


SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

2018-2020 Balanced Score Card:

A Two-Year Single Plan for Student Achievement

School	Peabody, George Elementary School
Principal	Willem Vroegh

SCHOOL VISION & CONTEXT

George Peabody is a successful and small elementary school located in the Inner Richmond neighborhood of San Francisco. We have a stable population of students and staff at Peabody. The stability in our community allows systems, curriculum and relationships to grow and develop year over year. Our highly engaged parent community supports our school and students in the classrooms, on the schoolyard, by organizing community building events and by contributing significant amounts of funding to our school. Our 276 students come from 21 different zip codes however 50% live within the school's zip code. Approximately 20% of our students are socio-economically disadvantaged. These students are eligible for free and reduced lunch and receive priority for enrollment in our on site after school program. Approximately 17% of our students are English Language (EL) Learners. EL students also receive priority enrollment for our after school program. We devote as much as possible of our additional WSF and PTA resources to increasing the number of staff and teachers employed at our school. We believe that the more committed and thoughtfully deployed adults a school has on site the better students will achieve and develop their social and academic competencies. Five additional staff members we employ at George Peabody that directly impact students are our Language and Literacy teacher, our Math/Science teacher, our Outdoor Education teacher, mentoring for success coordinator and our Peabodyworks Coach. In addition to these five individuals we fund our school counselor to be on site an extra 1.5 days a week. Our small student population coupled with the additional staff members results in students receiving individualized attention to both social and academic challenges they may experience over the course of the year. A challenge we face is that the diversity (income, EL and race) of Peabody is not as large as it once was. We worry the inclusive community feel we pride ourselves on may not be felt by all our entire community. We also recognize that due to low numbers our sub groups scores can get overshadowed by the overall strong performance of the school. We must continue to make the academic success of these students our main focus. Another area of challenge is our special education program. Staff turn over, limited centrally funded staff allocations and a range of student disabilities in each classroom have led to service delivery and social dynamics that are not serving all our students as well as we would like. Our areas of focus in 2019-2020 academic year continue to be in the subjects of Language Arts (alignment of curriculum across grade levels) and Math (differentiation). We will continue our PD on inclusive practices with a focus on improving communication between SDC and non SDC teachers and the classroom and recess experience of our students with special needs. We continue to work on ensuring that all our students are aware of our "Splash Values" and how they are manifested throughout our school. We want all students to be able to articulate what it means to be kind, responsible, respectful, resilient and make an effort in all areas of the school, not just the classrooms.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? *(For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)*
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001* as well as for the Local Control Accountability Plan (LCAP).

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the [School Site Council must have parity](#).
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "**###_Mid-Year_Summary_2017-18**". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

***Focal Group:** *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

Our focal groups for Language Arts are our EL students (14%), Latino (12%) our low income students (23%) and our students with special needs (15%).

Academic Tier One - Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	Fall 2019 We continue to make growth in ELA as a school, however, we didn't achieve our goal of 90% schoolwide. Our goal continues to be 90% schoolwide in ELA Spring 2019 Our goal as a school is for continuous improvement. We realize the small number of students taking the SBAC (126) can result in proficiency percentage shifts of several points from year to year as one group promotes to middle school and a new group takes the assessment. Our goal is for all students to show growth in their scaled score each year. Targets for the spring 2019 SBAC and F&P scores are: * At least 87% of our 3-5th grade students will meet or exceed standard on SBAC and at least 95% of our k-2 students will end the year (5/18) at standard on the F&P. Fall 2019 Target is that at least 90% of our 3-5 students will meet or exceed standards on SBAC. F&P goal unchanged		Continue in 2019/20 Our K-2 and SDC teachers piloted the Wilson Foundations program in 2017-2018. Utilizing this program and more focus on foundational reading skills during classroom instruction are a shift in classroom instruction that will specifically required for our focal students to achieve our targets.

<p>Spring 2019: According to the Peabody Midyear Data Puzzle for 2018-2019, our results indicate the following: * 73% of our K are meeting MOY F&P benchmarks, 96% of 1st grade and 85% of 2nd grade students met or exceeded standard on the Fountas and Pinnell Assessment. On the first RI (fall) 66% of 3rd grade, 71% of 4th grade and 95% of 5th grade students met or exceeded end of year standard on the Reading Inventory Assessment. On the second RI (January) 81% of 3rd grade- 5th grade students met or exceeded end of year standard on the Reading Inventory Assessment. Our school wide ELA data is strong. We believe our data shows that teachers are providing rigorous instruction in ELA. Spring 2018: According to the Peabody Midyear Data Puzzle for 2017-2018, our results indicate the following: * 91% of our K, 88% of 1st grade and 77% of 2nd grade students met or exceeded standard on the Fountas and Pinnell Assessment. 83% of 3rd grade, 93% of 4th grade and 90% of 5th grade students met or exceeded standard on the Reading Inventory Assessment. Our school wide ELA data is strong. We believe our data shows that teachers are providing rigorous instruction in ELA. ----- Fall 2018 86% of students scored proficient on SBAC ----- Fall 2019 87% of students scored proficient on SBAC</p>		<p>Fall 2019 Our data indicates we continue to move in the right direction and no major programatic changes are called for from our Spring plan. Spring 2019: 1. Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research. Grade levels will continue to use the Readers and Writers Workshop Units of Study as a resource to support ELA work. 2. Grade level teams will plan units collaboratively and we will continue our practice of half day grade level collaboration meetings over the course of the year to discuss curriculum and analyze student work. 3. Classroom teachers will continue to assess student reading levels (using F&P and RI) and ensure students are reading at their appropriate independent/instructional reading levels in class and for a portion of at home ind reading time. 4. Students not reading at grade level (Focal) will receive additional small group reading instruction (using LLI kits) from at least one of the following: classroom teacher, language and literacy teacher or paraprofessional 5. Teacher in grades 1-5 will administer a spelling inventory 3 times annually to measure this important foundational skill and assess how students are applying the skills taught during word work lessons. Spring 2018: 1. Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research. Grade levels will continue to use the Readers and Writers Workshop Units of Study as a resource to support ELA work. A number of staff have applied to attend the Reading and Writing Institutes at Teachers College in order to refine their instructional practice in ELA. 2. Grade level teams will plan units collaboratively and we will continue our practice of half day grade level collaboration meetings over the course of the year to discuss curriculum and analyze student work. 3. Classroom teachers will continue to assess student reading levels (using F&P and RI) and ensure students are reading at their appropriate independent/instructional reading levels in class and for a portion of at home ind reading time. 4. Students not reading at grade level (Focal) will receive additional small group reading instruction (using LLI kits) from at least one of the following: classroom teacher, language and literacy teacher or paraprofessional</p>	
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?

