

San Francisco Unified School District

***Bryant Year Round Alternative Elementary School***

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**School Site Plan for 2000-2001**

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**Bryant Year Round Alternative Elementary School**  
*Analysis of Current Conditions*

| <b>District Goals &amp; Superintendent's Priorities</b>   | <i>Oct. 1999</i> | <b>Level of Need</b>   | <b>Source</b> |
|---|------------------|--|---------------|
| 1.1 To raise the academic achievement of African American, Latino, English Language Learners, and Special Education students to an average performance range of 45-55 NCE by Spring 2001.                                   |                  | <input checked="" type="radio"/> Hi <input type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 1.2 To improve the quality of professional development, especially in math and science, to enable teachers to help 5% more students reach the district's academic performance standard.                                     |                  | <input checked="" type="radio"/> Hi <input type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 1.3 To improve student support services for those with special learning needs (ELL, EDY, SPED, GATE) through better program coordination and articulation.  |                  | <input checked="" type="radio"/> Hi <input type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 1.4 To improve literacy instruction by leveraging resources so that the District will be at the national average in reading.  |                  | <input checked="" type="radio"/> Hi <input type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 2.1 To ensure that parents and the community, working with the staff, have a greater role in decision-making on school programs aimed at academic achievement by increasing parent education and involvement opportunities. |                  | <input checked="" type="radio"/> Hi <input type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 3.1 To better address student needs by offering a greater range of quality educational, health, and recreational services.  |                  | <input checked="" type="radio"/> Hi <input type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 3.2 To work with the Building & Grounds and Facilities Development & Management departments to improve the district's ability to build, rebuild, and maintain quality facilities throughout the school district.            |                  | <input type="radio"/> Hi <input type="radio"/> Low<br><input checked="" type="radio"/> Med <input type="radio"/> n/a |               |
| 4.1 To ensure racial and ethnic diversity in all classrooms, programs, and schools through the development and implementation of a new student assignment plan.   |                  | <input type="radio"/> Hi <input type="radio"/> Low<br><input checked="" type="radio"/> Med <input type="radio"/> n/a |               |
| 5.1 To improve the readiness of pre-kindergarten students for learning through an improved early childhood education program.   |                  | <input type="radio"/> Hi <input type="radio"/> Low<br><input checked="" type="radio"/> Med <input type="radio"/> n/a |               |
| 6.1 To support the District's goals and priorities by expanding collaboration and partnerships with community agencies, businesses and universities.  |                  | <input type="radio"/> Hi <input type="radio"/> Low<br><input checked="" type="radio"/> Med <input type="radio"/> n/a |               |
| 6.2 To enhance teaching and learning by connecting the classroom and the workplace, through a school-to-career system built together with our community partners.   |                  | <input type="radio"/> Hi <input type="radio"/> Low<br><input checked="" type="radio"/> Med <input type="radio"/> n/a |               |

# **Bryant Year Round Alternative Elementary School**

School Year: 2000/2001

## ***Vision Statement***

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Since Bryant School reflects the diversity of San Francisco, equal access to learning is our priority. The faculty, staff and parents of Bryant School are committed to the following:

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1. providing a rigorous core curriculum for the children that utilizes technology as a tool in order to lead to high academic achievement.
2. developing pride and self-respect for one's culture as well as acquiring an understanding of other cultures, in an effort to develop social responsibility.
3. creating a school culture that prepares the students to be responsible contributors to the global community.

