

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

George Peabody Elementary

School

38 68478 6041065

CDS Code

APRIL 12, 2007

Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

This academic plan meets the content requirements of amended Education Code Section 64001 (effective January 2002) for a single school plan for pupil achievement. Such a plan must be developed at each school that operates any programs funded through the Consolidated Application.

This academic plan provides a single, comprehensive school plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The template provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the template includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, if all applicable portions of the template are properly completed, school plan content requirements will be met for all programs for which the school has an allocation in the Consolidated Application.

Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

District: SFUSD policy and practices are designed to ensure that each student has access to instructional materials that are aligned with State core content standards. The district has adopted programs and materials that are aligned with and approved by the State Board of Education.

SITE: George Peabody Elementary School provides access to the core curriculum through the use of District and State adopted supplementary instructional materials. Content and Performance standards are provided by the District and State. Classroom teachers demonstrate the best instructional practices defined by the California Standards for the Teaching Profession.

2 Availability of standards-based instructional materials appropriate to all student groups:

District: The SFUSD has purchased adopted instructional materials for all students including EDY, Special Education, EL, and GATE students.

SITE: George Peabody Elementary School classroom teachers implement standards-based instructional materials provided by the District to support all our CORE programs. All students, including such targeted groups as ELL, Special Education students, GATE, EDY, AA, and Latino have access to the same materials. Supplementary materials are provided through Weighted Student Formula and State and Federal funds.

3 Alignment of staff development to standards, assessed student performance and professional needs:

DISTRICT: *The district holds Professional Development Institutes that provide a series of workshops four times a year. These are designed to deepen understanding of the skills required to assist schools in aligning standards, assessments and best practices, assessing student performance, and meeting professional needs of staff. In addition, central staff facilitates ongoing professional development at school sites as part of federal and state awards programs in coordination with external partners.*

SITE: Opportunities for staff development are provided at staff meetings and professional development days by the principal and teacher leaders to address the needs of all students. Based on the analysis of the CST, CAT6; staff development focuses on the Houghton Mifflin language arts curriculum, writing, and promoting student effort. Sacramento County of Education (SCOE) assessments are used to inform instruction. In addition, teacher leaders and principal give continued staff development on the Harcourt Brace Mathematics Program and the integration of special education and general education students. Individual teachers participate in grade specific professional development workshops, and Special Education professional development opportunities.

4. Services provided by the regular program to enable under-performing students to meet standards:

DISTRICT: *The STAR Schools Initiative was developed using data on SFUSD school performance and the most recent research on improving underperforming schools. It*

provides additional school personnel, support, and resources. Summer School programs are designed to provide interventions to underperforming students.

SITE: Classroom teachers and principal utilize disaggregated data from the CST, CAT6 and SCOE to identify students performing below the proficient level in the areas of language arts, reading and math to provide appropriate support, intervention and focused instruction. Richmond District After School Collaborative also supports students through after-school tutorials. Using the CELDT and BRIGANCE data, underperforming students receive additional support through individualized instruction during Universal Access and ELL groupings, literacy groups, summer school and supplemental materials.

5. Services provided by categorical funds to enable under-performing students to meet standards:

SITE: Categorical funds (Title 1, LEP, Consent Decree, SIP) supplement the District’s core curriculum by providing additional support paraprofessionals while classroom teachers work with underperforming targeted students. Classroom teachers provide instruction through a variety of strategies including direct instruction, differentiated instruction, guided reading, and cooperative learning centers. Cross grade level integration and English Language Development strategies provide opportunities to English learners to improve their English proficiency.

6. Use of state and local assessments to modify instruction and improve student achievement:

DISTRICT: *Annually the Research Department produces a School Site Data Binder designed to provide school staff with disaggregated data reports for the previous school year. It contains information concerning student achievement performance on various state and district wide assessments administered during the previous school year.*

SITE: In August, the George Peabody Elementary teachers and principal analyze the disaggregated data from the School Site Data Disc. Together we identify the individual student, grade level and school wide trends based on the CST and CAT6 data results. Data trends and academic standards assist in planning the curriculum to drive the instructional program. The data showed that all students particularly the English learners, and targeted students need vocabulary development, text comprehension and math problem solving understanding. In addition, classroom teachers use weekly tests, SCOE assessments, writing samples, and authentic assessment to provide the most practical information in supporting the direction our instructional programs in meeting the needs of the students. The School Site Council (SSC) and English Language Action Committee (ELAC) evaluate the effectiveness of the program throughout the year.

