



Continuous School Improvement Plan (C-SIP)
Bryant Elementary School
2016 - 2018
Principal: Dan Sanger

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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. All of 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 Bryant BLT approved this C-SIP on June 15, 2017.

Mission and Vision

Mission:

A Bryant Citizen...

- embraces 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:

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

Terminology

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

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's 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.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. 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.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. 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.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. 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.

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, building leadership team, and Committee meetings we analyze student achievement and social emotional evidence from standardized and Math in Focus assessments; classroom-based, teacher-created common formative and baseline assessments; student, faculty and family surveys; and anecdotal records. This process informs the development of our student growth goals aligned with grade level essential Common Core State Standards. Mathematics, as a school wide focus, will continue in 2017-18, as well as the introduction of a new reading curriculum to be addressed in our team PLCs. We continue to develop a robust academic program in the areas of literacy, library skills, technology, science, social studies, music, physical education and visual arts. At Bryant, our challenge remains to differentiate instruction effectively to meet the needs of all students. Our teaching teams work successfully to align instruction to standards, provide interventions and extensions for students needing more support and additional, more challenging learning opportunities.

Our MTSS program is in its second year of implementation. Through MTSS, we utilize tutors, a reading specialist, resource and ELL teachers, specialists and parent volunteers to support needed academic interventions and extensions and social emotional support. Our master schedule development for next year will maintain grade level aligned instructional blocks and will likely include an all hands on deck type of intervention/extension support time for students. Another problem of practice that defines our current work at Bryant is that some students struggle around emotional and safety issues having to do with conflict, peer interactions and a perceived negative school climate. Our building has been in process implementing RULER. We have completed review of all components and next year will move into full implementation of strategies that will support and guide students. Our Climate and Culture Committee completed and administered a K-5 student survey. We have linked this back to the SPS student survey and delved deeper into understanding low score areas in regards to student responses to key questions. Classes have been engaged in the development of vocabulary alignment around terms such "bullying." This year we have seen a general decrease in incidents of student physical aggression.

We will use research-based strategies that help targeted students.

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 four guiding questions:

- What do we want our students to learn?
- How will we know they are learning?
- How will we respond when they do not know?
- How will we respond when they already know it?

Instruction is standards-based, informed by data, individualized for students and supported by flexible groupings and "walk-to" models. Bryant uses support from intervention/extension teachers, librarian, special education teachers, an ELL teacher, music, PE and visual arts specialists, ELL and Sped instructional assistants, tutors, teacher interns and parent volunteers. Last year we restructured our master schedule, driven by teacher input to maximize student-learning time and align grade level supports, especially in literacy and mathematics. We review and implement "best practice" instructional strategies. Instructional best practice increases student active engagement in their learning and is based on student readiness, skill levels, and achievement of student/teacher determined learning goals. At Bryant, we have a plan to serve students in the advanced learning opportunities program (ALO). Bryant's ALO 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.

Our school offers professional development that is high quality and ongoing.

Staff participate in professional development (PD) based on our school's PD plan to meet the academic and social needs of all our students. 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 PD is that Bryant teachers now utilize DuFour modeled PLCs to inform and develop instructional practice. PD will continue this year within our social/emotional initiative, RULER. A unanimous staff vote for full implementation of RULER occurred in the spring. Our RULER teacher team will deliver PD to continue our work around the four anchor concepts: Class Charter, Mood Meter, Meta Moment and Blue Print. Our teachers will have PD opportunities in reading/literacy for the new district reading curriculum, The Center for the Collaborative Classroom, and continuing science training. Career ladder teachers will facilitate teacher sharing of professional practice, serving as instructional mentors and modeling instruction. Using our CLTs, we will look for ways to cross integrate our work in RULER with the efforts of our Equity Team.

Our school will increase parent/family engagement.