Fall 2019 SBAC Proficiency Rates Socio-economically disadvantaged-48% (25 total students) EL/Redesignated-67% (27 total students) Latino 57% (14 total students) Special Education (under 10 not public) AA (under 10 not public) Spring 2019 About 15% of our k-2 students are not at grade level on F&P on the 2nd round of F&P assessments. About 19% of our 3-5 students are not at grade level on RI on mid year assessment. Of our 17 K-2 13 (77%)EL students met or exceeded standard on the Fountas and Pinnell Assessment. The number of EL students in grades 3-5 is 10 however we are monitoring RI progress and proficiency levels is a concern. Of note is that in the Fall of 2019 a large number of our EL students were able to be reclassified. EL data needs to be looked at differently than in the past as numbers are much smaller. Of our 25 K-2 students who are socio-economically disadvantaged 21 (84%) met or exceeded standard on the Fountas and Pinnell Assessment. Of our 3-5 students who are socio-economically disadvantaged ?? met or exceeded standard on the Reading Inventory Assessment (SES data not provided in Illuminate Report this year?) Of our 14 Latino students in the 3-5th grade eight are scoring proficient on the RI. -----

Spring 2018

About 15% of our students are not at grade level on F&P on the middle of year assessment. About 12% of our 3-5 students are not at grade level on RI on mid year assessment. 90% of our 22 K-2 EL students met or exceeded standard on the Fountas and Pinnell Assessment. 38% of our 8 3-5 grade English Learners met or exceeded standard on the Reading Inventory Assessment. 76% of our 21 K-2 students who are socio-economically disadvantaged met or exceeded standard on the Fountas and Pinnell Assessment. 58% of our 24 3-5 students who are socio-economically disadvantaged met or exceeded standard on the Reading Inventory Assessment Of our 8 Latino students in the 3-5th grade _____ are scoring proficient on the RI Fall 2018 SBAC Proficiency Rates Socio-economically disadvantaged-59% EL/Redesignated-62% Latino (under 10 not public) AA (under 10 not public)

Fall 2019 Our goal is for all students to make growth on their scaled score and for those not in it to move into the proficient band on the SBAC. For each sub group our goal is to at least equal the school average and to exceed the district average by 20%. SBAC Proficiency Rates Socio-economically disadvantaged-exceed district by 9% EL/Redesignated-exceed district by 23% Latino (under 10 not public) but exceed by over our goal. AA (under 10 not public) 1 AA student in 3-5th grade who participates in SBAC Spring 2019 No change in performance goals. Spring 2018 95% proficient for end of year F&P for low income students in grades k-2. Matching school average proficient on SBAC for low income students grade 3-5. For our students with Special Needs (32) in all which includes two SDCs and an RSP program and speech only) we look at each student individually and work to meet the academic goals established in his/her IEP. However, our target on standardized assessments is to exceed the district average in elementary schools by 20% points as a school. Fall 2018- No change in performance goals target.

Fall 2019 We are using a new Focal Student classroom observation protocol to provide feedback on the classroom practices in place to support our focal students. Spring 2019 No change other than we will not provide release time to SDC/RSP teachers due to significant PD attendance at centrally provided workshops that already impacts their time in the classroom with targeted students. Spring 2018 Our language and literacy teacher will continue to provide Reading Recovery intervention to first grade students not reading at grade level and provide additional small group reading support to 2nd grade students not reading at grade level. Teachers will provide guided reading at least 2 to 3X per week (using LLI kits or leveled books) to a focal group of students in grades 2-5. Teacher in k-2 and our SDC will provide Foundations lessons. Paraprofessional will provide LLI instruction 4X weekly to identified students in grades 3,4,5. Paraprofessional will work 1:1 with target K students. America Reads and JCL tutors will be assigned to readers not yet at grade level for before and after school 1:1 reading support. Leveled book bags and books/cds on tape will be provided by classroom teacher, literacy language teacher or student advisor to every student not reading at grade level as measured by F&P Additionally, our RSP and SDC teachers will each receive one release day per month for planning with general education teachers and administering assessments for students on their caseload. Fall 2018 In addition to the above shifts we have added a full time A03 para who will run LLI groups for targeted students. This will provide the classroom teachers with more time to provide focal students additional small group reading instruction time

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

Our focal groups for Language Arts are our EL students (19%), Latino (13%) our low income students (20%) and our students with special needs (15%).

