



**2018-2020 Balanced Score Card:**  
A Two-Year Single Plan for Student Achievement

<b>School</b>	<b>Bryant Elementary School</b>
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**SCHOOL VISION & CONTEXT**

Bryant Elementary is a PreK - 5 Community School in the Mission District. We foster life-long learning in an environment where all children are valued, nurtured, and challenged. Through high expectations and active engagement of the entire community, students work toward their full potential. We are responsible for raising the next generation of creative, technology savvy, critical thinkers who are socially responsible in a respectful, student-centered environment. We have two programs a Spanish biliteracy pathway and ELD that draw primarily from the Mission. We are 85% (181 students) Latino, 6% (14 students) are African-American, 2%, 3% (6 students) biracial and (4 students) White, 11% (25 students) receive Special Education services and 65.5% (144 students) are of English Language Learners and 58% (129 students) are socially-economically disadvantaged. We hope when students leave us they are: - Bilingual and biliterate -Critical thinkers -Socially and environmentally responsible - Make actionable Bryant's principles of learning -non-cognitive skills (curiosity, empathy, self confidence, persistence) to navigate their higher education and the world Relational trust, equity, data-driven, and clear systems and procedures help hold our work. We have core values that we teach to our students (curious, self-confident, persistence and empathy). Our strengths are that we are a community school and Mission Promise Neighborhood grant recipient. We work in partnership to align our resources to best support our students and families. At Bryant, everyone is a learner and everyone has an opportunity to lead. We have systems and structures such as an active CARE team and Mental Health Collaborative Team, extended learning opportunities and small group instruction that supports our response to intervention. We provide children with an inclusive and caring environment in which to learn and grow. At Bryant we use a comprehensive approach to literacy - We are working hard to best support our English learners followed by differentiated practice at students' proximal level of development. Our belief is that raising literate & bilingual children provide them more opportunities to understanding of the world and provides them with a competitive advantage in our global economy. Our goal at Bryant is to successfully provide every one of our students with a strong education in Spanish and English, so that every single child is ready for college or prepared for a career. In addition to being committed to high expectations academically for all students, Bryant is also dedicated to providing students with a variety of experiences via music, visual arts, dance and outdoor education. The greatest challenge facing our school is combining our academic and behavioral responses to intervention in order to create seamless services for our students who need the highest levels of support. As a school we are struggling to close the gap for our English Learners (especially our intermediate ELs) academically. We notice that there is a discrepancy among our Spanish speaking and English speaking families. We are working toward trying to address how to authentically engage more families. Finally, we are continuing to question our practices to ensure that we keep academic achievement and equity at the center, along with developing relational trust with students and families across difference. Our main strategies in the next two years are: 1) providing teachers, paraprofessionals, and support staff the professional development and time needed in order to make their collaborations the most purposeful in terms of reaching identified student outcomes, and 2) engaging and empowering our families deeply so our partnerships with families and community organizations continue to grow and maintain the momentum we've established as we move forward into an exciting, every-changing future.

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
<b>Mid-Year Performance Metrics K-8 only</b> (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	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)
<b>F&amp;P Growth and RI Growth K-8 only</b> (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA</li> </ul>	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
<b>Fall 2017 Acceleration K-8 only</b> (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	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.
<b>Chronic Absenteeism</b> (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> <li>Student-Centered Learning Climate</li> </ul>	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)
<b>CA Dashboard Report</b> (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> <li>College and Career Readiness</li> </ul>	The California School Dashboard ( <a href="http://www.caschooldashboard.org">http://www.caschooldashboard.org</a> ) is designed to help communities across the state access important information about K-12 schools and districts.
<b>Fall 2017 Grades Summary Gr 6-12</b> (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, Math, Other Subject Areas</li> <li>College and Career Readiness</li> </ul>	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
<b>College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10</b>	<ul style="list-style-type: none"> <li>College and Career Readiness</li> </ul>	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
<b>Illuminate Report Lists for Fall and Spring</b>	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> </ul>	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 group: At Bryant teachers select a range of focal students (3 ELLs, 1 SpEd and 1 African American student (in the English Plus pathway))

**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
	GOALS: Increase the proficiency of our African American students. All sub groups will make a 10% gain. student facing goal would be that all students move up one holistic level in the writing rubric.	Teacher's pulling small groups based on writer's needs. Writing conferencing with students. Ensuring that students are held accountable to writing about reading in authentic and meaningful way. Using weekly written data to assess student progress across content at GLC and PSDA	Continued professional development on writer's workshop. How to leverage writing conferences. Review master schedule to ensure that word work and grammar are incorporated in the teaching day. In addition, stronger ties and student accountability to write about reading. Exit tickets, writing journals, benchmark assessments. Using weekly written data to assess student progress across content at GLC and PSDA.