The Bryant BLT has a focus on school culture and student well-being. Included in this effort are considerations of how best to engage and communicate with our families. Bryant parents volunteer in classrooms to support student learning. Our very successful Student Hunger Service Project addresses student food insecurity in our region by directly engaging Bryant students and their families in the effort. At present, our families are providing 750 backpacks of food for students experiencing food insecurity over weekends. All grade level classes have participated and we lead the NE region with the sheer amount of backpacks stocked and distributed. Currently we support four other schools in implementing their own hunger service projects. Our PTSA contributes financially to support staff, including tutors, reading specialist, volunteer coordinator, playground monitors, technology instructional support, and field trips, The PTSA also generously funds supplies and equipment for our building and pays for substitute teachers so our teachers can conduct assessments. Through the PTSA, parents lead and participate in a number of committees and clubs that support our school in many ways. These include our garden club, families in-need support, Bike to Bryant and after school enrichment classes. Our PTSA will also sponsor a number of informative evening speakers next year to enhance learning that students experience at school and inform our parent community around issues affecting children, including race and equity. We strive to communicate with our families. We publish information through our website, PTSA directed, Bryant Weekly and numerous flyers and whole community emails conveying important information. At the beginning of the year, we publish a parent handbook to inform families of protocols, rules and procedures building wide. For example, below is the Bryant Homework Policy given to all families at the start of the year:

Bryant Elementary Homework (HW) Policy:

Homework is an individual teacher's decision to assign or not. If homework is assigned it is intended to provide skill review and practice, or extension of previously taught material, and an opportunity to practice study skills.

HW can be: Assignments from different content areas, used as communication from classroom to home, assisted and/or checked by parents and/or, may/may not be graded by teachers.

Expectation for grades K-2 is to work up to no more than 20 minutes per assigned night. Expectation for grades 3-5 is to work up to no more than 30 minutes per assigned night. Additionally, Seattle Public Schools suggests a minimum of 20 minutes of reading per night. Any questions or concerns? Please contact the teacher.

Our staff is involved in decision-making.

Teacher representatives and parents participate on our Building Leadership Team (BLT). The BLT has decision-making authority and affects 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 and committees influencing Bryant in positive and constructive ways. These include the MTSS Committee, RULER Committee, Assembly Committee, Equity Team, Library/Tech Team, Climate and Culture Committee, Social

Committee and membership within PTSA leadership. At Bryant, we utilize a decision-making matrix to identify decision-making responsibilities among teachers, administration and our BLT.

We will assist our students to meet standard.

Our teachers have collectively identified essential Common Core State Standards to plan for instruction. Many teacher teams share students in flexible groups across grade level to reteach or extend instruction for students who have met standard in math and literacy. We have an academic intervention/extension specialist to support literacy who sets goals, provides instruction, monitors student progress, and lowers class size for instructional groups. We assist students in meeting standards with after school enrichment classes, tutoring, a developing MTSS team model and English language learner support (ELL). The Bryant special education resource room program follows student individual education plans (IEPs) and has done significant recent work around streamlining and clarifying our student intervention team model (SIT).

Retain high quality, highly effective, and highly qualified staff.

Bryant is a highly regarded school with outstanding community support. We have an excellent, results-oriented teaching staff that is professional, caring, reflective, and child centered. Teaching positions are highly sought 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. Beginning teachers also take part in the district STAR Mentor program that provides instructional coaching, goal setting and professional development opportunities. Supports help new staff feel better informed, included and able to maximize and increase their instructional skill sets to best serve students. We are making significant progress defining and implementing a career ladder teacher program that has already established a strong record of success over the last 4 years. Our Climate and Culture Committee engages in research driven problem solving, reporting back to staff with findings and recommendations.

How do we support the transitions of new students and families into our school?

We have a successful volunteer orientation program, supportive PTSA and accessible documents that assist new students and families when joining Bryant. All of our classroom teachers frequently communicate with families with class newsletters and keep families up to date through email, phone calls and meetings. 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 classrooms as volunteers. Numerous community oriented PTSA events encourage parents to become progressively more involved in our school community. The Bryant Kindergarten team supports incoming students through the WA Kids state mandated program. They have developed team goals to implement this new assessment system with fidelity. Our 5th grade, special education and ELL teachers communicate with the staff at Eckstein Middle School where the majority of our students transition into 6th grade.

How do we support students identified as Highly capable?