7. Family, school, district and community resources available to assist these students:

DISTRICT: *The district provides resources to STAR schools including additional personnel, support and services. All schools receive assistance with extended learning opportunities and support materials.*

SITE: The SSC meets monthly and the ELAC three times a year to monitor the schools’ activities and ensure that the underperforming students receive the core curriculum as well as supplementary curriculum to support and accelerate their growth. George Peabody families provide the most valuable resource in assisting not only underperforming students, but all students, as they act as their child’s first teachers. Workshops on parenting skills, reading, math, health and nutrition by community members and staff provide instruction for families of all students, including targeted students. The school site Elementary Advisor organizes America Reads Tutors, San Francisco School Volunteers, and the San

Francisco Jewish Coalition for Literacy to provide our school with trained volunteers who tutor at-risk students. The Richmond District After School Collaborative Program provides additional support for underperforming students.

8. School, district and community barriers to improvements in student achievement:

SITE:

- As George Peabody Elementary expands the school does not have an adequate auditorium for large assemblies and parent meetings limiting the numbers who can comfortably meet for any length of time.
- Storage and classroom space is at a premium.
- There are not sufficient human resources to provide the desired preparation and collaboration time for teachers.

9. Limitations of the current program to enable under-performing students to meet standards:

SITE:

- There are classroom teachers who need continued professional development on the Universal Access component of the Houghton-Mifflin Program Harcourt Brace Math Program, and the Rigby On our Way to English Program.
- Due to our small size and under-enrollment in the 4th grade we do not have a significant amount of extra WSF funding to enable the school to hire paid supports, such as a literacy specialist, to adequately meet the specific learning needs of our underperforming students.
- Our Resource Support Professional (RSP Teacher) is only on site one day per week.

ACADEMIC PLAN EXECUTIVE SUMMARY

Goal 1: Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Data Conclusions related to Goal 1:

Analysis of California Standards Test (CST) data indicated that the percentage of students performing at or above a level of proficient in English/Language Arts and Math has been relatively flat over the past four years; 57%, 46%, 52% and 50% in ELA; 68%, 55%, 67% and 68 % in Math. The small number of students tested school wide (100) and in each grade results in large fluctuations from year to year and makes it difficult to detect data trends. In addition we have a sizable Special Day Class population that take the CST tests. 17% of the second grade, 14% of the third grade, 29% of the fourth grade, and 23% of the fifth grade students are students with disabilities. The data we receive from the CDE does not separate special education students from non special education students in sub categories such as ELL, SES, AA, or Latino. It is difficult to make trend conclusions about grade level because the number of special education students at a grade level varies from year to year and there has been significant teacher turnover at all grade levels of the school.

Nonetheless analysis of disaggregated data found a gap between the achievement in both Math and Language Arts of our special education students at all grade levels, our low SES students at all grade levels. There is an achievement gap between our ELL and non-ELL students in ELA. Our fifth graders under-perform when compared to the other tested grade levels.

% of students scoring advanced and proficient in 2003, 2004, 2005 and 2006

Grade ELA (#test)	all	non sped	sped	Ell	non ell	ses	non ses
(23)2	52 28 41 79	57 31 53 79	0 17 0 25	57 41 43 48	44 0 40 78	46 31 44 50	58 25 38 84
(22)3	63 54 37 46	74 62 56 52	0 0 0 0	78 40 39 13	43 64 36 65	43 46 33 36	78 64 40 80
(24)4	58 48 72 50	68 65 80 70	36 0 25 0	42 25 55 40	69 59 83 57	48 44 50 48	70 52 93 57
(31)5	56 50 54 38	57 73 57 50	50 6 45 0	0 13 17 14	67 57 61 48	42 44 40 27	77 57 64 42
total	57 46 52 50	(90-112 stud)	(27-35 stud)	(44-56 stud)	(73-85 stud)	(57-75 stud)	(60-68 stud)

Grade Math	all	non sped	Sped	ell	non ell	ses	non ses
(23)2	65 48 58 78	67 58 68 89	50 17 20 25	71 65 71 86	56 13 40 76	46 54 63 60	83 41 50 92
(22)3	63 79 67 77	76 91 94 90	0 0 11 0	81 80 77 88	43 79 57 71	39 69 50 71	82 91 80 100
(24)4	76 46 83 63	90 61 88 89	43 0 50 0	84 33 73 70	69 52 89 57	72 33 79 59	80 57 87 82
(31)5	67 53 60 58	71 79 64 59	50 0 44 0	29 43 17 43	75 55 68 52	58 48 53 37	82 59 64 59
total	68 55 67 68	(90-112 stud)	(27-35 stud)	(44-56 stud)	(73-85 stud)	(57-75 stud)	(60-68 stud)