Academic Tier One-Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5

<p>Fall 2019 SBAC results School wide 82% met or exceed standard. Spring 2019 According to the Peabody Midyear Data Puzzle for 2018-2019, our results indicate the following: 86 % of our students met or exceeded standard on the Fall Math Milestone tasks/benchmarks. K=93% proficient, 1st=96% proficient 2nd=81% proficient 3rd=85% proficient 4th = 78% proficient. 5th 93% proficient We are anxious to confirm that the SBAC scores align with the benchmarks and/or math task results. As of January 18, 2019 our 3-5th grade students utilized Freckle for 61,800 minutes and completed 15,100 sessions. Fall 2018 SBAC results School wide 85% met or exceed standard. Spring 2018 According to the Peabody Midyear Data Puzzle for 2017-2018, our results indicate the following: 83% of our students (grades 3-5) met or exceeded standard on the Math Benchmarks. * 86% of our students (k-5) met or exceeded standard on the second math tasks. K=100% proficient, 1st=71% proficient 2nd=93% proficient 3-5th grade complete the math task only in Q1. 3rd=80% proficient and 4th = 85% proficient. 5th grade data 95% We are anxious to see how the SBAC scores align with the benchmarks and/or math tasks. Fall 2018 SBAC results School wide 85% met r exceed standard.</p>	<p>Fall 2019 Our target is for 85% of 3-5th grade students to score proficient. Our current 5th graders were at 83% and our current 4th graders were at 83%. Spring 2019 Our target is for 88% of our 3-5th grade students to score proficient on the mathematics portion of the SBAC. Spring 2018 Our target is for 85% of our 3-5th grade students to score proficient on the mathematics portion of the SBAC. Fall 2018-Our target is now 88% our 3-5th grade students to score proficient on the mathematics portion of the SBAC.</p>	<p>Fall 2019 Our data indicates not major programatic changes are called for. Spring 2019 Staff will continue to implement SFUSD's Math Units of Study. 2. Grade level teams will continue to meet to analyze student work on milestone tasks and develop plans to support student learning. Planning will include opportunities for deepening understanding and importance of SFUSD three signature strategies. 3. Classroom teachers will use the signature strategies with each unit. Math Talks (for building conceptual understanding and number sense), the Three Read Protocol (to improve problem solving skills and help make sense of problems), Group Work Feedback (to reinforce mathematical and classroom behaviors in small group situations). They will also increase the use of visual supports (sentence frames, anchor charts) and the use of manipulatives to support all students' math comprehension. 4. Additional fluency work will be sent home weekly with the homework packets for all students at the start of the year and tapered for students demonstrating strong fluency. 5. 3-5th grade students will receive Freckle accounts and teachers will utilize the program in class and for homework/practice. (added Spring 2019) 6. Grades 2-5 will provide additional extra credit math tasks in weekly homework packets Fall 2018 In addition to the above we want to note that Front Row is now called Freckle and that we plan to increase student usage of this program in grades 3-5 by 25% over last year.</p>	<p>Fall 2019 See Spring 2019. Spring 2019 The only changes of note are that we are exploring offering an optional after school math enrichment program to be offered to ALL 2-5th grade students. Each students will be signed up for a 9 week session that meets within grade level 1X a week for 9 weeks. Due to bussing logistics students enrolled in our two SDC classrooms will receive the enrichment class during the school day. Spring 2018 For our students needing additional support in mathematics we will devote time at grade level math meetings for studying the universal supports section of the SFUSD curriculum. We will continue to offer before school math support for students in grades 2-5. We will continue to offer after school math support in conjunction with RDASC and parent volunteers. All 3-5th grade students will continue to receive accounts to the web-based Front Row intervention for additional practice at school and at home. Targeted students will be monitored monthly to ensure completion of targeted lessons. Chromebooks will be provided to all students who do not have consistent access to a computer at home. Teachers will utilize the Universal supports in the SFUSD core curriculum lesson plans for students not meeting grade level standards. Teachers will increase the use of manipulatives during small group instruction and emphasize small group instruction with heterogeneous students in small groups for increased academic discourse.</p>
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Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
	<p>Fall 2019 Our goals and targets have not changed. A significant portion of our Latino and low SES students took SBAC for the first time in Spring of 2018. We see there is a group of students from these two cohorts that will require intervention and monitoring. Spring 2019 Our goal is that our focal students to meet our school average on the SBAC and for our focal subgroups to outperform those same subgroups in the district by at least the same amount that our school outperforms the district. Spring 2018 Our target is for 90% of our students to score proficient on the SBAC as a school and for each of our focal subgroups to out perform the district by at least 20% points and meet our school average. Fall-Targets unchanged</p>	