<p>Bryant Elementary did a thorough analysis of the breakdown of their district Interim District Assessment (IDA) Milestone Writing Scores for Informational Writing. Only the 3rd, 4th and 5th grade students were tested. The proficiency levels were as follows: 3rd students 22.9% 4th students 12.5% 5th students 25% AA students 0% Latino students 21% EL students 7.4% SES students 19.4% SPED students 12.5% Overall 19.85% Through the analysis of the 2017-2018 most recent data, we began to do an analysis of deeper trends within each grade level. Additionally, we added the K-2 teams to take part in this work even though they do not report their scores. The teachers worked alongside their IRF (Instructional Reform Facilitator) in identifying 5 focal students who represent a snapshot of their class. They used the data from this particular group to do a success vs. needs analysis of the students in order to help guide them in their instruction. In order to do such work, they analyzed the writing rubrics, calibrated on student scores analytically, and holistically gave scores for each student, noting intended instructional implications for students. We have made small gains in writing especially with our 4th grade group who last year was a 0% and now is at 12.5% We still need to strategize on how to best support the 3 African-American students that are not yet proficient in writing.</p>			
<p>Reading data: currently 48% of our Kinder to 5th grade students are reading at grade level. (F&amp;P Data for February) Kinder-2nd: 31% (20/64 students) are above Kinder-2nd: 20% (13/64 students) are at Kinder-2nd: 48% (31/64 students) are below 3rd-5th: 21% (29/141 students) are above 3rd-5th: 26% (36/141 students) are at 3rd-5th: 54% (76/141 students) are below Overall school-wide subgroups: 39% of all K-5 ELLs are at or above grade level on F&amp;P 18% (24/132 students) are above 21% (28/131 students) are at 60% (80/132 students) are below 58% of all K-5 African-American students are at or above grade level on F&amp;P 25% (3/12 students) are above 33% (4/12 students) are at 42% (5/12 students) are below</p>	<p>We celebrate the gains our students are making in reading. In 2017 during the February F&amp;Ps 48% (98/205 students) were reading at or above standard. According to the IWA assessments in 3-5, we have made more gains in writing this year AND there is a discrepancy between students reading at grade level and writing at grade level. OUR GOALS: 1. 80% of our students are reading at or above grade level. The remaining 20% of students will make at least 1.5 years growth in reading.</p>	<p>Instructional Practices: 1. Strong implementation of reader's workshop (guided reading and conferring). Teachers that have not received this training will receive both SFUSD central PD as well as PDs on site. 2.All teachers are trained and have calibrated on F&amp;P assessment guidelines. All teachers are trained on how to use the F&amp;P results to plan specific and target reading instruction. 3. Students will establish reading goals with their teachers and be taught strategies to monitor their own progress toward their goals (quick checks, conferring notes and F&amp;P.) For students reading at or above grade level in English they will use the SFUSD District Reading Inventory (RI) reading assessment to track their own progress.</p>	<p>Focus on conferring for readers and writers workshop. PD on mini lesson and small group instruction. Student exit tickets that focus on the reading to writing connections. Analyze master schedule to ensure their is word work and grammar embedded throughout the day of instruction. Hire and train an instructional aid to work with students on foundational skills in Kinder and 1st grade. Collaborative planning focused on the needs of at-risk and target (focal) students. Supported by Spiral Planning Release Days, Data Analysis Release Days focused on the PDSA cycle. Grade-level specific (and vertically aligned) "big goals" for each spiral aligned to school-wide targets/performance goals to drive within-cycle formative assessment reflection</p>

**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?
		<p>In addition to providing parent support/workshops. A major shift that must happen is a stronger link of communication between the intervention teacher and classroom teacher.</p>

