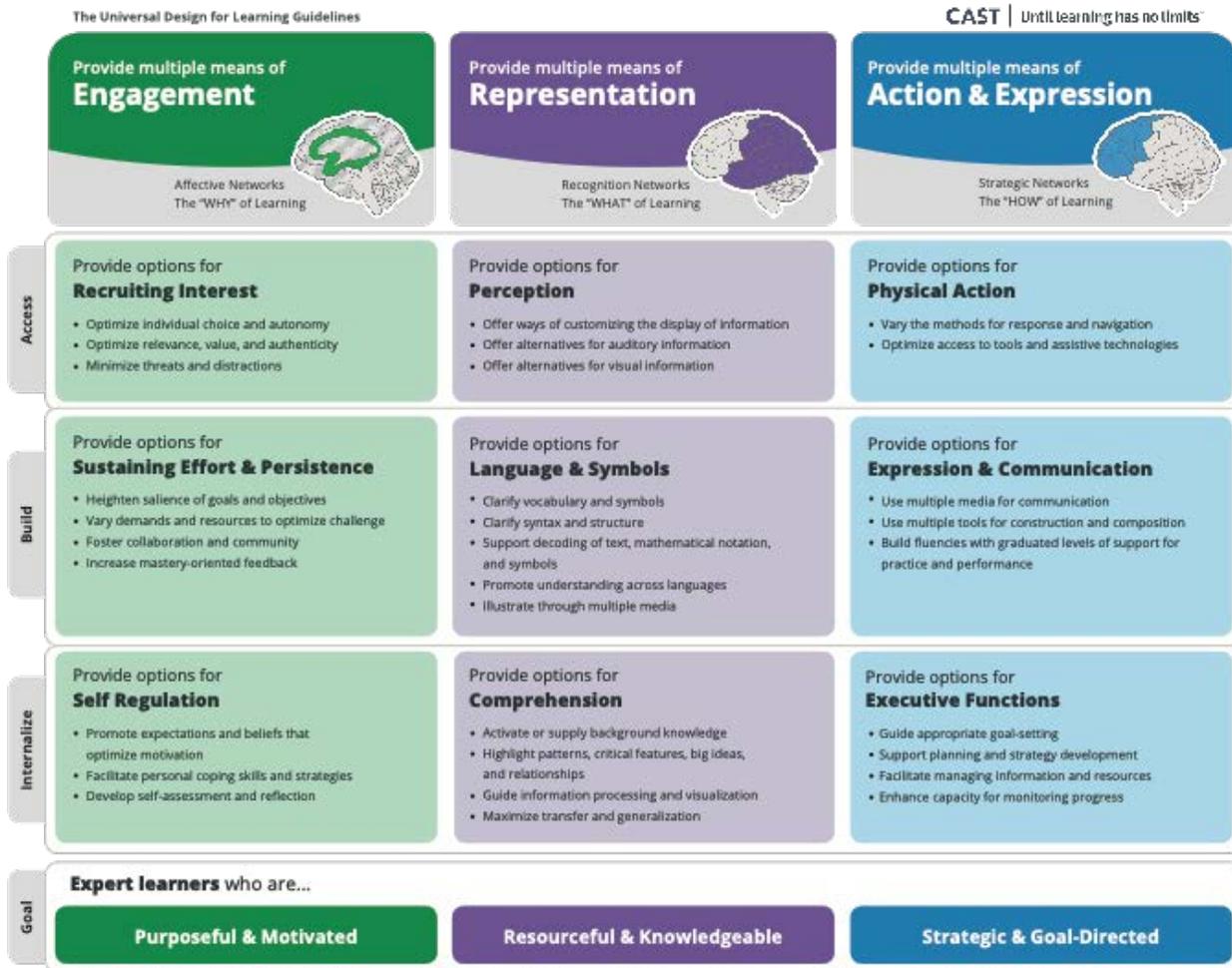
148, 158, 168, _____, _____, _____, _____, _____,

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



udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.



ESPECIALISTAS Y PROVEEDORES:

Jenna DeCou

• 20 años de experiencia en el campo de la salud mental y el desarrollo infantil.
 • Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista.
 • Experta en el uso de la tecnología para mejorar el aprendizaje y la comunicación.