<p>Fall 2019 Socio-economically disadvantaged 52% EL/Redesignated 79% Latino 57% AA (under 10 not public) Special Education (under 10 not public) Spring 2019 71% of our 24 latino students met or exceeded the standard on the first trimester milestone task. 70% of our EL students met or exceeded the standard on the first trimester milestone task. 70% of our 30 low SES students met or exceeded the standard on the first trimester milestone task. Spring 2018 We have 19% of our 3-5th grade students did not meet expectations on the first trimester math IAB. This is consistent with our 2017 SBAC results where 17% didn't meet expectations. The SBAC results were an improvement of over 10% from 2016 and our IAB results were an improvement of over 20%. We believe this positive trend will continue for the school. Looking at our focal students 88% of our Latino (8) students meet/exceeded standard on the IAB. 38% of our EL(8 total). 71% of our low income (21) students met/exceed standard on the IAB. SBAC Proficiency Rates Socio-economically disadvantaged 64% EL/Redesignated 67% Latino (under 10 not public) AA (under 10 not public)</p>	<p>Fall 2019 We have added 4th grade math tutoring two morning a week for the 2019/20 year in addition to what was described in Spring 2019. Spring 2019 The same interventions will be utilized during the 2019 year. Additionally we will send home Freckle student report cards during the two parent conferences and ensure that every focal student has access to chromebook at home by the end of September 2019. Spring 2018 For our students needing additional support in mathematics we will devote more time at grade level math meetings for studying the universal supports section of the SFUSD curriculum. Currently much of the grade level math time is around the unit in its entirety instead of on specific students. We will continue to offer before school math support for students in grades 2-5. We will continue to offer after school math support in conjunction with RDASC and parent volunteers. All 3-5th grade students will continue to receive accounts to the the web-based Front Row intervention for additional practice at school and at home. Targeted students will be more closely monitored to ensure they are completing the additional targeted practice assignments. Chromebooks will be provided to all students who do not have consistent access to a computer at home. Teachers will utilize the Universal supports in the SFUSD core curriculum lesson plans for students not meeting grade level standards. Teachers will increase the use of manipulatives during small group instruction and emphasize small group instruction with heterogeneous students in small groups for increased academic discourse. Fall 2018 unchanged</p>
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SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

<p>Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5</p>
	<p>Fall 2019 No change Spring 2019 Our 5th grade students will take a statewide Science assessment during this April. Our 2018-2019 SSC survey reports that 87% our our parents are satisfied with the science instruction at George Peabody. Spring 2018 We do not have any data from science assessments at this time. On our annual SSC survey 87% of our parents responded that they are satisfied with the science instruction their children are receiving.</p>	<p>Fall 2019 No change Spring 2019 With the addition of Earth Science Amplify units teachers will continue to need time to collaborate within their grade level on its implementation. 3 to 4 of the monthly math/science meetings will be devoted to science. Should the teachers desire additional time for science planning extended hours are available to them. Spring 2018 With the adoption of the new Amplify curriculum our teachers will need time to study the new unit (one new unit per year for the next 3 years), plan and reflect on the lessons. We currently devote one grade level meeting a month to math planning however we will now devote 2 of those meetings to science. The new units are comprised of 22 lessons. We plan t have classroom teachers in k-3 return to teaching all science lessons and utilize our k-3 science teacher in a different manner for the 2018-2019 year. Fall 2018 Unchanged</p>

Fall 2019 No change- Have not received Science SBAC scores. Spring 2019 Students at Peabody receive science instruction from a number of different instructors and have used curricula developed by FOSS, Amplify and Education Outside. All students receive one lesson per week in our garden classroom. These classes will no longer be lead by our Education Outside instructor (the organization no longer works with schools in this manner) but instead by a consultant we hire. The focus will still be on life science and we expect the program to run in a similar fashion other than a reduction in the amount of classes our 4/5 students receive. Our 4/5th grade combination classes all have science class as one of their rotations and have class 4X a week for 1 hour each lesson. Students in grades k-3 currently receive science instruction from their classroom teacher and our k-3 science consultant. The science consultant works with different grade levels each semester (1st and 3rd during the first semester) and 2nd, K and our 2 SDC classrooms semester 2). Our PTA has organized a "science sack" program and science bags with experiments are sent home with k-2 students every other week. These are voluntarily completed at home/during RDASC time. \ Spring 2018 Students at Peabody receive science instruction from a number of different instructors and have used curricula developed by FOSS and Education Outside. All students receive one lesson per week in our garden classroom. These classes are lead by our Education Outside instructor and focus on life science. Our 4/5th grade combination classes all have science class as one of their rotations and have class 4X a week for 1 hour each lesson. One of those lessons includes the class with the EO instructor. Students in grades k-3 currently receive science instruction from their classroom teacher and our k-3 science consultant. The science consultant works with different grade levels each semester (1st and 3rd during the first semester) and 2nd, K and our 2 SDC classrooms semester 2). Our PTA has organized a "science sack" program and science bags with experiments are sent home with k-2 students every other week. These are voluntarily completed at home/during RDASC time. Fall 2018 Unchanged

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)?

WASC Ch.2

Based on the analysis of the results, what are your targets/performance goals?

What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery?

WASC Ch.5

Fall 2019 26% of our EL students were reclassified throughout the 18-19 academic year. This is up from 12% and is 15% points above the SFUSD average. 26% of our low income EL students were reclassified. An analysis of our Spring ELPAC results showed that of 23 students who had ELPAC scores for two years 8 improved 1 level 4 students stayed at the same level 4 students who scored at the highest level(4) stayed at the level (and hadn't been reclassified due to Reading (F&P or RI) scores) 7 students declined a level. In examining the students who declined a level all but one took a different ELPAC assessment (k to 1-2 or 1-2 to 3-5). F&P results for EL is not provided in our data newsletter due to too few students. Spring 2019 We will have ELPAC scores to report in September 2019. -----