Currently we have 25% (52/222 students) in Tier 2 reading intervention: Natalia: works with kinder students to reinforce foundational skills Andrea (0.5 Interventionist) works with Students in the English Plus Pathway using LLI and Foundations (Wilson) to support struggling readers. Barbara: Artif works with Struggling readers in Spanish bilingual pathway and Foundation (Wilson program). Also, she works with two (Wilson-Dyslexia pilot) 2 students to be certified. Andrea, Barbara, and Principal meet every other week to go over individual students progress and collect all the data to modify action steps and make adjustments according to students progress. Susan: (RSP) serves students with IEPS in the English Plus Pathway (3rd-5th) and two student in Wilson Laura (0.5 RSP Bilingual) works with students in K-4 in the Spanish Bilingual Pathway	Our goal: is that 80% of our students in intervention will be at grade level and that the other 20% would have move at least 4 levels in grades 3-5 and in Kinder at least 3 levels and in 1st -2 at least 6-8 levels. 2.Providing parents literacy workshops and 3. mandatory meetings (introduction & modeling/ progress and supports and maintenance) for students receiving intervention.	
27% of LTELs (40 students) that are not reading at grade level.	Our goal: is that 80% of our students will be at grade level and that the other 20% would have move at least 4 levels in grades 3-5 and in Kinder at least 3 levels and in 1st -2 at least 6-8 levels.	Instructional Practices/Shifts: Provide direct instruction directly to our LTELs via (literacy coach and classroom teacher, other adult staff will push in/pull out during ELD and Language Arts). We will target their areas of need based on the their ELPAC scores. Have quarterly meeting on how they are doing to adjust support.

## 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):

LTELs and African American students are our focal group.

**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
Data from the Milestone math tasks will be analyze during our GLC to differentiate instruction and provide re-engagement activities. IRF will use a milestones data tracker to constantly monitor progress Kinder-2nd: 36% (42/117 students) are above Kinder-2nd: 26% (31/117 students) are at Kinder-2nd: 37% (44/117 students) are below 3rd-5th: 42% (4/96 students) are above 3rd-5th: 32% (31/96 students) are at 3rd-5th: 64% (61/96 students) are below	Our ELs continue to be outperformed by our EOs and RFEPs. OUR English Pathway students are outperforming our Bilingual pathway students. Students are performing better on District Math Tasks than on Benchmarks. We attribute this to students lack of strong math foundational skills and attending to precisions and constructing viable arguments due to lack of math vocabulary. OUR GOALS: 1-80% of our African American students will be at proficiency math level demonstrated by SBAC, Milestone and Report Cards 2. Close the proficiency gaps between English Plus and Bilingual Pathways students by 5%. 2. Build strong math foundational skills in number sense (CCSS Standard 6. Attend to precision & Standard 3. Construct viable arguments and critique the reasoning of others). 3. Ensure that girls have an equitable time to orally participate in math talks and discussions.		Use of beyond turn and talk strategies and 3 reads protocols. Leverage the use of our Beacon teacher partners during the day to support math and supporting students with numeracy and attending to precision. Americorp worker will provide math game time during lunch recess and after school for targeted students. Use of Front Row math as an integrated math center and part of "math hospital."

		<p>Instructional Practices/Shifts: Continue to utilize Bryant's Math Essential agreements: and have consistency in: *Hundreds Chart on the wall (K-2) *Multiplication Chart on the wall (3-5) *Calendar, Daily schedule, Number of Days in School On Wall (K-2) *Number Line and/ Open Number Line (K-1 --0-20) (2nd- 5th --Open number line) *Manipulatives are Accessible to Students :Math Charts 1.Math Discussion Prompts Sentence Frames are Visible 2.Anchor/Strategy Chart(s) Reflect Current Unit 3.Partner Chart (Indicating Who Works Together) 4.Math Word Wall with Visuals and Academic Math Language 5. Math norms chart (from curriculum or your own) *Core Math Written into the Daily Objective: "Students will be able to..." *Math Student Work on the Wall *Math Notebooks or Folders Being Utilized Where Students are Writing About Math Make math tools/chart readily accessible to student in the class. We need to help the kids know how/what to use so that they will internalize and use on their own. Norms should be revisited school wide and addressed with students regularly. Posted on the wall (or in a notebook) Use Front Row Math for spiral review practice. 1. Ensure we close the gap between English Plus and Bilingual Pathways students in math. We will provide SEBT in Math instruction, explicitly teach cognate/ non-cognates, math vocabulary, provide math language frames for Math Talks and frames for specific math units. 2. Tightly align our number sense standards PreK -5th grades and provide explicit instruction. Provide Spiral practices centers, homework, and leverage our time in our after school programs for math review. 3. Continue Math Talks PK-5. and the use of 3 reads protocol. All teachers using equity sticks (provide opportunities for calling on girls). Standardize our think-pair-shares (partner A/partner B) to ensure equal talking time. AND use beyond turn and talk strategies (ie. Dig &amp; boomerang...)</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?
Students in general struggle to understand our based ten number system. They are not fluent and flexible on working with numbers and patterns.	Students will make a 10% gain on the District Benchmark assessments. Our target is to make a 10% gain on SBAC Math 3rd-5th.	Provide Math intervention for students performing less than 25% proficient in Math numeracy skills.Instructional Practices/Shifts: Train support staff and our after school teachers on Do the Math curriculum. Support staff will provide extra support to identified tier two students during and after school. Use Front Row Math and math club. Create a math club where students play math games during lunch lead by Americorp volunteer and Bryant Beacon staff.

