



## Continuous School Improvement Plan (CSIP)

Bryant Elementary School

2016 - 2018

Principal: Dan Sanger



### School Overview

#### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. Our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The 2016-2017 Bryant CSIP was approved by teachers/staff and BLT on 11/16/2016.

## Mission and Vision

### Mission

A Bryant Citizen...

- accepts the talents and differences of others
- acts as a community steward and is aware of community events
- seeks knowledge, values learning and cultivates (explores, develops, capitalizes upon) personal strengths and talents
- appreciates the arts
- practices life-long health skills of emotional and physical wellbeing and sportsmanship
- aspires to academic excellence via the development of an innovative, creative and multi perspective approach to learning and problem solving

The Bryant Way:

"At Bryant Elementary, we take care of ourselves, we take care of others, and we take care of our school."

### Vision

Bryant's "Portrait of a Citizen" reflects the vision and mission of the staff, parents and community. The learning process in Kindergarten through fifth grade encompasses a rigorous curriculum, differentiated teaching strategies, cultural responsiveness and sensitivity to multiple learning styles in order for our students to succeed with these qualities, skills and a strong knowledge base. Bryant is a school that values learning and values its children and families.

Vision Statement:

"At Bryant we teach, model and encourage a love of learning, collaboration and compassion for others."

## School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

During our grade level professional learning community meetings (PLCs), grade level team meetings and in our building leadership team meetings (BLT) that includes parents, we analyzed student achievement data from standardized assessments, Math in Focus assessments, classroom based, teacher created common formative and baseline assessments plus student, faculty and family surveys. This ongoing research has informed the development of our data informed student growth goals that are aligned with grade level essential Common Core State Standards. Although our building focus is formally in mathematics this year, we continue to develop a robust academic program in the areas of literacy, science, social studies, music and drama, physical education and the arts. We are also proud of our effective highly valued library and technology programs.

**Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:**

**ALO: Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A Bryant advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

	<p><b>Career Ladder Teachers.</b> 2 Bryant teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities.</p> <p><b>Climate and Culture Committee.</b> At Bryant, a teacher directed problem solving group that addresses staff identified issues through collaborative research. Examples include creating a new master schedule, play-ground protocols, etc.</p> <p><b>ELL: English Language Learners.</b> Students who have been identified as needing additional support learning English.</p> <p><b>Equity Team.</b> New to Bryant this year. This team will consider building/student/community issues through the lens of race and equity.</p> <p><b>IEP: Individualized Education Plan.</b> An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.</p> <p><b>MTSS: Multi-Tiered System of Support.</b> Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.</p> <p><b>PD: Professional Development.</b> Instruction and learning activities for teachers to improve or broaden instructional practice.</p> <p><b>PLC: Professional Learning Community.</b> A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them. At Bryant our PLCs are formed as grade level and specialist teams. We follow the PLC model designed by Rick and Rebecca DuFour.</p> <p><b>SMART Goal.</b> Specific, Measurable, Attainable, Realistic and Timely.</p> <p><b>SIT: Student Intervention Team.</b> A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>Bryant has a robust system of PLCs. Our grade level and specialist PLC teams determine essential standards, assess students for understanding, share instructional strategies and co-create plans collaboratively addressing 4 guiding questions:</p> <ul style="list-style-type: none"> <li>• What do we want our students to learn?</li> <li>• How will we know they are learning?</li> <li>• How will we respond when they don't know?</li> <li>• How will we respond when they already know it?</li> </ul> <p>Instruction is standards based, informed by data, individualized for students and supported by flexible groupings and walk to models. Bryant also uses support from intervention/extension teachers, special education teachers, an ELL teacher, ELL and Sped instructional assistants, tutors, teacher interns and parent volunteers. Last year we created a totally restructured master schedule driven by teacher input and guidance to maximize</p>

