

Claire Lilienthal K–8 Model Programs and Practices

School Information

CDS (County District School) Code: 38684786102479

County: San Francisco

District (Local Educational Agency): San Francisco Unified

School: Claire Lilienthal K–8

Demographics

Enrollment: 683 students

Location Description: Urban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Claire Lilienthal Alternative K–8 is a city wide school that serves a diverse population of students, representing a broad cross section of San Francisco. Our mission is to inspire each student to achieve their maximum potential in an academically, culturally, and socially inclusive environment. Our school is located on two campuses in San Francisco's Marina and Presidio Heights neighborhoods. At both locations we hosts a Korean Immersion Program (KIP) as well as a general education inclusion program. In total, Claire Lilienthal enrolls 683 students, making it the largest K–8 in the city.

Of the current student body, 29% identify as White, while 28% identify as Asian, 16% Mixed Race, 12% Hispanic, and 6% identify as African American. Additionally, our school has 9% of its students enrolled in Special Education and 10% are identified as English Language Learners, while 20% of our students are Socioeconomically Disadvantaged.

Claire Lilienthal is known for its high academic outcomes as well as its strong Arts and Outdoor Education programming. We are currently deepening our commitment to

Social-Emotional Learning and Readers and Writers Workshop. A smaller group of teachers within our school are also piloting Project Based Learning to expose students to innovative teaching practices that focus on collaboration, communication, and critical-thinking skills.

Our parent body does an amazing job supporting our school's mission. The PTA strategically supports several enrichment activities for our students including a robust garden program at each campus and a long-term partnership with SFArtsEd. With that investment, all K–5 students engage in weekly garden classes led by garden teachers. They also receive a six week course in visual or performing arts in the elementary grades and the opportunity to engage in a performing arts elective in middle school. More recently, the PTA has focused more of its fundraising in support of professional development for our experienced teaching staff as well as a Tier II Reading Intervention program for our struggling readers.

As a community, we recognize the importance of teaching to the whole-child. We continue to hold high academic expectations for our students while exposing them to engaging enrichment activities and supporting their social-emotional needs.

Model Program and Practices

Name of Model Program/Practice: Lilienthal Cares

Length of Model Program/Practice: 2–4 years

Target Area(s): Chronic Absenteeism and Dropout Prevention, Closing the Achievement Gap, Parent, Family, and Community Involvement, Professional Development

Target Population(s): Black or African American, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Social/Emotional/Behavioral Support, Professional Development

Description

“Lilienthal Cares” is a multi-faceted, tiered approach to addressing the social-emotional needs of our diverse student body. Our Response To Intervention (RTI) committee, which includes both our social workers, teachers from both campuses, administrators, and as needed support from an SFUSD PBIS coach, leads this program.

The foundation of the “Lilienthal Cares” program is our school-wide behavior expectations: Be Safe, Be Responsible, Be Respectful, and Be Your Personal Best. Staff explicitly teaches and models these expectations at the beginning of the year in classrooms and at grade-level assemblies. Many teachers expand on these expectations through their classroom agreements. Posters are hung around the school

that highlight specific actions linked to each of the expectations. For instance, one way to be respectful in the hallway is to walk quietly. These more detailed expectations are posted in the hallways, the cafeteria, and in restrooms. We also enforce these expectations by rewarding students with Wolf Bucks (K–5) when they’re caught following our school-wide rules. At the end of each week, we hold a Wolf Buck raffle to celebrate and recognize our students for their hard work and positive behavior. In addition to the school-wide rules, our K–5 teachers teach weekly social-emotional lessons; from our Second Step curriculum. To augment those Tier I strategies, the Salesforce IT Department visits classrooms every trimester to read books to our K–5 students that focus on social-emotional development.