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 on best instructional practice. Our PLC/Team structure is highly collaborative and teacher directed. RULER and MTSS guide the social and emotional development of our students in positive ways. We utilize intervention academic blocks and "walk-to" math and reading (first grade) support. At Bryant, we are also proud of our effective and highly valued library and technology programs and the support they bring to students and staff.

Multi-Tiered System of Supports Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	20,972	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,356,296	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	6,733	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	11,204	Building funds to support classroom and building programs.
2017-2018	Combined	PTSA Grant	65,558	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	45,445	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	166,445	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

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 ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
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's test scores do not reflect disproportionality 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.	All African American and African American multi-racial identified students attending Bryant will make at least one year's growth in Math from September 2017-June 2018 on teacher created baseline and final assessments. <ul style="list-style-type: none"> Grade Level Team Data Reports-One Year's growth. SBAC, MAP, and common formative assessments as well as teacher designed baseline and summative assessments for math	Principals , Teachers	June 2018

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
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 ensure that all students make significant academic growth, experience appropriate challenge and are engaged and active participants in their own learning. This year we will continue to develop our PLC model with a continued focus on math, as well as developing one in ELA.	Every year in the fall, our teachers create and implement academic goals as grade level teams. We work to differentiate instruction with the building-wide goal that all students make at least one-year's growth in math by May, as measured by baseline and summative assessments, SBA and MAP scores and grade level common formative assessments.	Principals, teachers, staff	May 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Some students may not receive instruction clearly aligned with their changing needs. All students will make at least one year's growth in Mathematics via these strategies: 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.</p>	<p>For the 2017-18 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 SBA 2018. We will reference this goal by the following data:</p> <ul style="list-style-type: none"> • MTSS Data (Math Fluency standards aligned K-5) • SBA 3rd-5th Grade • MAP K-2nd Grade • Year Long Data Trackers (Teacher) <p>We continue to align our work. For example, through numerous planning meetings, we now better understand how to ensure that all students will develop the necessary fluency standards in math to be prepared to take Algebra by 8th grade. This establishes the pathway for taking calculus in high school, a prerogative for entrance into most 4-year universities.</p>	<p>Principals, Teachers</p>	<p>June 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Student survey data indicates that issues around school climate could impact student learning. Some students struggle with emotional and safety concerns around managing conflict and peer interactions. Evidence points to some students not feeling as safe and supported at school as they should be. Some students consider bullying to be an ongoing problem.</p>	<p>Through the implementation of RULER building wide by June 2018, Bryant students will feel increasingly more secure, confident and positive in dealing with conflict and peer interactions within an improved school building climate. We will measure this via these data points: school district student and family surveys; school-designed surveys through the Climate and Culture Committee; office referrals for discipline; and entries in PowerSchool (district database) for student physical aggression.</p> <p>Our student survey data this last year did not indicate the growth intended. Following our initial review year, we are confident that moving into full building implementation of RULER will yield improved results.</p> <p>This year we will act on the need to better align our school systems of discipline, develop parent outreach around RULER strategies and look beyond our model to neighboring schools. In order to streamline the office referral process, we are developing a student-wide behavior matrix with more explicit behavior expectations tied to teacher instruction. We are also considering how the intersectionality of committee work relates to social/emotional/behavior instruction and interventions. The Bryant Climate and Culture Committee may continue their focus on survey design and implementation to gather additional K-5 student feedback. We are excited about the potential this coming year of aligning committees, such as Climate and Culture, Equity, RULER and MTSS, with a shared school-wide focus on supporting our students.</p> <p>For the 2017-2018 school year: Total number incidences of student's office referrals will drop compared to last year's incident reports and office referrals.</p> <ul style="list-style-type: none"> • PowerSchool incidents for physical aggression reports will decrease by May 2018. • 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 favorably. Within the student survey, Overall School Safety will improve, as will responses under Healthy Community. We also expect to see a positive increase under Student Motivation and Inclusion, and belonging. • The student survey will be administered several times over the course of the year, allowing for mid-course goal correction. • Successful continued implementation of multiple systems of support (MTSS) will offer additional support for students experiencing classroom "and PE" anxieties. 	<p>Principals, Teachers, Staff</p>	<p>June 2018</p>