AA in K-2 math performance will be analyzed during GLC to measure progress. 3 African-American students (in 3-5) are all proficient in Math measured by the SBAC . In the Math task K-2 ELLS performed at 63% vs. 32% of all 3-5 ELLs students.	Teachers will do Math Talk Strategy 3 to 5 times a week. IRF will model and collecting data of teachers doing in class. We would like All students performing 50% of higher in Math benchmark. Our ELLS ( students) will be 80% proficient in the Math Tasks.	Instructional Practices/Shifts: We will continue to use the 3 reads protocol. We will provide SEBT in Math instruction and explicitly teach cognate and non-cognates math vocabulary. Provide math language frames for Math Talks and frames for specific math units. Actively use math word wall.
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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.)

<b>Analysis of Results Science-All Students</b> 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	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>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?</b> WASC Ch.5
Teachers are getting familiar with the new Amplified Science Curriculum. Our Science teacher leader is leading a PD for all the teachers and planning them. Currently our students receive Science instructions via the new Amplified science curriculum and a variety of resources and supports: School wide our PreK - 5 grade students attend two Mission Science Workshop field trips that complement the Science instruction occurring in the classroom. In addition our 5th grade student attend Science camp of 3 days during the school year. They also work with UCSF SEP program to bring scientist and researchers into the classroom to work with them on hands on science. Finally, our Kinder-5th grade students work on NGSS in a science fair project they share with community every spring.	Our goal is to to have every teacher completing the Physical Science module of the new science curriculum. Our target and performance goals will be formative assessments from the new science curriculum.	We will use Science content and the new Amplify science curriculum for ELD and then for science instruction. We will attempt to follow the recommended 2 30 minutes science classes for Kinder-2nd and 3 30 minute classes for our 3rd-5th grade students. In addition, we will set one cycle of Thursday release PDs to focus on science and ELD.

## 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).

<b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> 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	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> WASC Ch.5

<p>Bryant serves 144/222 English Language Learners, 40 of whom are Long Term English Learners (LTEL 4-5 graders) and 6 of whom are Newcomers. They make up 28 % of our population, not including the 10 students who have been reclassified fluent English Proficient (R-FEP). ELs reclassified in 2017-2018 so far: 8 students compared to 10 last year. On the September 2018 California English Language Development Test (CELDT) the English Learner Students scored as follows: Developing Bridging Expanding</p>	<p>Based on the analysis our ELAC, SSC and school community has done we have set the following goals for our ELs: GOALS by December 2018 we will: 1: Decrease the number of Long Term ELs by 50% from 44 to 22 students. 2. Increase the # of R-FEP by 50% ( students from 10 to 20 ) 3. On the ELPAC 80% of students will increase performance level in one or two areas (language, reading, writing, and/or listening) 4- Students working with Andrea</p>	<p>Instructional Practices/Shifts: We will continue to integrate our students across programs (English Plus and Bilingual) in the other core classrooms throughout the week to provide language models. We will use the new ELD curriculum Wonders with fidelity. TSA from MPD will support teachers in getting familiar with resources. Andrea (0.5 RTI and ELD) will pull out new comers and upper grade students who are in the Developing Stage to systematically and explicitly teach English Language Development incorporating Technology as another resource. We will implement designated ELD with frequent opportunities for academic discourse a minimum of 40 minutes a day. Provide professional development for our entire staff on Designated ELD Framework – Deconstructing Text – Familiar Text by the Multilingual department. In the bilingual strand we will focus on K-5 alignment on grammar and Spanish specific standards. Teacher will ensure SBET is included here. Use of the new Wonders resources to strengthen Grammar. Ensure that the Early Advanced/Advanced students have frequent access to in depth CCSS reading, writing and conferring during Reader's and Writer's Workshop. Continue our work with academic conversations, different levels of scaffolding based on students background knowledge, deconstruction texts. Finally, our English Language Learner Committee (ELAC) will review current EL data and practices on a monthly basis to ensure progress towards our goals.</p>
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## HEALTH EDUCATION CORE CURRICULUM