	<p>student learning time and align grade level supports, especially in literacy and mathematics. We are studying and implementing “best practice” instructional strategies. Best practice is instruction that increases student active engagement in their learning and is based on student’s readiness, skill levels, meta-analysis and achievement of student/teacher determined learning goals. Last year, Bryant teachers developed a plan to more intentionally serve students in the advanced learning opportunities program (ALO). The Bryant advanced learning opportunities program includes a number of different strategies that allow for instructional differentiation including flexible grouping based on standards aligned instruction, walk to models for math and literacy, project based learning, and extension activities led by intervention and extension specialists. We are also establishing multi-tiered systems of support (MTSS) to identify, determine supports for and to monitor students making slow growth or no growth in regards to meeting academic standards.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>Each school year our staff participates in professional development (PD) based on our school’s PD plan. As we develop our PD plan we emphasize our work in areas where data indicates a need for specific attention. A significant outcome of our past professional development is that Bryant teachers now utilize PLC’s to inform and develop instructional practice. Our teachers have been trained in the DuFour model for PLCs. Professional development is also occurring this year within our social/emotional initiative, RULER. The RULER building initiative was determined by an informed, unanimous staff vote. PD will be delivered by representatives from the Yale Center for Emotional Intelligence through sponsorship of Seattle Public Schools. Additional professional development opportunities in math, reading/literacy and science will be offered throughout the year as well. At Bryant, we are utilizing our career ladder teachers to refine instructional skills and put into practice the best use of our curricular materials and support for building initiatives. Important career ladder teacher efforts have to do with facilitating teacher sharing of professional practice, hosting and arranging classroom observations by teachers and supporting student achievement through our PLC’s.</p>
<p>Our school will increase parent/family engagement.</p>	<p>The Bryant BLT is focusing on school culture and student well-being. Included in this effort are considerations of how best to engage our families through two-way communication. Bryant parents volunteer in classrooms to support student learning. Our PTSA contributes financially by providing support staff (tutors, reading specialist, volunteer coordinators, technology instructional support, etc.), field trips, mentoring and after school activities (clubs, classes). Our very successful Student Hunger Service Project addresses student food insecurity in our region by directly engaging students and their families in the effort. At present our families are providing a 100 back-packs of food for student support over weekends. Our garden club and our families in need support, Bike to Bryant, after school enrichment classes, PTSA leadership and volunteers make a significant difference for our students and community. Our PTSA is also sponsoring a number of informative evening speakers this year to enhance learning that students experience at school and inform our parent community around issues affecting children including race and equity.</p>

<p>Our staff is involved in decision-making.</p>	<p>Teacher representatives and parents participate on our Building Leadership Team (BLT). The BLT has decision making authority and impacts Bryant in meaningful ways. We meet at least once per month, and our representatives report back to their grade level/department teams and parent community. They also bring issues and input to BLT meetings from their constituents. Teachers actively participate in other teams influencing Bryant in positive and constructive ways. These teams include the PLC Team, MTSS Committee, RULER Committee, Assembly Committee, Equity Team, Library/Tech team, Climate and Culture Committee, Social Committee and membership within PTSA leadership.</p>
<p>We will assist our students to meet standard.</p>	<p>Our teachers have identified essential Common Core State standards and after teaching units, many teacher teams share students in flexible groups across grade level to reteach or extend instruction for students that have met standard in math and literacy. We utilize three academic intervention/extension specialists that set goals and lower class size for instructional groups. We assist students in meeting standards with after school enrichment classes, tutoring, PLC data based standard driven instruction, a developing MTSS team model and English language learner support (ELL). We also have a special education resource room program that is guided by student individual education plans (IEPs) and has done significant recent work around streamlining and clarifying our student intervention team model (SIT).</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>Bryant is a highly regarded school with outstanding community support. We are known for an excellent and results oriented teaching staff that is professional, caring, reflective and child centered. Teaching positions are highly sought after in our building and once hired, teachers tend to stay. We provide mentors/buddy teachers for teachers new to our school to help them acclimate and understand building culture, curriculum and district requirements. We have formed a group of teachers new to Bryant that meet bimonthly with administration and career ladder teacher support to become better informed about events coming up in the calendar and participate in a venue for discussion. Beginning teachers also take part in the district STAR Mentor program that provides instructional coaching, goal setting and professional development opportunities. All the above supports help new staff feel better informed, included and better able to maximize and increase their instructional skill sets in order to best serve students. We are making significant progress defining and implementing an effective career ladder teacher program that has already established a strong record of success over the last 3 years. Our Climate and Culture Committee engages in research driven problem solving and the committee reports back to staff with findings and recommendations.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>We have a successful volunteer orientation program, supportive PTSA and accessible documents that assist new students and families when joining Bryant. We also have a bilingual program that reaches out to address the needs of new families that may require assistance around ELL considerations. Bryant hosts a welcoming event for incoming students and invites their families to tour the school and meet our staff and students. We host a first day welcome for families, new family open house and new kindergarten student play dates through the summer prior to their start at Bryant. Parents are welcomed into</p>