Notable Data Conclusions

There is a 32% difference between ELL and Non ELL students scoring proficient/advanced in ELA

There is a 9% difference between ELL and Non ELL students scoring proficient/advanced in Math; with ELL students outperforming their Non ELL peers.
 No special day class Students are performing at advanced or proficient in Math or ELA
 There is a 25% difference between SES and Non-SES students scoring proficient/advanced in ELA
 There is a 26% difference between SES and Non-SES students scoring proficient/advanced in Math
 The fifth grade students were 12% below the school average for proficient/advanced in ELA and 10% in Math.

Based on the above data conclusions the following are the objectives for Goal 1

Objective 1: Of the targeted students (SES, ELL, AA, L SPED) not scoring proficient in ELA 20% will move to the proficient or advanced range on the CST in 2008

Objective 2: Of the targeted students (SES, ELL, SPED) not scoring proficient in Math 20% will move to the proficient or advanced range on the CST test in 2008

Objective 3: To close the 12% achievement gap that exists in ELA and 10% in math between the fifth grade students and the rest of the school on the CST tests in 2008.

The above objective(s) will be achieved by the implementation of the following activities:

1. Targeted students will be identified in August and SSTs for all of them will be scheduled beginning in September.
2. Teachers will review SCOE assessment data presented on OARS in order to provide differentiated instruction and extra support to meet the specific needs of SPED, ELL, and SES students.
3. Teachers will continue comprehensive professional development and weekly grade level meetings focusing on using Houghton Mifflin Reading Program. Teachers will focus on universal access during ELA time, extra support, differentiated instructional strategies through curricular modifications and adaptations.
4. Reduce the class size at the fifth grade to allow for more personalized instruction for the fifth grade students.

Goal 2: Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Data Conclusions related to Goal 2:

Subgroup Data Analysis:

Of the AA, L, and GATE students at George Peabody only the 5th Grade Gate students were large enough to constitute a sub-group for state data reporting purposes. There were 9 AA students who took the CST tests in 2006. There were 16 L students who took the CST tests in 2006. There were 16 GATE students who took the CST tests in 2005.

Of the Gate Students	Math 100% proficient or higher	ELA 91% proficient or higher	Science 73% proficient or higher
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Based on the above data conclusions the following are the objectives for Goal 2.

Objective 1: To increase the number of identified Gifted or High Potential students by 25% (identify at least 4 new students) over the 2005/2006 numbers.

Objective 2: Following a year of assessment driven differentiated instruction every AA and L will continue to meet AMO demonstrating a gain of 5% in their achievement, as measured by their performance on the April 2008 CST tests in Math and ELA.

Objective 3: Following a year of ELD instruction at 30 minutes per day every ELL student will advance one level on their over-all proficiency score as measured by the CELDT.

Objective 4: Following a year of IEP driven instruction our special day class students will make 5% achievement gains on the CST tests in April 2008.

The above objective(s) will be achieved by the implementation of the following activities:

1. Our gate coordinator will attend all district level GATE meetings, report to the SSC and PTA twice a year about the GATE program, provide GATE program updates and information for the school newsletters in October and April, and work with 3rd, 4th, and 5th grade teachers to increase the number of students identified.
2. The learning support professional and the principal will monitor the academic achievement of every AA and Latino student and ensure appropriate interventions and family communications are in place.
3. Teachers will collaborate to allow for cross grade and class groupings during ELD time.

Goal 3: Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3:

As stated in Data Conclusions related to goal 1 our test scores have remained relatively flat, as a school, for the last four years in both ELA and Mathematics. In ELA the percentage of students scoring proficient between 2003-2006 was 57%, 46%, 52% and 50%. The percentage of students performing proficiently in Math has been 68%, 55%, 67% and 68% between 2003-2006.

Based on the above data conclusions the following are the objectives for Goal 3.

Objective 1: The ELA target is to increase the percentage of students scoring proficient from 56% to 61% in 2008.

Objective 2: The math target is to increase the percentage of students scoring proficient in math from 68% to 73% in 2008.