<p><b>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</b> In a narrative, describe what your analysis of the data says about your school.</p>	<p><b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p><b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b></p>
<p>Teachers have taught a very limited amount of health lessons. This is due to the strained master schedule with reader's and writer's workshop, Math, ELD and the other core classes. Also we have many new teachers that are barely familiar with the Health Education Core Curriculum.</p>	<p>HEALTH EDUCATION CORE CURRICULUM: SFUSD has online health education core curriculum resources for teachers. We also have a teacher that is a health advocate.</p>	<p>Leadership Team is reviewing the master schedule to maximize instructional minutes. We need additional professional development on health education lessons. Our Health advocate provided resources and PD at our staff meeting and we need more. RESOURCES and SUPPORT REQUIRED: NEP program reinstated. Create short 25 videos for staff meetings that teacher can use in their classroom and parents can access at workshops.</p>
<p>BMI/Fitnessgram This year's BMI data shows that 66% (11/19) 5th graders are overweight or obese. .05% is underweight and 37% (7/19 students) are normal weight.</p>	<p>PHYSICAL HEALTH: SYSTEMS IN PLACE: PE teacher and classroom teachers teach the legal minutes of PE per week. Playworks coach provides physical activities to support physical health. We have a health advocate on campus and an GOALS: Reduce the number of students that are overweight or obese by 50%. Increase health and nutrition classes from 1-2 to 5-7classes.</p>	<p>We need to provide more movement and cardio health activities for our students. In addition we need to provide our students and families more workshops on nutrition. A full time school nurse is vital to this work. The nurse would help provide classroom and parent workshops on health and nutrition. Our Parent Liaison would work with SF general, and other non profits to help with health education. Our PE teacher, classroom teacher and Playworks coach should provide more cardio activities every time students engage in physical education. RESOURCES and SUPPORT REQUIRED: School Health Programs should provide a site nutrition coordinator. Fund the harvest of the month PE teacher a FULL TIME NURSE a FULL TIME Family Liaison</p>

<p><b>SOCIAL-EMOTIONAL LEARNING:</b> At Bryant we do a good job (72% favorable per the SEL culture climate survey) in helping students with social awareness. Areas we can grow are in self-management (70% favorable), Growth Mindset (54% favorable) and (66% favorable) in self-efficacy. Tier 3: 18% ( 42 students ) of our students receive individual, family, and group therapy. Tier 2: 26% (58 students) receive school groups/programs which include mentoring program, second step skill building groups and Junior coaches.</p>	<p><b>SOCIAL-EMOTIONAL LEARNING:</b> We have purchased and were granted Second Step curriculum PreK-5. We need to ensure that all students delivery these lessons. In addition teachers can help use the math norms (many that attend to growth mindset) to content and learning across the day.</p>	<p>Teachers need to teach Second Step curriculum with fidelity PreK-5. Stick the the 30 minutes a week lesson. In addition provide workshops for our families so they are learning concepts in parellel. <b>RESOURCES and SUPPORT REQUIRED:</b> A contract with a mental health agency (Instituto Familiar de La Raza) support with trauma informed practices and coaching/supporting teachers with students in tier 2 and 3. PBIS coach assigned 1-2 days a week to our school A FULL time family liaison.</p>
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## VISUAL AND PERFORMING ARTS

<p><b>Narrative describing site's vision for a balanced, comprehensive arts program.</b> Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
<p>"Our Vision: Bryant Elementary, a proud Mission District Community School, fosters life-long learning in an environment where all children are valued, nurtured, and challenged. Through high expectations and active engagement of the entire community, students work toward their full potential. We are responsible for raising the next generation of creative, technology savvy, critical thinkers who are socially responsible in a respectful, student-centered environment." We believe that through visual and performing Arts we help teach the whole child. Bryant has a mariachi program, we contract a dance teacher In addition our after school partners contract with digital story telling, hip hop dancing, word for word- student write and perform their own skits, as well as our VAPA visual and music and instrumental music teachers.</p>	<p><b>GOALS:</b> To better integrate art projects (VAPA work) with the weekly learning in the classrooms across content. To provide more opportunities for students to be creative and find solutions to dilemmas and problems.</p>	<p>Create a system and structure so that itinerate staff plan lessons to integrate the art/music, dance with learning that is happening in the classroom. Provide a platform for students to share their creativity: a talent show night where students exhibit their art, read their stories/poem act, dance and sing. <b>RESOURCES and SUPPORTS REQUIRED:</b> Ideally having Spanish Bilingual VAPA teachers so that they more closely align their projects to classroom work/spirals or math units.</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.