**School Priorities for  
Bryant Year Round Alternative Elementary School**  
School Year 2000/2001

| <b>School Priority</b>   | <b>Measurable Objective</b>  | <b>Specific Measurements</b>  |
|--|--|---|
| <b>A</b> <i>To improve the reading comprehension and writing performance of all students, especially African American, Latino, ELL, and Special Education students.</i>  | All staff will participate in professional development in the priority areas of Language Arts and Technology to inform teaching and improve instructional strategies.<br>Students' reading comprehension scores will increase by 10.0 NCE if below 50.0 NCE.<br>50% of all students will pass the IWA with a composite score of at least 6.  | Student work and assessment, peer observation and review<br><br>STAR data, schoolwide reading assessment, portfolio assessment<br>IWA, schoolwide writing assessment, portfolio assessment  |
| <b>B</b> <i>To improve performance in the areas of algebraic functions, measurement and problem solving in numbers and arithmetic, for all students, especially African American, Latino, ELL, and Special Education students.</i> | All staff will participate in professional development in the priority areas of Mathematics and Technology to inform teaching and improve instructional strategies<br>All students' math scores will increase 10.0 NCE if below the 50.0 NCE. All students will increase by 5.0 NCE if above the 50.0 NCE.<br>All students will use appropriate technology and media to support mathematical learning. | Student work and assessment, peer observation and review<br><br>STAR data, MPA data, portfolio assessment<br><br>Math Journals reflecting ability and use of technology and media for problem solving.  |
| <b>C</b> <i>To improve parent/family participation in the school.</i>  | All parents will have greater participation, understanding and input into Bryant School programs and student achievement.<br>African American and ELL family involvement will increase by 30%<br><br>Parents will help create a safe and effective school environment for learning.  | Sign in at BSSC, parent conferences, school-wide events, outreach meetings and PSA meetings, Parent Surveys<br>Sign in at Parent Academy, parent conferences, school-wide events, outreach meetings and PSA meetings, Parent Surveys<br>Sign in at Tribes or IRISE trainings.<br>Participation in the creation and on going support of school's garden. |

Bryant Year Round Alternative Elementary School

Activities for Priority/Objective A 1

To improve the reading comprehension and writing performance of all students, especially African American, Latino, ELL, and Special Education students.

All staff will participate in professional development in the priority areas of Language Arts and Technology to inform teaching and improve instructional strategies.

| Priority/<br>Objective/<br>Activity # | Activity   | Target Population   | Outcomes/Benchmarks   | Funding Source   | Team/Person Responsible |
|---------------------------------------|--|---|---|--|-------------------------|
| A 1<br>1.1                            | The Bryant Literacy Committee will use staff survey results, standardized exam data, and school-wide assessment data to design and facilitate professional development activities that address both teacher and student needs. The Literacy Committee will plan and facilitate six professional development sessions which give staff opportunities to reflect on student work, to align instruction to Language Arts (reading and writing performance) standards and to improve instructional strategies using research based learning practices. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Teachers will improve instructional strategies the priority areas of reading comprehension and writing performance. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | All Staff               |
| A 1<br>1.2                            | Teachers will meet monthly (in both grade-level and ELD/Bilingual constituencies) to reflect on test data, refine rubrics, review assessments and portfolios, and align instruction to Language Arts and Technology standards. Based on this work, teachers will make decisions to alter instruction to raise the reading comprehension and writing performance of all students.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Teachers will collaborate and share strategies that are research based.   | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Teachers                |
| A 1<br>1.3                            | All staff will attend planned professional development in the priority areas of Language Arts and Technology.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Teachers will improve instructional strategies.   | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                                  | All Staff               |
| A 2<br>2.1                            | Teachers will support reading comprehension of all students through:<br>-Daily DEAR/TEMAL<br>-Daily Read Aloud<br>-Reading extended into the home through classroom, and public library check-out<br>-Guided Reading<br>-Shared Reading<br>-Literature Studies<br>-Use of Scholastic materials<br>-Use of SDAIE strategies<br>-Integration of literature across content areas.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students will read daily as shown in reading logs and lesson plans.   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Teachers                |

Key: Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All

Bryant Year Round Alternative Elementary School

Activities for Priority/Objective A 2

To improve the reading comprehension and writing performance of all students, especially African American, Latino, ELL, and Special Education students.

