

George Peabody Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 38684786041065

County: San Francisco

District (Local Educational Agency): San Francisco Unified

School: George Peabody Elementary

Demographics

Enrollment: 276 students

Location Description: Urban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

George Peabody is a small (276 students) elementary school located in the Inner Richmond neighborhood of San Francisco. We have a stable population of students, staff and administration at George Peabody. The stability in our community allows systems, curriculum and relationships to grow, develop and improve year over year. Our staff works tirelessly in support of equity of outcomes for our students.

Our school's 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. We 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 students and families.

Our 276 students come from 19 different zip codes. 50% of our students live within the school's zip code. Approximately 19% of our students are socio-economically disadvantaged. Approximately 15% of our students are English Language Learners. EL,

Low Income and other focal students receive priority enrollment for our after school program and the numerous academic and social supports we have in place.

The SFUSD site based budgeting system provides each school community with the flexibility, within the general parameters set by the district central office, to support its students as it sees fit . At George Peabody we devote as much as possible of our additional Weighted Student Formula funds and Parent Teacher Association 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 each day the better students develop their social and academic competencies.

Our highly engaged parent community supports our school and students in the classrooms, on the schoolyard and by organizing numerous community building events. They help with beautifying our recently renovated school building by hosting annual beautification/gardening days.

George Peabody's "Splash Values" kindness, responsibility, respectfulness, resilience and making an effort are infused into all areas of the school. When we discuss effort within our community we focus on a growth mindset, which is the focus of our California Distinguished School application.

Model Program and Practices

Name of Model Program/Practice: Peabody Growth Mindset

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, Parent, Family, and Community Involvement, Use of Technology

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Data-Driven Decision Making, Social/Emotional/Behavioral Support

Description

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.

The Brainology programs are purchased programs however, the Peabody Growth Mindset Programs entail more than just those two curricula. At the start of the academic year, all 13 classroom teachers teach the meaning of our Splash Values (respect, responsible, kind, resilience and making an effort). In each classroom teachers and students share examples of how they can demonstrate these values in all areas of our school and signs are placed throughout our campus demonstrating what it looks like to be kind, respectful, responsible, resilient and making an effort in various locations. Our specialist teachers (library, music, PE etc.) use the Splash Values language when they work with the students. Examples of how our values can be demonstrated in different locations are also sent home to all our families so they can review them at home. Families are also encouraged to discuss how both parent and student can demonstrate the Splash Values in different aspects of their home and school existence.

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.

Our program is distinguished from the district's model for promoting a growth mindset because we have incorporated it into our PBIS and are using a curriculum to teach a growth mindset. The SFUSD recognizes the importance of students having a growth mindset but does not prescribe a program to do so.

The Peabody Growth Mindset program is distinguished in that we not only have articulated that students having a growth mindset is something we value for our students (as SFUSD has articulated in their LCAP supporting documents- Vision 2025), but we at George Peabody have articulated how we plan to achieve this and have multiple measures in place to monitor the effectiveness of our program.

Implementation and Monitoring

The school social worker is responsible for implementing the Growth Mindset/Brainology program in our three 4th/5th grade classrooms. The social worker is scheduled to teach lessons in all three classrooms for fifty minutes every Wednesday. Before beginning the program our social worker sends an introductory letter and growth mindset study guide is sent home to all the parents. The social worker is responsible for arranging for the purchase our Brainology site license, for working with a printer to get student workbooks and for communicating with Mindset Works for all technical support related to the program. The teachers assist with the lessons and make connections to the core curriculum during the Brainology lesson and connections to Brainology throughout the week during their lessons. We believe when parents and teachers use

the same language the learning continues beyond the 50 minutes lesson and contributes to our overall success in fostering a growth mindset in our students.

The principal is responsible for monitoring the program and helping with implementation by ensuring the social worker has everything needed to teach Brainology. The principal ensures there are funds available each year to support the program (purchase of site license, materials and technology). The principal ensures that the social worker's time with the 4th/5th grade classrooms is protected and that she NEVER gets called away for something else at that time.

The implementation of Brainology is distinguished from that of the SFUSD because as a district SFUSD is not actually using Brainology. The SFUSD is not providing oversight or guidance to Peabody, or any other schools, that may also use the Brainology program. The district does monitor SEL data for each school. In this regard there are some similarities to how we monitor our students program. However, at Peabody we take it further and ask families on our annual SSC site survey whether their children understand a growth mindset. Additionally, our 4th and 5th grades take pre and post assessments measuring their growth mindset. Our social worker shares these results with students, teachers and parents.

Results and Outcomes

For the past two years the SFUSD has administered a SEL survey to all district 4th and 5th grade students. One of the areas addressed by the survey is the growth mindset of the students. We are proud of our overall SEL survey data and quite pleased to see how well our students scored on the Growth Mindset portion of the survey. In 2016 78% of Peabody students responded favorably to the questions used to determine Growth Mindset. Results for 4th and 5th graders across the district were 59%. In 2017 84% of Peabody students responded favorably to the questions used to determine Growth Mindset. Results for 4th and 5th graders across the district were 61%.

Although we believe high quality classroom instruction and research based academic interventions are the number one factor in our school's overall academic achievement, the Peabody Growth Mindset program takes into account another important factor that is necessary for many students to reach grade level proficiency. We believe The Peabody Growth Mindset program has greatly contributed to putting us in the position to apply for California Distinguished School recognition.