<p><b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b>  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.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b>  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?</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
<p>Bryant students and staff engage in the 200 minutes of instruction in physical education with the PE teacher and homeroom teacher leading PE. In addition, Bryant contracts a Playworks coach to support cooperative play and additional physical education. Never the less the physical health per BMI of Bryant students is concerning: BMI/Fitnessgram This year's BMI data shows that 66% (11/19) 5th graders are overweight or obese. .05% is underweight and 37% (7/19 students) are normal weight.</p>	<p><b>PHYSICAL HEALTH: SYSTEMS IN PLACE:</b> PE teacher and classroom teachers teach the legal minutes of PE per week. Playworks coach provides physical activities to support physical health. We have a health advocate on campus and an <b>GOALS:</b> Reduce the number of students that are overweight or obese by 50%. Increase health and nutrition classes from 1-2 to 5-7classes.</p>	<p>We need to provide more movement and cardio health activities for our students. In addition we need to provide our students and families more workshops on nutrition. A full time school nurse if vital to this work. The nurse would help provide classroom and parent workshops on health and nutrition. Our Parent Liaison would work with SF general, and other non profits to help with health education. Our PE teacher, classroom teacher and Playworks coach should provide more cardio activities every time students engage in physical education. <b>RESOURCES and SUPPORT REQUIRED:</b> School Health Programs should provide a site nutrition coordinator. Fund the harvest of the month PE teacher a FULL TIME NURSE a FULL TIME Family Liaison</p>

## 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?

<b>Analysis of Results - All Students</b> For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b> <i>WASC Ch.5</i>
PreK waiting on next DRDP results and PAL results. DRDP analysis PALS analysis CLASS ECERS	Increase the number preK students to be kinder ready. as measured by DRDP and PALS assessments.	More intentional small group instruction around numeracy and number sense. Also more interactive lessons in writing and reading in small group and whole group. Continue to integrate numeracy, literacy into established centers/activities during choice time.

## 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

<b>Narrative describing college going culture</b> (using indicators suggested above) <i>WASC Ch.2</i>	<b>What are your targets/ goals?</b>	<b>What shifts will be required to achieve these goals?</b> <i>WASC Ch.5</i>

## 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?**

COLLEGE & CAREER READINESS: SFUSD culture/climate survey 2016-2017: (87% of students, 85% staff and 94% of families) were favorable"... that there is a climate conducive to learning and that teachers use supportive practices such as encouragement and constructive feedback to demonstrate knowledge and skills, support for risk-taking and independent thinking; atmosphere conducive dialog and questions and academic challenge." SFUSD Staff Satisfaction survey 2016- 2017 \_\_\_%( waiting on survey results) of staff agree and strongly agree that teachers at the school have the skills to prepare students for post-secondary education and (work). SFUSD culture/climate survey 2016-2017 Family survey \_\_\_% (waiting for survey results) of families agree that teachers help them see the importance of what they are learning at school. Based on trend data from the student, family, and family staff satisfaction surveys from 2011 to 2017, our community has a variance of agreement that we are preparing our students to be college and career ready. Our students and families have a stronger belief that our teachers. We have developed a strong relationship with our after school provider Mission Graduates who's mission is "Making college the expectation, not the exception, for Mission youth and families." We participate in a yearly march for college and celebrate our students that have been reclassified. For the past 7 years our 4th and 5th graders have visited local universities (UC Berkeley, Stanford,USF, City College). GOALS: 1. Kinder readiness indicators grow 20% 2. All K-5 parents will understand the A-G college requirements. 3. All students will have the organizational skills to best access and express their learning. Instructional Practices/Shifts: 1. Provide teachers, staff and families workshops in understanding the A-G college requirements. 2. Create essential agreements K-5 regarding developmental and grade appropriate organizational skills so students can best access and express their learning. 3. Provide an opportunity for all Bryant students to visit a college/university campus. 4. Provide a 4 part series in the spring and summer/fall for incoming kinder parents. Workshop series Positive Solutions for PreK student families co lead by PreK teachers and mental health consultant.

## 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 2018-2019 Bryant will undergo new site Leadership as the current school leader will be on Sabbatical. This will be a BIG change for the school as the past school leader had a 7 year tenure. In addition, the IRF will be a new IRF as the current one is moving across the country. The school does have strong systems and structures to support these changes. We have a strong leadership team, grade level collaboration, CARE team, instructional rounds and professional development. Our ILT is currently fine tuning GLCs for next year, our Leadership Lead team and UBC are reviewing the master schedule to analyze instructional minutes and other core classes in the master schedule to leverage instructional time. The ILT will also review the PD calendar and backwards map for 2018-2019. A key step will to continue to build teacher capacity so they can lead from the inside out. To review systems and structures on a trimester bases. In addition, to leverage the adults in the building (to do the first 20 days of each trimester) to support a PSDA cycle around literacy or math. Finally, to engage and empower our families even more especially our African-American and Arabic families.