Students' reading comprehension scores will increase by 10.0 NCE if below 50.0 NCE.

| Priority/<br>Objective/<br>Activity # | Activity  | Target Population   | Outcomes/Benchmarks   | Funding Source  | Team/Person<br>Responsible |
|---------------------------------------|---|---|---|---|----------------------------|
| A 2<br>2.2                            | Teachers and the CTIS will support reading comprehension of all students through:<br>-Integration of technology into literacy and content areas.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students will increase reading comprehension scores by 10 NCE if they are below 50 NCE, and 5 NCE if they are above 50 NCE.                             | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | Teachers, CTIS             |
| A 2<br>2.3                            | Teachers will support reading comprehension of all students through:<br>-Teacher representation on the Urban Systemic Project Team which will support integration of literacy, math, and science.                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students will read and gather information from a variety of media.  | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Teachers, CTIS             |
| A 2<br>2.5                            | Bryant will be maintained as a year round school to provide continuous instruction. Students will be encouraged to attend Bryant's Summer Session to strengthen and reinforce reading comprehension skills.                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students will receive year round instruction in reading comprehension.  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                                  | All Staff                  |
| A 3<br>3.1                            | Teachers and the CTIS will support the writing performance of all students through:<br>-Interactive journals<br>-Learning logs<br>-Daily News/Morning Message<br>-Writers Workshop/Student Authored books<br>-Monthly writing samples | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | 75% of 4th grade students will pass the IWA with a composite score of at least 6. 80% of all students will increase one grade level using ALAS scoring. | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Teachers, CTIS             |
| A 3<br>3.2                            | Teachers and the CTIS will support writing performance of all students through:<br>-Integration of technology into the writing curriculum.<br>-Supporting writing through student e-mail, multimedia projects and published work.     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students will publish work and multimedia projects.   | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7 | Teachers, CTIS             |

Key: Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All

Funding Source 1 = District 2 = CD 3 = SBCP 4 = Title I 5 = LEP 6=IIUSP 7 = Other

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Activities for Priority/Objective A 3

All

To improve the reading comprehension and writing performance of all students, especially African American, Latino, ELL, and Special Education students.

50% of all students will pass the IWA with a composite score of at least 6.

| Priority/<br>Objective/<br>Activity # | Activity  | Target Population   | Outcomes/Benchmarks  | Funding Source  | Team/Person<br>Responsible |
|---------------------------------------|---|---|--|---|----------------------------|
| A 3<br>3.3                            | Teachers will support writing performance of all students through:<br>-Teacher representation on the Urban Systemic Project Team which will support integration of writing with math and science.         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students will gather information from a variety of media.            | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | Teachers, CTIS             |
| A 3<br>3.4                            | Bryant will be maintained as a year round school to provide continuous instruction. Students will be encouraged to attend Bryant's Summer Session to strengthen and reinforce writing performance skills. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students will receive year round instruction in writing performance. | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                                  | All Staff                  |

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Funding Source 1 = District 2 = CD 3 = SBCP 4 = Title I 5 = LEP 6=IIUSP 7 = Other

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Activities for Priority/Objective B 1

All

To improve performance in the areas of algebraic functions, measurement and problem solving in numbers and arithmetic, for all students, especially African American, Latino, ELL, and Special Education students.

All staff will participate in professional development in the priority areas of Mathematics and Technology to inform teaching and improve instructional strategies