In all K–5 classrooms our teachers hold Community Circles weekly to build connections and a strong class culture. Many classrooms hold these meetings multiple times a week and at times teachers convene Responsive Circles to address an acute issue that’s occurred. In our Middle School classrooms, teachers implement an Advisory program where students get to know each other by talking about current events, challenges they’re facing, and the complexities of being a teen. Advisory is held on Monday mornings as a way to transition from the weekend to the school week. Most of the meetings start with a “rose and thorn” conversation where students share a recent highlight and challenge with their classmates and teacher.

Another Tier II social-emotional strategy that each of our K–5 classrooms have implemented is a Peace Table where students can go to reflect on something that’s happened or take a break. Each of these Peace Tables are equipped with fidgets, timers, and reflection sheets for students to use as needed or as directed by a teacher.

Implementation and Monitoring

As mentioned, our RTI team leads this work and had designed significant professional development for our staff. These PD cycles include full-day workshops at the beginning of the year in addition to targeted staff meeting sessions focused on social-emotional learning topics. These meetings have been to introduce new topics (Implicit Bias), dig deeper on current practices (Trauma Informed Practices), or to allow grade level teams to plan (Second Step curriculum).

The RTI team continuously monitors “Lilienthal Cares” in a number of ways. The team meets monthly and reflects on its work through a Tiered Fidelity Index rubric. At each reflective meeting, the RTI develops next steps for the staff. Additional monitoring happens through staff surveys which help direct professional development opportunities for teachers and through department meetings which help give critical feedback to our RTI team.

We continue to educate our parent body on these topics as well. Over the last three years we’ve held parent education meetings focused on PBIS and we’ve sent out a number of newsletters on social-emotional supports for students at school and at home. Most recently we held a screening and discussion on the movie Screenagers which

helped parents better understand the implications screen time has on their students' development.

We've also partnered with Salesforce's IT department to build out a Wellness Center where the social worker at our Scott Campus (3rd–8th) sees students who struggle with social emotional needs. She allows students to take breaks in this space and often runs responsive groups for students who might need help developing specific skills around emotional regulation or friendship building. Our PTA generously funds another (part-time) social worker who supports our Madison Campus (K–2). This allows our full-time social worker to manage the Wellness Center and support her intern in counseling with specific students who need more Tier III support due to school or family complications.

Our Scott Campus social worker and principal have also led our Noon-Time Monitor staff through professional development meetings that help them be more closely aligned with our teaching staff. These meetings have focused on conflict resolution, ways in which they can use Wolf Bucks to reinforce positive behavior, and opportunities to facilitated play in some areas of the recess yard.

Results and Outcomes

As we've implemented "Lilienthal Cares" over the last three years we've found that our students are able to self manage and reflect on their behavior more easily. Students regularly use the classroom Peace Tables and the Wellness Center as ways to self-regulate. The school-wide expectations have also gone a long way to make expectations clear for our students. By reinforcing student behavior in positive ways, our school culture continues to shift and grow. Classrooms are calm, caring places for students and teacher language is more focused on recognizing the positive behaviors that students employ.

The training our staff has received on implicit bias and trauma informed practice has widened our lens to the challenges our students come to school with. This has resulted in deeper empathy for our most needy students. This, in turn, fosters more patience and flexibility among our teachers in creating and implementing Tier II interventions so more students can be successful.

Our chronic absenteeism for our African American students in elementary school (14%) is less than half the district's average (30%). On average, our middle school students' absenteeism (6%) is also lower than the districts' middle school average (8%). In 2016–2017, none of our elementary school students were suspended and we only had 4 suspensions in Middle School.

In the results of SFUSD's most recent student survey, our middle school students reported highly as it related to Growth Mindset (80%), Self-Efficacy (66%), Self-Management (81%), and Social Awareness (71%). These percentages were between 5 and 18% higher than the district average. Our elementary school students also reported highly on the social-emotional indicators, averaging 5 percentage points higher than the district average.

In all, the qualitative and quantitative data shows that “Lilienthal Cares” is having a positive impact on school culture and is helping to build prosocial skills for our students. By continuing to implement, reflect, and refine our approaches to social-emotional learning we hope to see even more growth as it relates to chronic absenteeism, suspensions, and students’.