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)
Instructional Leadership Team ( ILT ) fine tune GLCs for next year. The ILT will also review the PD calendar and backwards map for 2018-2019. Data release days 1/trimester per teacher. Leadership Lead team and UBC are reviewing the master schedule to analyze instructional minutes and other core classes in the master schedule to leverage instructional time. Build teacher capacity so they can lead from the inside out. To review systems and structures on a trimester bases. Leverage the adults in the building (to do the first 20 days of each trimester) to support a ROCI cycle around literacy or math. Engage and empower our families even more especially our African-American and Arabic families.	IRF, Assistant Principal, Lliteracy Coach, ARTIF are critical for continuity and context in fine tuning the Grade level collaoration. The Leadership Lead team (IRF, AP, Principal Lit. Coach and ARTIF) in partnership with our school UBC will help support maximizing instructional time as they reformat the master schedule and revise the other core schedule that releases teachers for a 2 hour GLC. The leadership lead teachers in addition to the computer/ELD teacher, librarian, Student Advisor will support students during reader's workshop and math for 20 day per trimester. Use Prop A to pay for 1 day back early to work and then for extend hours for PD and spiral planning by grade level teams.

## 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
<b>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.)</b>	13% of our students have an IEP no including 12 students in our PreK SDC classrooms for students with mild-moderate disabilities	reduce the number of referrals to special education decrease number of students referred to mental health supports (delivered by social worker or partnership with Instituto Familiar de la Raza)	include SDC teaching staff on PreK team meetings to increase opportunities for co-planning / mainstreaming leverage our SPED staff by paying for an additional hour to support at risk students in K/1. invest in pre-referral / inclusion specialist (site funded) to support building capacity to support diverse needs of students
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	36% (80/223 students) that are identified as vulnerable student populations.	We hope to increase attendance of our FYIT. In addition increase instructional time for students when they are at school.	Provide Tier 2 interventions: mentor, tutor, boys/girls groups, our school social worker is also supporting our families as is our Family Success coach. In addition we have partnered with closegap a non profit that grants wish lists for FYIT students.
<b>Student Engagement/ Attendance</b>	Our over all attendance rate is 95%. We have observed that students in our English plus pathway have poorer attendance than our Bilitery pathway. In addition we have noted that 6/12 of our African-American students have chronic or serve attendance.	Increase the attendance of our African-American families. Increase attendance in our Gen. Ed classrooms (especially K/1)	

			Request for a general education school bus from the Bayview to Bryant campus. as many chronically tardy/absent student's families identified transportation as a key barrier. (develop and administer a survey) - based on the results of the survey, develop and implement a support plan (attendance liaison, social worker, family liaison)
<b>School Culture/Climate</b>	we had 2 mandatory suspension this school year.	Target: zero suspensions	individualized plans for students. Provide tier 3 intervention counseling/boys group.
<b>Social Culture/Climate</b>	see above	see above	see above
<b>Wellness Policy</b>	We have a solid wellness policy in place.	Continue to reduce the "sneaky sugars" in yogurts and fruit juice. All students will drink water at school events.	Continue to provide all new students water bottles. Continue to provide workshops. Nurse will provide workshops for students and families around the healthy plate, nutrition and health and wellness.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
<b>Family Partnerships: <i>The child's first and most influential teacher is the family.</i></b> 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.	
<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b>	<b>Choose at least one of the following focal populations</b>
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
<b>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:</b>	
We will create workshops (parent cafe's) to have more intentional interactions and learning exchanges between our latino and african american families. These cafe structures lend themselves to deepend families capacity as partners. We will need the support of Raquel and her team as well as our family liaison, school social worker and SPARKs program (instituto familiar de la Raza). A staff meeting a month will focus on race and equity by reading culturally responsive teaching and the brain by Zaretta Hammond.	
<b>How will you measure your impact? Measures can include:</b> Culture & Climate Surveys, Academic Data, Attendance	
Culture climate surveys and survey monkey survey and feedback from workshops and school functions.	
Community Partnerships	
<b>What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?</b>	
<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" 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 checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
<b>List 1-3 current or potential community partner(s) who are address these needs.</b>	
SF Food bank (serves 80-100 families) Mission Graduates (will be Bryant Beacon's lead agency) and OST (Out of School Time) after school America Scores and Girls on the Run JCC Dance Instituto familiar de la Raza for behavioral health and wellness (there are not funds from Beacon or the site and this is a high need for daytime and after school)!	
<b>What are your specific goals or objectives for these partnership?</b>	
Provide our students a holistic education that complements the day time learning. Provide students and their families a units on a college .	
<b>What actions will you take to deepen your school's partnership with community organizations?</b>	
Bryant host community partner meetings quarterly to share the vision and school goals as well as a site plan to align resources and supports. Bryant's principal meets every other week with after school Principal of OST and Beacon Director to align resources and strategize on programming. We are all also part of the school's CARE meeting that meets weekly.	
<b>How will you measure the impact? (Quantitative and/or qualitative data)</b>	
Quantitative: F&P and RI reading scores/ Math milestone scores Student and family survey response Engagement and time on tasks	