Fall 2018 We were very please with our ELPAC results 64% (23 students) scored at level 4 25% (9 students) scored at leve l3 3% (1 student) scored at level 2 8% (3students) scored at level1 On the SBAC there were a total of 8 EL students who tested. Because this number is not high results are not public however we do see that our students who are long term EL students do not score well on the SBAC. When we examine results of EL/Redesignated students as a larger group (21 students in all) we see that 62% are proficient in ELA and 67% in math. This exceeds the district by 22% and 19%. Spring 2018 We are anxious to receive our ELPAC data in August of 2018. We currently only have data from the CELDT administration of Fall 2017. This data was analyzed in previous BSC but is repeated below Spring 2017 Of our 37 CELDT scores there were 11 students who did not show progress. 6 of those 11 were at the intermediate (where it considered acceptable to remain for two years in a row). None of those 6 students were "stuck" in the intermediate level for 3 years. 77% of our 27 EL students in grades k-2 scored proficient on the middle of year F&P, however only 12% of the 8 3-5th grade EL students scored proficient on the second RI assessment. 50% scored at basic. These results highlight the fact that students who are still classified as EL in the upper grades struggle with reading and are in need of stronger intervention and support. Due to the very low numbers of EL students who are taking the SBAC results we instead focus on the growth of each student rather than overall school scores. We did examine raw scores for EL students and growth and the results were positive for over 80% of the students.

Fall 2019 Based on our ELPAC data the goals set in Spring 2019 remain appropriately rigorous. Spring 2019 Our goal is for every student to move up at least one level on the ELPAC. We will have data to report in the Fall of 2019 Spring 2018 We will set target goals in the Fall of 2018 once we see our ELPAC data. Fall 2018 Over 80% of our EL students are able to be reclassified. For the remaining EL students and our new K ELs our goal is for 100% of the students to move up 1 proficiency level on the ELPAC.

Fall 2019 No changes to practices described in Spring 2019. Spring 2019 In addition to the practices detailed in Spring 2018 all classrooms will list the math vocabulary words for the given math unit being taught that are provided in the math curriculum and these words will be integrated into ELD time and math support classes in addition to being taught explicitly during math lessons. ----- Spring 2018 We will continue to extend the school day for our 4th and 5th grade students who are EL by providing their ELD time before school. We will continue to provide daily ELD time for all EL students. We will continue to prioritize EL students for enrollment in our on site after school care program. We will provide take home books, books on tape/cd for all EL students so that they are reading appropriate leveled books on a daily basis. We will prioritize EL students (along with Low Income) for Reading Recovery and LLI groups if there are issues of capacity. Teachers will continue to provide scaffolds to EL students during their instruction of the core curriculum (ELA, Math, SS, Science) Fall 2018 The above practices are unchanged. Additionally will will utilize the new Wonders instructional materials during ELD time.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data
In a narrative, describe what your analysis of the data says about your school.

Based on analysis, describe site's goals for a balanced, comprehensive health education program.
What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?

What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?

Fall 2019 Updated in Spring 2020 Spring 2019 We have a comprehensive SEL that supports students in K and runs through the 5th grade. We have a climate team and have 2 to 3 meetings a year with our climate support provider from the SFUSD School Health Department. -----

----- Spring 2018 We have a comprehensive SEL that supports students in K and runs through the 5th grade.

Fall 2019 updated in Spring 2020 Spring 2019 Our SSC conducts an annual school site survey every January. There are a number of questions on the survey that address SEL and school culture and climate. This year there were 153 responses to the survey (56% of school population). 87 % of respondents feel their child benefits from our Kimochi program. The number of don't knows increased to 11%. 91 % of respondents state their child. does not feel teased/intimidated at school. 21 % of respondents do not know if intimidation/teasing is handled well at school. 97 % of respondents feel GP embraces diversity. 88 % of respondents feel the Peabody Works program benefits their child 99 % of respondents feel that the Peabody environment is safe. On the district SEL survey Peabody students exceed the district average in every category except . We will update these results in the fall with data from our current group of 4th/5th grade students. We also survey our the families of our special education students. The response rate continues to be small despite our efforts to increase it. We will work on improving the participation rate. Spring 2018 Our SSC conducts an annual school site survey every January. There are a number of questions on the survey that address SEL and school culture and climate. This year there were 176 responses. 92 % of respondents feel their child benefits from our Kimochi program. 89 % of respondents state their child. does not feel teased/intimidated at school. 20 % of respondents do not know if intimidation/teasing is handled well at school. 93 % of respondents feel GP embraces diversity. 94% of respondents feel the Peabody Works program benefits their child 98 % of respondents feel that the Peabody environment is safe. On the district SEL survey Peabody students exceed the district average in every category except . We will update these results in the fall with data from our current group of 4th/5th grade students. We also survey our the families of our special education students. The response rate was small (5 families total from our two SDC classes). We will work on improving the participation rate.