	classrooms as volunteers and numerous community oriented PTSA events are held for them to join and become progressively more involved in the Bryant school community. The Bryant Kindergarten team is supporting incoming students this year with the development of the new WA Kids state mandated program. They have developed team goals to develop this new assessment system with fidelity.
Our system of support assures our highly qualified staff are supporting students.	With rigorous teacher goal setting, mid-year check ins and summative reviews of progress, our students make great gains and our teachers improve their teaching. We have a strong system of teacher evaluation that is student focused and centered around best instructional practice. Our PLC/Team structure is student focused and teacher directed. RULER and the Bryant Way are guiding the social and emotional development of our students in positive ways.

The following table describes how funds are allocated to support and improve student learning.

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	3,465,504.00	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	41,704.00	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2016-2017	Combined Funds	Self Help	22,696.00	Building funds to support classroom and building programs such as PLC's and interventions
2016-2017	Combined Funds	PTSA Grant	142,917.00	PTSA funds to support programs within the building such as reading intervention, professional development for teachers.
2016-2017	Combined Funds	Free & Reduced Lunch	10,089.00	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	38,875.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12

**Building Based Goals,** we have chosen to focus on the following area(s) over the 2016-17 school year

Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<ul style="list-style-type: none"> <li>Seattle Public Schools has set a district wide goal to address opportunity gaps for African American and African American multi-racial self-identified students. Although Bryant test scores do not reflect the disproportionality that is seen throughout the district between African American/African American multi-racial and white students, we respect the need to be consistent across the district aligning efforts of support.</li> </ul>	<p>All African American and African American multi-racial identified students (22) attending Bryant will make at least 1 year's growth in Math from September 2016-June 2017 on teacher created baseline and final assessments.</p> <ul style="list-style-type: none"> <li>Grade Level Team Data Reports-One Year's growth</li> <li>SBAC, MAP, and school designed common formative assessments including baseline and summative assessments for math.</li> </ul>	Principals, Teachers	June 2017

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Traditionally, students with math scores reflecting the middle clusters of achievement have received the most consistently targeted instruction. At Bryant we are working hard to differentiate instruction to successfully ensure that all students make significant academic growth, experience appropriate challenge and are engaged and active participants in their own learning.</p> <p>This year we will continue to develop our PLC systems and complete integrating our math curriculum within our PLC model.</p>	<p><b>1<sup>st</sup> -5<sup>th</sup> grade math PLC goals:</b></p> <p><b>1<sup>st</sup> Grade:</b> In first grade, students will achieve 85% or higher on the final summative assessment. For students who score less than 85%, we expect at least 50% growth from the baseline score to the final assessment score. Students who score greater than 85% on the fall baseline will score 90% or higher on the end of year assessment. These students will also demonstrate growth by 50% through extension assessments.</p> <p><b>2<sup>nd</sup> Grade:</b> For each of three math units (3: Addition Strategies, 5: Subtraction Strategies, and 6: Number Stories) that correspond to essential standards (2.NBT.7 and 2.OA.1), 85% of all 2nd grade students will score 85% or higher on their differentiated final unit assessments.</p> <p>For the essential standard 2.OA.2 (fact fluency within 20), 90% of students will show growth by: * Increasing the amount of problems correctly solved in 10 minutes by 100% from the baseline assessment to the end of year, or * Correctly completing 95 or more on the addition and Baseline Pre-Assessment.</p> <p><b>3<sup>rd</sup> Grade:</b> 85% of 3rd grade students by June 2017 will achieve 80% or higher on the Multiplication portion of the 3rd Grade Baseline Assessment and score 95% or above on the 120 Multiplication Fact Assessment.</p> <p><b>4<sup>th</sup> Grade:</b> By the end of May 2017, 85% of all 4th grade students will receive at least 80% (with the condition of receiving 5/7 points on the multi-digit multiplication and division portion) on the essential standards assessment. Also, by the end of May 2017, 75%</p>	Principals, teachers and staff	June 2017