Marika Minczeski, Terapeuta Ocupacional

• Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista.
 • Experta en el uso de la tecnología para mejorar el aprendizaje y la comunicación.
 • Experta en el uso de la tecnología para mejorar el aprendizaje y la comunicación.



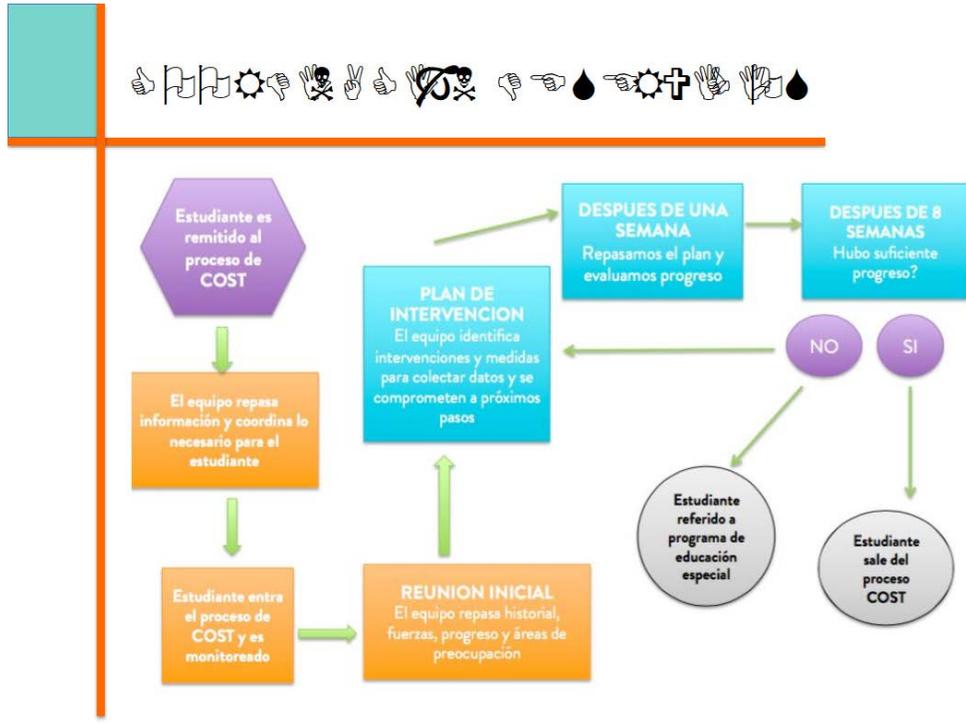
Hannah Leiberknect, Terapeuta de Habla

• Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista.
 • Experta en el uso de la tecnología para mejorar el aprendizaje y la comunicación.



<p>Coordinador de Servicios</p> <ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. • Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista. • Experta en el uso de la tecnología para mejorar el aprendizaje y la comunicación. 	<ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. • Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista. • Experta en el uso de la tecnología para mejorar el aprendizaje y la comunicación.
<p>Proveedores de Servicios</p> <ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. • Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista. • Experta en el uso de la tecnología para mejorar el aprendizaje y la comunicación. 	<ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. • Especialista en el diagnóstico y tratamiento de los trastornos del espectro autista. • Experta en el uso de la tecnología para mejorar el aprendizaje y la comunicación.
<p>Capacitadora</p> <ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. 	<ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil.
<p>Administrador</p> <ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. 	<ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil.
<p>Head of School</p> <ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil. 	<ul style="list-style-type: none"> • 10 años de experiencia en el campo de la salud mental y el desarrollo infantil.