The above objective(s) will be achieved by the implementation of the following activities:

1. Teachers in grades 1-5 will use SCOE theme assessments every quarter and receive release time to work with grade level partners, the RSP teacher, and the principal to analyze data and make instructional adjustments as needed.
2. Math CST blueprints and released test questions will be analyzed during two PD meetings in order to ensure teachers instruction is aligned to the concepts being tested on the CST test.
3. Teachers will identify targeted students not scoring proficient in Math or ELA. Individual interventions for each student, including but not limited to differentiating instruction, flexible grouping during ELD time, utilizing America Reads Tutors, SF School Volunteers, Jewish Coalition for Literacy, and before and after school tutorials, will be put into place.

Goal 4: School Climate: Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior

Data Conclusions related to Goal 4:

The following conclusions are based on a school wide survey sent home in the two major languages, two community meetings, faculty meetings, PTA meetings, and informal discussions with the families of George Peabody students.

- 97% of the parents who responded agree that the school is clean and well maintained. This represents a change from the 91% who responded positively in 2006
- 94% feel Peabody is a safe and secure place to learn.
- 95% of the parents who responded agree that Peabody maintains high standards and expectations.
- 2% do not feel that the school-yard is well supervised.
- 97% agree that the school office has a friendly and welcoming atmosphere.
- 97% agree that the Wednesday envelope is useful
- 93% feel there is a positive learning environment in the classrooms.

Concern around school cleanliness focuses on the student restrooms. Concern around the school-yard safety is primarily around the amount of supervision on the yard before school begins and the safety of leaving two of the four school gates unlocked during the day. Concern around classroom environment focuses on students who are chronically disruptive or exhibit bullying behavior.

Parents and teachers would like to have in-take on the yard 3 days a week. During the in-take parents would like to see positive student behavior recognized and various activities building the school community and sense of pride in George Peabody School

Based on the above data conclusions the following are the objectives for Goal 4.

Objective #1

- To increase the number of Splash awards earned weekly by 20% to promote increased positive behavior and student effort.

Objective #2

- To teach the required tobacco, drug and violence prevention programs mandated by Safe and Drug Free Schools & Tobacco Use Prevention Education Fund.

The above objective(s) will be achieved by the implementation of the following activities:

1. Classroom teachers, principal, school counselor, and staff, will use a school wide positive behavior model that acknowledges acts of kindness, respect and responsibility and effort.
2. To meet the state guidelines teachers will provide at least health 20 lessons with an emphasis on health, nutrition, safe and drug free schools, and positive behavior, with focus on anti-slur and anti-bullying policies.
3. Student restrooms will be cleaned twice during the school day

Goal 5: Parent and Community Involvement: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 5:

The findings below are based on discussions, sign in sheets, a school wide survey, two community meetings, faculty meetings, PTA meetings, informal discussions with the families of George Peabody students, reports from the SFUSD special education department, and reports from the SFUSD attendance office.

- Parents attend parent conferences 95% to 100% at each grade level and with each teacher.
- Over 95% of the students attend on an average daily basis.
- Attendance at back to school night for 3-5 grades was 50%.
- 80% of the parents attended the Winter Song Fest and Community Dinner in December 2006.
- 50% of the families contribute monetarily to the George Peabody Parent Teacher Association..
- Attendance at community meeting #1 was 16 people.

- Attendance at community meeting #2 was 10 people.
- 93% of parents agree that their child's teacher communicates effectively with them
- 93% of parents agree that the school principal is available to discuss their concerns and 4% are unsure.
- 98% of parents agree that they are welcome and can participate in any way they choose.

Parents have expressed a need for continued translations at school functions (PTA meetings, SSC meetings, ELAC meetings, workshops,) and of home-school communications.

Parents have expressed a desire to volunteer in classrooms to assist students performing at or above grade level.

Based on the above data conclusions the following are the objectives for Goal 5.

Objective 1: To implement the Junior Great Books Program in grades 2-5.

Objective #2 80% of targeted parents (ELL, AA, Special Education, SES, and those scoring Basic or below on the CST) will attend extra parent education events in support of learning, social, personal, and/or academic needs.

The above objective(s) will be achieved by the implementation of the following activities:

1. Use faculty members and parents to translate during morning intake and hire translators to translate school/home communication and at school wide meetings.
- 2 Train parents and other school volunteers in August and September to lead Junior Great Books discussion groups.
3. Create a school wide calendar in August to be included in the parent handbook that lists the community and school events scheduled for the 2007/2008 school years.