## 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 = \$1,450

\$1,450 supplies to support instruction

#### 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 = \$55,028

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

Staffing these positions will support our 70% ELLS in the following ways: 1. Provide support to close the opportunity gaps our youngest learners (build strong literacy and fluency and flexibility on working with operations and number patterns) 2. Provide support to our families that reflect our Districts neediest families. This is especially important under the current political situation for our non documented families. 3. Begin the year with connecting with all of our families and front-loading them with important information about the school via our welcome letter. \$28,429 One .5FTE Teacher aide to provide early literacy support for kinder classrooms. \$8,424.46 One .1250 FTE additional Para hour to provide early literacy and math support for primary students. \$150 Postage to send out welcome letter to our families and reading inventory at beginning of the year. \$11,405.00 technology laptops for the classroom

#### 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 = \$55,000

*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?*

Will provide other Core class to our students (dance, environmental science (after school) and playworks- cooperative play). This will also provide the structure for teachers to collaborate for 2 hours as classroom teachers are released during these other core classes. \$44, 803 Contracts (35,500K Playworks, 10K Dance, 1,493K Front Row) This money is set aside to provide Tier 2 support for our students. This staff will also help support student learning by facilitating math club.

#### 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 = \$235,800

*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?*

\$155,929.04 Provide critical teaching staff : .5 FTE ESL and 1.0 FTE Bilingual teacher in upper grades to reduce class size \$28,429.10 .5 FTE Aide for Kinder early literacy support \$33,697.83 .5 FTE Family Liaison. \$15,236.00 Extended hour pay for classified staff. for student support. \$2,508.00 Library books

#### 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 = \$64,335 (31500)**

*How do you plan to use these funds?*

\$4,963.92 Sub days (data release day/lab classroom day) \$3,000 Instructional Aides - Extra Hours \$3,572.00 Conferences (ex. NABE and CABA.). \$594.00 Transportation (for college visits and camping trip). \$51,976.35 .5 Certified ELD teacher targets students who are in the upper grade and they have shown slow English language development (LTEL) and new comers. We call her group ELD+ in which students have ample opportunities to develop their oral language and receive expecific teaching in grammar and how language works. She also incorporates technology to engage her Newcomer group in language acquisition. \$643.35 mandated 1/% Parent workshops/activities, light refreshments and classified staff-support children)

**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 = \$643**

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.**

\$615.30 mandated 1/% Parent workshops/activities, light refreshments and classified staff-support children)

**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) = \$0**

*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:
	1.0	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.75	
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1.0	1.0	1.0	yes
Other:	Other:	Other:	Other:
	1.0 Assistant principal		

**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.**

Assistant Principal of Instruction: support school-wide effort to meet our goals/targets. Provide coaching, aide in evaluations, link to after school staff PD. Lit Coach provide coaching and intervention 3 days a week to upper grade students (LAB classroom for guided reading) IRF Lead/faciliates GLC, coaching (we will 4 -5 New teachers) ARTIF (will serve 24 students with Tier 2 interventions, supports our 1st grade team (newest teachers). Social worker: facilitates our CARE meetings weekly, provides small groups, teaches/co-teaches Second step social emotional curriculum, co- facilitates Mental Health Collaborative monthly. Supports our attendance goals. Nurse: supports overall student health, support attendance goals, parent workshops on preventative/health precautions and nutrition.

## 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 (list)
<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 <b>March 23, 2018</b> .
<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: <b>3/3/2018</b>
<input checked="" 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: <b>10/4/2018</b>

## 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
Laura Juarez Codicetti	Principal	
Vanya Morales	Teacher	
Ricardo Krobel-Regalado	Teacher	
Silvia Alonso deValle	Family Liaison	
Tania Suarez	Parent	
Juan Suarez	Parent	
José Ajin	President	
Jose Galdamez	Parent	
Leidy Galdamez	Parent	