CONSTRUYENDO UN AMBIENTE ESCOLAR SEGURO Y APOYANTE



SPECIAL EDUCATION / SENECA MODEL OVERVIEW

unconditional EDUCATION | MODEL OVERVIEW

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 Seneca 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-SUN THOMAS, CEO EDUCATION FOR CHANGE
FOUNDING PARTNER

THE ORGANIZATION BEHIND UNCONDITIONAL EDUCATION



6925 Chabot Road,
Oakland CA 94618
(510) 654-4004
www.senecacenter.org

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

1

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

2

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

3

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 Seneca team has a strong background and understanding of behavioral health issues and academic support and are able to provide ideas and resources that focus on student growth and support. They have also been an integral part of providing support to teachers who need coaching, consultation and/or individualized student support (in and outside the classroom)"
- PARTNERSHIP SCHOOL SOCIAL WORKER, SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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 (Bost, 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 (Barrat & 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.

Barrat, V. X., & Berliner, B. (2013). *The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools*. San Francisco, CA: WestEd.

Dost, L. W. (2008, June). *Helping students with disabilities graduate*. Prepared for the National High School Center Summer Institute. http://www.ndpcsd.org/documents/National_High_School_Center_Institute/Helping_Students_Graduate.pdf

Hernandez, Donald. J. (2012). *Double Jeopardy: How third grade reading skills and poverty influence high school graduation*. The Annie E. Casey Foundation.

National Center for Education Statistics. (2015). *Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2013-14*. Retrieved from http://nces.ed.gov/ipeds/data/ipedsfiles/ACGR13E_and_characteristics_2013-14.asp

National Working Group on Foster Care in Education. (2011). *Research highlights on education and foster care*. Retrieved from www.casey.org

The National Child Traumatic Stress Network. (2014). *Complex Trauma: Facts for Educators*. Retrieved from <http://www.nctsn.org/products/complex-trauma-facts-for-educators>

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.