Fall 2019 Updated in Spring 2020 Spring 2019 In addition to our actions from this year, which we will continue to build upop, we will continue our new partnership with TreeHouse Tribes and improve the communication about the program with our teachers and community. -----

----- Spring 2018
More strategies and plans to support special education students during mainstreaming time We need to truly include the SDC students and their families into the grade level cohort. To do this general ed teachers will have slots during parent teacher conferences for all their mainstreamed students and general education room parents and teachers will include the families of students in the SDC on class communications.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
<p>Fall 2019 Updated Spring 2020 Spring 2019 Unchanged Spring 2018 We have an articulated arts program at Peabody. If a student starts with us in K and leaves after 5th grade they will have received instruction in music, art, dance, theater and opera from trained teacher specialist/consultants in all of these disciplines. All students weekly music classes for one semester every year. 4th and 5th grade students are able to select from one of four instruments for instrumental music lessons that are conducted once a week. Dance is taught once a week for the full year for all K/1st grade classes. 2nd and 3rd grade classes also participate in dance classes through our partnership with the DANCE IN THE SCHOOLS PROGRAM. 2nd and 3rd grade classes receive once a week visual art lessons for a semester. The k/1 and 2 SDC classes receive weekly visual art classes for a month. 4th and 5th grade classes participate in weekly drama classes once a week for a semester. 2nd and 3rd grade classes receive weekly opera classes through our partnership with the SF Opera Education Department. K and 1st grade classes have a one lesson opera exposure experience via the Sing a Story program.</p>	<p>Fall 2019 Updated Spring 2020 Spring 2019 We would like to do a better job showing how visual arts is integrated into the overall curriculum and isn't just taught as a special artist in residence class in grades 2nd/3rd (full semester) and k/1 and SDCs (for one month). Spring 2018 Our goal is to ensure that we continue to have the staff, supplies, space and time to follow our prescribed program. We would also like there to be a bit more visual art opportunities for students in the 4th/5th grade.</p>	<p>Fall 2019 Updated Spring 2020 Spring 2019 We plan to partner with VAPA to provide PD to our teachers on arts integration. There is a specific PD that is offered that we would like to bring to George Peabody. We plan to form an arts committee to better disseminate what is happening in the arts at George Peabody and to create a digital slide presentation (that is updated throughout the year) to "display" student art. Spring 2018 We plan to dedicate some of our 4th/5th grade Education Outside classes (they are once per week) to visual arts projects/lessons that make use of natural materials and our garden environment.</p>

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
Fall 2019 Updated Spring 2020 Spring 2019 All Peabody students will become literate in 21st century physical education, life-long fitness and wellness. They will develop positive social skills, learn to self-assess, learn to set personal goals and become informed consumers. Our ultimate goal is for students to embrace healthy lifestyles and become joyful learners through physical activity. Our two SDC classes will take part in the SFUSD Special Olympics program. Our weekly schedule will provide for at least 100 minutes of dedicated PE class for each of our 13 classrooms. Many of our SDC students will receive additional PE instruction via mainstreaming with general education classrooms.	Fall 2019 Updated Spring 2020 Spring 2019 71% of our students met 5/6 or 6/6 of the PFT standards. Abdominal strength is the only fitness task that under 70% of our students failed to achieve standard. Our targets are for our 5th grade students to achieve above district average in all categories on the PFT. Spring 2018 Data added 9/18	Fall 2019 No change Spring 2019 We need to provide better communication to our parent community about what the PFT entails and how students can work on these areas outside of the school day. We can collaborate more with our after school program so they are aware of the PFT assessments and can incorporate it into their after school fitness/recreation classes.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5

COLLEGE AND CAREER READINESS

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

Middle Schools Indicators: AVID, High School Readiness, College visits, college and career plans

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
Spring 2019 Our school mission is to "provide all students with rigorous instruction and supports that result in grade level proficiency, as well as cultural, social, and emotional competence. Furnish students from historically underserved populations with additional focus and supplemental resources when necessary in order to ensure academic and social success. Staff and parent/caregivers work together to support all of our families." If we achieve our mission students will promote to middle school with a college going culture. We are providing more opportunities for our 2-5th grade students/teacher to incorporate technology into their classroom lessons/curriculum and their homework and projects. We ensure all 3rd-5th grade students have access to a PC during RDASC time or at home.		Spring 2019 What shifts will be required to achieve these goals? WASC Ch.5 Better monitoring of student usage of Freckle and Typing Club and better communication with parents around these two resources. We are in direct contact with Freckle to improve reporting. Currently the report doesn't distinguish between adaptive practice problems and teacher assigned problems or break out student usage by category. We will work with k2c to monitor school savings and participation rates.

Spring 2019 We will continue our school wide STEAM Day All our Kindergarten students attend a K2C field trip to make deposits into their college savings account We hold a career day every other year for our 4th and 5th grade students. The fair was held in 2018/2019 and will not be held during the 2019/2020 year. We will continue our efforts to expand our assembly/guest speaker program to bring in more outside speakers to inspire our students with stories about their lives and the different careers that exist. We will coordinate this work with our Race and Equity committee to ensure a diverse set of speakers/performers that address the many cultures of our school community. We will continue to work with our low-income 4th grade students and their families to promote the SMART and BREAKTHROUGH programs and support the students throughout the application process. Ensure all 3rd-5th grade students reach the keyboarding standard for their grade. Ensure all 3-5th grade students are utilizing the on line learning platform (Freckle) to enhance the math curriculum

Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

see above

Strategies in Action: Schools

In **Transform Learning. Transform Lives**, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (**consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration**)

How will you structure site-based and district professional development/learning?