	<p>of all 4th grade students will receive at least 80% on the end of year baseline assessment.</p> <p><b>5<sup>th</sup> Grade:</b> The percentage of 5th graders who achieve 70% or higher on the 5th Grade End of Year Assessment will increase from 10% in the fall to 80% in the spring, 2017.</p>		
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Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Some students may not receive instruction that is clearly aligned with their changing needs. With the development of common formative assessments, standards based instruction, MTSS supports around intervention and extension, flexible grouping, PLC structured teacher team planning, aligned master schedule, consistent professional development and aligned planning time for teachers, all students will make at least one year's growth in mathematics.</p>	<p>For the 2016-17 school year, all students in grades 1-5 will demonstrate one years' growth in math as measured by Bryant created Math in Focus baseline and summative assessments, MAP or SBAC 2017 determined by district, state and grade level teams.</p> <p>This goal will be referenced by the following data:</p> <ul style="list-style-type: none"> <li>• Grade Level Team Data Reports-One Year's growth</li> <li>• Grade Level Team PLC Questions (Year-End)</li> <li>• Year Long Data Trackers (Teacher)</li> </ul>	<p>Principals, teachers</p>	<p>6/2017</p>

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Some students are struggling with emotional and safety concerns having to do with managing conflict, peer interactions.</p> <p>Student survey data indicates that issues around school climate could be impacting student learning. Evidence points to some students not feeling as safe and supported at school as they should be. Some students struggle with peer interactions and consider bullying to be an ongoing problem.</p>	<p>By June 2017 through the implementation of RULER building wide, Bryant students will feel increasingly more secure, confident and positive in regards to dealing with conflict and peer interactions within an improved school building climate as measured by the following school district student and family surveys, school designed (Climate and Culture Committee) all school surveys, office referrals for discipline and entries in PowerSchool (district data base) for student physical aggression.</p> <ul style="list-style-type: none"> <li>• Total number incidences of student's office referrals will drop by 20% compared last year's incident reports and office referrals. (60-40).</li> <li>• PowerSchool incidents for physical aggression reports from 8 (last year) to no more than 3 by May 2017.</li> <li>• District student survey scores for the sub categories of Learning Mindset –including questions related to students treating each other with respect and adults at school treating students fairly will raise from 57% to 70% in the spring. 57% favorable in School Safety will improve to 70%; 61% favorable in Healthy Community will improve to 75%; 68% favorable in Student Motivation and Inclusion will improve to 80%; 71% favorable in Belonging will improve to 85%. The survey may be administered several times over the course of the year allowing for mid-course goal correction.</li> <li>• The Climate and Culture Committee will design a school wide survey to be administered twice this year to all students in regards to adults at school treating students fairly, student bullying,</li> </ul>	<p>Principals, teachers and staff</p>	<p>June 2017</p>

	<p>school safety and positive school climate. Presently district surveys are only administered to 4<sup>th</sup> and 5<sup>th</sup> grade students and utilize vocabulary such as “bullying” which may not be fully understood by students. This survey will be administered twice this year.</p> <p>Additional relevant building actions:</p> <ul style="list-style-type: none"><li>• Bryant BLT has adopted as a focus for the year increasing positive building culture and communication.</li><li>• Successful continued implementation of multiple systems of support (MTSS) will offer additional support for students that are experiencing classroom "and PE" based anxiety.</li></ul>		
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