| Priority/<br>Objective/<br>Activity # | Activity  | Target Population   | Outcomes/Benchmarks   | Funding Source   | Team/Person<br>Responsible |
|---------------------------------------|---|---|---|--|----------------------------|
| B 1<br>1.1                            | A two hour professional development activity will focus on analyzing STAR and 3rd grade Math Performance Assessment Data. Data will be disaggregated. Test preparation materials and strategies will be reviewed.                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Using disaggregated data from STAR and MPA tests, teachers will identify three students -- one from each level -- for each class. Teachers will track student progress and lesson plans quarterly.                  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | All Staff                  |
| B 1<br>1.2                            | Staff will participate in a minimum of three professional development days to articulate District content and performance standards as related to algebraic functions, measurement and problem solving in numbers and arithmetic, by grade level. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Artifacts reflecting alignment with District standards and demonstrating work in algebraic function, measurement and problem solving in numbers and arithmetic, will be collected for analysis at each grade level. | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | All Staff                  |
| B 1<br>1.3                            | Staff will participate in grade level meetings to articulate algebra and function standards for their grade level, and to analyze student work.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | All staff will begin implementing IRISE strategies for teaching math content.   | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | All Staff                  |
| B 1<br>1.4                            | Staff will develop a schoolwide math assessment and rubric.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Math assessment will be added to student portfolios and analyzed at grade level meetings.   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | All Staff                  |
| B 2<br>2.1                            | A 21st Century grant for an after school program will be pursued to expand opportunities for exploring math and science, with a special emphasis on promoting girls' interests in math and science careers.                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Number of students passing the 5th grade science test will increase by 50%.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7                       | Teachers                   |
| B 2<br>2.2                            | Warm ups or Daily Tune Ups in algebraic function, measurement and problem solving in numbers and arithmetic will be given at least twice weekly.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Lesson plans and portfolio collections will reflect student assignments and work in algebra and function, measurement and problem solving in numbers and arithmetic.  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | All Staff                  |

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Activities for Priority/Objective B 2

All

To improve performance in the areas of algebraic functions, measurement and problem solving in numbers and arithmetic, for all students, especially African American, Latino, ELL, and Special Education students.

All students' math scores will increase 10.0 NCE if below the 50.0 NCE. All students will increase by 5.0 NCE if above the 50.0 NCE.

| Priority/<br>Objective/<br>Activity # | Activity  | Target Population   | Outcomes/Benchmarks  | Funding Source   | Team/Person<br>Responsible |
|---------------------------------------|---|---|--|--|----------------------------|
| B 2<br>2.3                            | Teachers will model metacognition in solving problem and teach students how to organize and describe mathematical thinking. Students and teachers will develop rubrics to evaluate progress in solving problems, especially those involving algebraic function, measurement, and problem solving in numbers and arithmetic. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students' Math Journals will demonstrate students use of various problem solving practices (diagrams, charts, lists, tables, equations and so on) to solve algebra and function assignments. | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | All Staff                  |
| B 3<br>3.1                            | Teachers will use technology and media (calculators, CD Roms, Lightspan, and so on) as appropriate for their grade level to support mathematical learning.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Math Journals will reflect students' ability to use and record use of media for problem solving.   | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | All Staff                  |

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Activities for Priority/Objective C 1

All

To improve parent/family participation in the school.

All parents will have greater participation, understanding and input into Bryant School programs and student achievement.

| Priority/<br>Objective/<br>Activity # | Activity  | Target Population   | Outcomes/Benchmarks  | Funding Source  | Team/Person<br>Responsible |
|---------------------------------------|---|---|--|---|----------------------------|
| C 1<br>1.1                            | Bryant School Site Council (BSSC), with input from SAC and ELAC, will develop, plan, implement and evaluate the School Site Plan (SSP).   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Revisions of the SSP will be made as necessary, reflecting changing needs and priorities of the Bryant Community.  | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Principal                  |
| C 1<br>1.2                            | The Parent Staff Association (PSA), Nuevos Caminos of SF School Volunteers, Even Start, and Healthy Start will administer biannual surveys to parents in Bryant's three main languages to assess the academic, health needs and desires of Bryant families. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Analyzed data from parent surveys will be used to inform teachers at staff meetings. As necessary, committees will form to investigate structures or funding to implement changes. | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | All Staff                  |
| C 1<br>1.3                            | Translators will be provided for parent meetings, community assemblies and/or events.   | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 | Increased communication and understanding among Bryant Community members.  | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Principal                  |
| C 1<br>1.4                            | Teachers will communicate monthly with families, via such means as interactive journals, classroom newsletter, classroom web page, notes, phone calls or home visits.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Greater parent awareness of school/classroom activities and student progress and achievement.  | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Teachers                   |
| C 1<br>1.5                            | Staff, with the support of Even Start Staff, the Literacy, Math and Family Involvement Committees, will host at least one Family Literacy Night and one Family Math Night through the Parent Institute.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Maximize family participation in student learning at Bryant.   | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7 | All Staff                  |