In addition to our twice monthly staff meetings, weekly grade level meetings and 4 ELA and 2 Math release meetings teachers also have 18 Prop QTEA hours available and extended hours available for additional grade level meeting time and professional learning in chosen disciplines. We also have extended hours available for grade levels to have additional meeting time and a innovation fund available for teachers to attend PD or propose projects for themselves and classrooms. Paraprofessional staff also have additional hours available to meet with SDC/RSP teachers and receive additional training w/our teaching staff. During the the 2019-2020 year our school’s literacy, math and RTI teams will work in conjunction with the principal to plan our twice monthly staff development meetings and our teacher release days (2 for Math and 4 for ELA). In addition we will work continue our work with outside consultants in our effort to be more cultural responsive in our pedagogy and more inclusive in our classrooms and school. We will continue our work on better interrupting the predictive power of race and class on student achievement. Our efforts to improve inclusivity in 2018-2019 were effective and we will continue to build upon this by dedicating staff meetings to improving our special education programs; focusing on mainstreaming, gen ed/special education teacher communication, student/parent/staff education of the different disabilities that qualify our students for special education services.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
Spring 2019 In June our 3 curricular leadership teams will meet to calendar our PD meetings for the 2018/2109 school year. Different teams of teachers will work with the principal to plan staff meetings and our 3 days of professional development before the year begins. Spring 2018 In June our 3 curricular leadership teams will meet to calendar our PD meetings for the 2018/2109 school year. Different teams of teachers will work with the principal to plan staff meetings and our 3 days of professional development before the year begins.	Spring 2019 We have extended hours and site funded sub release in our site budget. Spring 2018 In June our 3 curricular leadership teams will meet to calendar our PD meetings for the 2018/2109 school year. Different teams of teachers will work with the principal to plan staff meetings and our 3 days of professional development before the year begins.

STUDENT-CENTERED LEARNING CLIMATE

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all

students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Spring 2019 Approximately 15% of our students receive special education services. Our school organizes our own inclusive schools month in September (theme was "What is your Superpower in 2018) and participates in inclusive schools week with a variety of different events. We have added on site counseling services for our SDC/Students this year. We do provide mentors for a number of our SDC students. We have a number of students with safety care plans and have worked with the SFUSD nurse to support our staff in the implementation of the plan	Targets We would like for ALL our SDC students to participate in our new on site social skills/counseling groups during the 2019-2020 academic year. We would like improve our communication to families about inclusive schools month/week events and our Tree House Tribes program.	Partner with local CBO to provide counseling services for SDC students. Work with our inclusivity committee to organize additional inclusive schools week events.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Our vulnerable student population is small and we believe in some instances unknown to us. We are aware of our foster youth and our school social worker helps to monitor their academic and social progress. We work with our after school program to provide support for undocumented families.	Ensure that vulnerable student populations are provided any additional supports needed (academic, social).	Our CARE team will continue to meet every 3 weeks to discuss our vulnerable student populations and students teachers, staff or academic data have brought to our attention. All vulnerable youth to receive a mentor
Student Engagement/ Attendance	Fall 2019 Chronic Absenteeism crept up to 5% for the 18-18 year (no change from Spring). Spring 2019 5% of our students have attended school between 81-90% of the days. This is in the "red" zone in the attendance report pulled 03/19/19. 70% of our students attend school at least 96% of the school days and 95% attend 90%-100% of school days. Fall 2018 3.3% of our students are considered chronically absent . Our rate is less than the district in every sub group. Two groups (special education and latino) have a rate of over 10%. The principal is aware of a small number of students who are skewing the data however.	Our target for the school is to reduce the chronically absent rate to 2% and for no sub group to be above 5%.	Fall 2019 During Back to School Night discuss and emphasize the importance of attendance and share data with entire school community. Spring 2019 Continue to utilize Basis to send letters to families with excessive absences. Continue to work with Pupil Services to help support families in crisis that are struggling to get their children to school.
School Culture/Climate		Our target is always for 100% of our survey respondents to feel positive about the questions addressing school culture and climate.	More information in teacher/school newsletters about our SEL program and the numerous events and programs we have to support a positive school culture and climate.

	<p>On our school wide SSC survey 87 % of respondents feel their child benefits from our Kimochi program. 91 % of respondents state their child does not feel teased/intimidated at school. 20 % of respondents do not know if intimidation/teasing is handled well at school. 97 % of respondents feel GP embraces diversity. 88% of respondents feel the Peabody Works program benefits their child and 10% do not know. 99 % of respondents feel that the Peabody environment is safe and 1% are not sure. Peabody has a strong social emotional program and culture that addresses the whole child.</p>		
Social Culture/Climate	<p>On the 4/5 SEL survey we saw very strong gains and very high overall scores. We attribute this to a strong 4/5 teaching team and a program that includes weekly sessions for all classes with the school social worker. In addition there are many leadership opportunities for 4/5 students (Student Council, Jr. Coach, Tree House Tribes, Eco Heros, Office Helpers and Spelling Bee), a rich ExCel after school program with consistent site leadership. SEL results below:</p> <p>Climate of Support 92% positive-gain of 10% Growth Mindset 92% positive-gain of 8% Knowledge/Fairness 93%-gain of 11% Safety 81%-gain of 3% Self Efficacy 75% gain of 14% Self Management 84% gain of 4% Sense of Belonging 88% gain of 5% Social Awareness 80% gain of 5%</p>	Continued growth	<p>The "Peabody Growth Mindset" program is incorporated into our school's PBIS system. A focus on growth mindset begins in kindergarten with the teaching of our Splash Values (effort is one of the five values) and continues through 5th grade. All 4th and 5th grade students at George Peabody complete the Brainology and Applied Brainology curricula. The curricula are both a blended learning curriculum. Brainology teaches students how to develop a growth mindset. The program includes online animated instructional units, as well as offline classroom activities. Applied Brainology teaches students how to apply a growth mindset to their schoolwork and daily lives. The program includes videos, discussion boards, and online activities accessed through Moodle, as well as offline classroom activities. As students rise through the school the Splash value of effort (growth mindset) takes on more meaning and gets more focus. Third grade students have a monthly assembly conducted by a third grade teacher, our social worker or the principal. The focus of these monthly assemblies is to introduce the concept of a growth mindset as we lay the foundation for their Brainology and Applied Brainology work in the fourth and fifth grade.</p>
Wellness Policy	<p>We do not have numerical data around our implementation of the SFUSD wellness Policy. We have observed that many parents still bring in treats that are prohibited by the wellness policy to celebrate birthdays</p>		<p>Teachers to remind parents at start of year and via newsletters of the district wellness policy.</p>