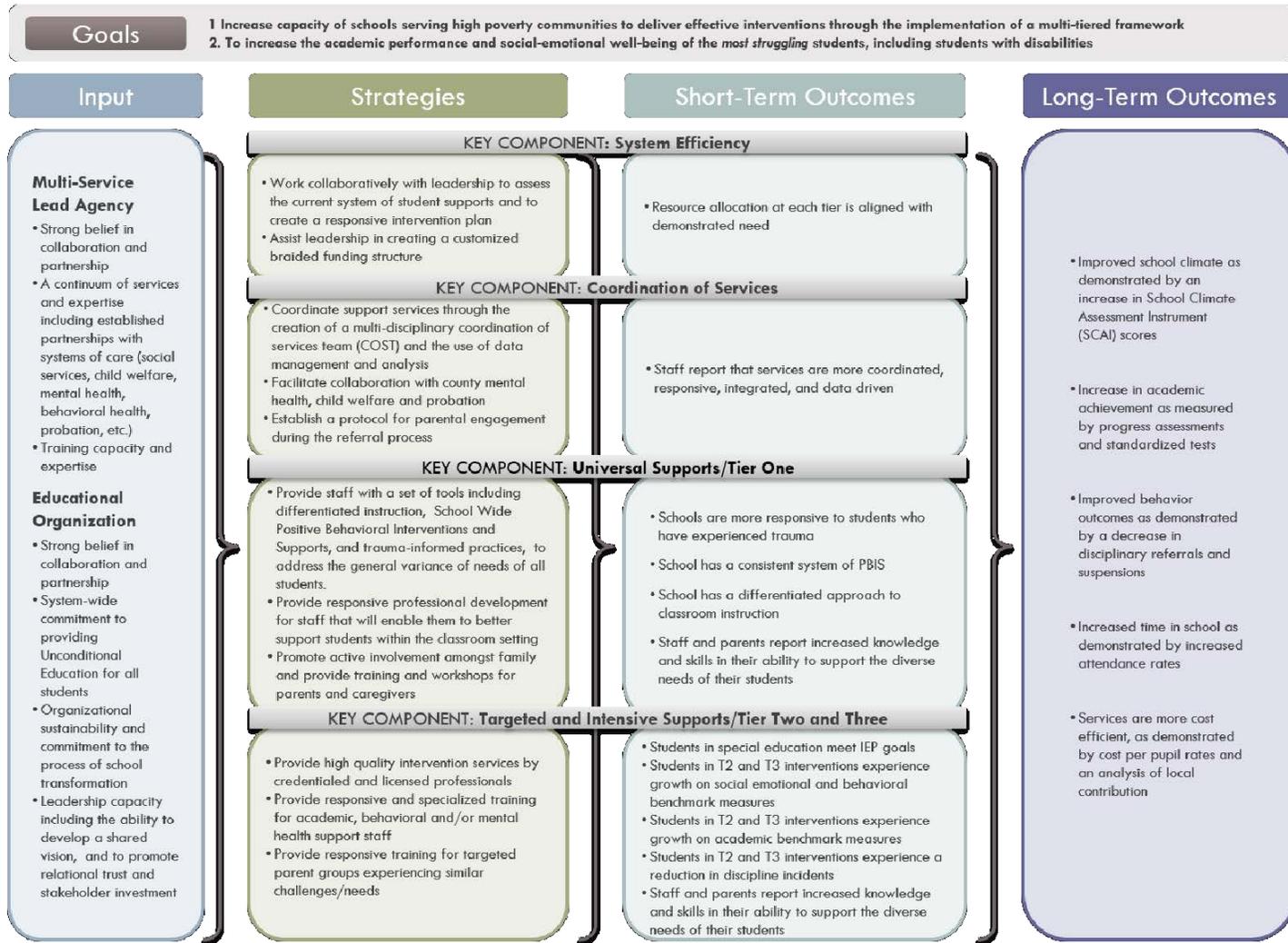
TRADITIONAL VS. UNCONDITIONAL EDUCATION

Services are separated	Services are integrated and coordinated
Specialized staff are responsible for providing interventions to students	All staff are responsible for providing interventions
Students must be referred to Special Education or a Mental Health Clinician in order to receive services	Any student can receive intervention services
Students must fail in order to receive extra support	Data-driven progress monitoring is employed to catch students before they fail
"Cookie cutter" approaches to intervention are often implemented	Interventions can be creatively designed to meet the needs of each student

"I appreciate Sra'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



5

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 FBIS Tiered Fidelity Index, the Trauma-Informed Matrix, and the School Climate Assessment Instrument (SCAI).

TIERED 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 Detterman at robin_detterman@senecacenter.org or (510) 872-2046.



APPENDIX D: COMMUNITY ENGAGEMENT MODEL

The New School of San Francisco
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 benefits⁵⁵. 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".⁵⁶

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.

⁵⁵ source: <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/>

⁵⁶ source: <http://www.sfusd.edu/en/enroll-in-sfusd-schools/monitoring-student-assignment/ad-hoc-committee-on-student-assignment.html>

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.

Student Group [JMM1]	% of Enrollment (2018-19)	Projected (w/preference) over 3 years
Socioeconomically Disadvantaged	11%	35%
English Learners	10%	25%
Students with Disabilities	7 %	12%
Black or African American	5%	7%
American Indian or Alaska Native	1%	1%

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Asian	14%	21%
Filipino	1.7%	4%
Hispanic or Latino	21 %	25%
Native Hawaiian or Pacific Islander	0.5 %	2%
White	52%	35%
Two or More Races	3.4%	5%

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

School Body	Purpose & Family Involvement	Meeting Frequency	Leadership
Board of Directors	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 & School Council and Advisory Network	6-8 weeks	Chair of the Board Managed by: Head of School

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	members to join standing and/or ad-hoc committees of the Board of Directors.		
Home & School Council (HSC)	<p>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 Home & School Council (HSC) focuses on advancing family involvement and services, school improvement, student recruitment, community development and outreach, extracurricular programing, and Home & 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.</p> <p>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.</p>	Monthly (minimum)	Managed by: Leadership Team
HSC Committees	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.	Monthly	<p>Headed by Family Co-Chairs</p> <p>Managed by: Leadership Team</p>
Affinity Groups	Affinity groups are comprised of parents, guardians, and staff with a shared identity of their child/children's background, and experience [<i>race, ethnicity, gender/ orientation, socio-economics, language</i>]. 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.	6-8 weeks	<p>Headed by Family Co-Chairs</p> <p>Managed by: Leadership Team</p>
ELAC	<p>The purpose of the English Language Advisory Council is to assist the Leadership Team and Home and School Council with the following:</p> <ul style="list-style-type: none"> 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.