Key: Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All

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Activities for Priority/Objective C 1

All

To improve parent/family participation in the school.

All parents will have greater participation, understanding and input into Bryant School programs and student achievement.

| Priority/<br>Objective/<br>Activity # | Activity  | Target Population  | Outcomes/Benchmarks   | Funding Source  | Team/Person<br>Responsible |
|---------------------------------------|---|--|---|---|----------------------------|
| C 1<br>1.6                            | Meetings will be held regularly to increase the opportunities and abilities of staff and families to work together to support student learning.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6            | Family Involvement Committee will review results of parent surveys to better understand and maximize upon parent skills in order to improve student learning. This will be documented by artifacts developed in coordination with the Family Involvement Committee (FIC), the African American Task Force, and Nuevos Caminos (of SF School Volunteers). A database of parent availability and abilities will be created. | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Teachers                   |
| C 1<br>1.7                            | Disaggregated data from standardized tests (Brigance, ABC, MPA, CSIAS, IWA, STAR) will be share with parents at BSSC, PSA and Parent Academy meetings. Teachers will also share data and student portfolios with parents during parent conferences. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6            | Parents gain greater understanding of their child's performances on standardized tests, which assists them in becoming more effectively involved with their child's education.  | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | All Staff                  |
| C 1<br>1.8                            | Staff, PSA, FIC, BSSC will empower parents to support their children's learning through training and information.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6            | Parent Education will be offered through: Parent Academy classes on both academic and affective topics, Even Start classes for participating parents, and Weekly Newsletters.   | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7 | All Staff                  |
| C 2<br>2.1                            | An African American Task Force will meet in BayView Hunters Point (San Francisco Educational Services) at least two times a year  | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 | Identification of strategies for involving Bayview families in Bryant Community academic and social events.   | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Principal                  |

Key: Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All

Bryant Year Round Alternative Elementary School

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Activities for Priority/Objective C 2

All

To improve parent/family participation in the school.

African American and ELL family involvement will increase by 30%

| Priority/<br>Objective/<br>Activity # | Activity  | Target Population   | Outcomes/Benchmarks  | Funding Source  | Team/Person<br>Responsible            |
|---------------------------------------|---|---|--|---|---------------------------------------|
| C 2<br>2.2                            | One or more staff members will collaborate with the African American Family Resource Center and their liaison.  | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 | Increase family involvement by African American families.  | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Principal                             |
| C 3<br>3.1                            | With the support of the Urban Service/Americorp members, the SF School Vlunteers, San Francisco League of Urban Gardeners (SLUG) and other community resources, Bryant will host a Garden Day to gather together and construct a garden on the east side of the school. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Garden Day will be documented on our homepage, to share with the school and web community. Parents and neighbors will enjoy a greater involvement with the school.   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7                       | Principal, Urban Service Corps Member |
| C 3<br>3.2                            | Parents and Staff will participate in professional development using the TRIBES principles.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Classroom environments will engage all students and reflect students' culture. A relationship will be demonstrated between classrooms and student cultures; teachers will remove any environmental barriers to learning. | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7 | Parents, All Staff                    |

Key: Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All

Funding Source 1 = District 2 = CD 3 = SBCP 4 = Title I 5 = LEP 6=IIUSP 7 = Other