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*

Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources	<input type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other: low SES

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:

Spring 2019 Our Race, Equity and Inclusion Committee is comprised of parents and teachers. Teachers attend sub committee meetings in partnership with parents as well attending the whole committee meetings held approximately every trimester. Special Education families are dual listed on our communication portal so that they receive information from both the general education teacher and the SDC teacher. Spring 2018 A committee for inclusivity was formed in the second semester of the 2017 2018 school year. Currently this committee only has one staff member on it and all other members are parents. Our first step will be to get a SDC/RSP and one general education teacher to serve on this committee.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

We will use our SFUSD culture and climate data and will refine the additional SSC survey that is sent to only families of EL and Special Education students to include questions that address the SFUSD family partnership standards and the work we are doing in the fall of 2018

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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List 1-3 current or potential community partner(s) who are address these needs.

Richmond Neighborhood Center (current CBO for our after school program) Seeds of Awareness (social skills counseling for SDC and other students) Tree House Tribes (friends ship clubs during 2/3 and 4/5 recesses to help SDC students be more included during recess) Support for Families With Disabilities (would like to work more closely in 2019-2020- this didn't happen in 2018-2019)

What are your specific goals or objectives for these partnership?

Improved homework support for all and small group 1:1 tutoring for focal students Social skills therapy groups for SDC students to improve student to student relationships and provide students structured practice for communicating social requests. Provide an opportunity for parents of children with special needs to learn about resources that exist within the community and make connections with other families (both gen ed/special ed) at our school

What actions will you take to deepen your school's partnership with community organizations?

Annual meeting with principal and RNC education director. Monthly formal meetings with principal and site director. Weekly meetings with SSW and on site RDNC site director. Outreach to CBOs that support special education students/families here in SF. Outreach to SFUSD ombudsperson for special education services for potential organizations to work with. Outreach to other SFUSD schools that have been identified (by parents/sfUSD staff) as having strong programs already in place.

How will you measure the impact? (Quantitative and/or qualitative data)

ExCel, SSC and SFUSD surveys.

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$4,050

These funds will be used to provide our SDC paras with additional hours (about 1 hours a week after school for 25 weeks) to meet with SDC teachers so that they can better support the SDC students. A bit will also be placed into instructional supplies.

Select the Bryk Essential that most aligns to the use of these funds:

- ☒ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- ☐ Professional Capacity (LCAP Priorities: Basic)
- ☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- ☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = \$16,319

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?

These funds will be used to hire a paraprofessional for two hours a day to support our EL students. The support will be to push in during English and Math lessons for specific students and also to run our take home books on take program for EL students. Additional funds will be used to purchase more Chromebooks to send home with EL learners and additional take home books and summer workbooks.

Select the Bryk Essential that most aligns to the use of these funds:

- ☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- ☐ Professional Capacity (LCAP Priorities: Basic)
- ☒ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- ☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Supplemental Concentration Grant - Low Income (SCG-LI) 07090

Allocation = \$0

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:

- ☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- ☐ Professional Capacity (LCAP Priorities: Basic)
- ☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- ☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$0

If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:

- ☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- ☐ Professional Capacity (LCAP Priorities: Basic)
- ☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- ☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$0

If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:

- ☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- ☐ Professional Capacity (LCAP Priorities: Basic)
- ☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- ☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

CATEGORIAL EXPENSES

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = \$0 (31500)

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:

- ☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
☐ Professional Capacity (LCAP Priorities: Basic)
☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

1% Title I Parent Set Aside = \$0

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council:

Select the Bryk Essential that most aligns to the use of these funds:

- ☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards = \$0

Referencing your plan, how do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:

- ☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
☐ Professional Capacity (LCAP Priorities: Basic)
☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Principal's Innovation Fund = \$0 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:

- ☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
☐ Professional Capacity (LCAP Priorities: Basic)
☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Equity Grant = \$0

Identify Sub-group & specific actions

Select the Bryk Essential that most aligns to the use of these funds:

- ☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
☐ Professional Capacity (LCAP Priorities: Basic)
☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Other (PTA, external sources, School Quality Pairing/CoP work) =

How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)

Select the Bryk Essential that most aligns to the use of these funds:

- ☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
☐ Professional Capacity (LCAP Priorities: Basic)
☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

CENTRAL SUPPORTS & RESOURCES

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

Our school counselor will continue to focus on school wide implementation of our social emotional learning program called Kimochis. Our school counselor will support our Mentor For Success Americorps member in his/her work as our mentoring coordinator.

SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/26/2019
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/26/2019

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Willem Vroegh	Principal	
Kim Chan	Teacher	
Sophie Donnelly	Teacher	
Agnes Leong	Teacher	
Aileen Young	Student Advisor	
Steve Gwozdz	Parent, President of SSC	
Tami Culkar	Parent	
Edie Walker	Parent	
Steve Winter	Parent	
Rick Wolfgram	Parent	