



## 2024-25 CSIP Review and Updates Bryant Elementary School

### Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

### School Data and Building Leadership Team Members

**School Name:** Bryant Elementary

**Principal:** Dr. Charmaine Marshall

**Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:** Dr. Charmaine Marshall, Anne Aliverti, Amy Shanafelt, Marika VabderSmith and Matt Hunt.

[2023-26 CSIP Bryant](#)

[Bryant Elementary School Report](#)

[Bryant Elementary School Climate Survey](#)

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### Summary of Risks and Desired Outcomes

**Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.**

The schoolwide implementation of Universal Design for Learning. Sharing implementation, EnVisions year, information regarding pedagogy & practice at staff meetings and at PTSA general meetings.

**What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?**

Families who are hard to engage due to privilege status (HC & AL) & the few at the other end of spectrum from socio-economic background. Meeting the needs of students at both ends of the spectrum.

**What are short-term and long-term desired outcomes for student, family, and staff groups?**

Students: We envision a program that meets their academic & social needs.

Families: A welcoming & supportive environment that builds a partnership between home and school.

Staff groups: A collaborative approach to teaching and problem solving aimed at all students feeling a sense of belonging and succeeding.

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## **Comprehensive Needs Assessment Summary**

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

### **Student Groups**

#### **Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:**

Spring 2024 SBA 3rd grade Math School data Qualitative results 92.8% met vs. 65.2% district  
4th grade: 75.7 % met standard vs 63%.

#### **Summary of student strengths supported by data:**

The 12 students in grades 3s3 - 5 who identify as being of Color F EEJ outperform similar demographic students in the district by 50.0 % vs 46.9%. Four scored at an L3, and 2 scored at an L4 (SBA Spring 2024). (SBA Spring 2024).

#### **Identify and prioritize student needs supported by data:**

Provide social emotional support for students of Color FEEJ to promote increased sense of belonging.

Targeted ongoing attendance data review & intervention to improve current attendance rate of 92.3% for FEEJ students versus 100% for African American Males.

#### **Summary of possible root causes of the priority student need:**

Students are still experiencing the residual effects of the pandemic, especially students and their families struggling with mental health issues, establishing positive relationships. Some students continue to struggle with the formality of school. Mental health concerns are not (adequately) being addressed at home and school.

### **School Staff**

#### **Summary of the data illuminating that staff are improving their culturally responsive professional practices:**

All Bryant staff vs. 78% of district staff note that they have implemented culturally responsive professional practices in their teaching and communication with

#### **Summary of data proving professional learning is effective in supporting student outcomes:**

100% of Bryant teachers participated in the EnVisions Math Year II professional development. SBA and MAP data results indicate that students are experiencing a greater level of success in Math annually since greater priority has been given to professional development focused on assessment, reteaching strategies and more efficient data collection and analysis.

#### **Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:**

Bryant's professional learning plan will continue to align with SPS' implementation of the culturally responsive strategies, processes, or procedures by aligning with the Danielson Framework for teaching. Bryant's teachers will participate in ongoing professional development on topics including Multi-tiered Systems of Support (MTSS), Curriculum Embedded Assessments (CEA's), Professional Growth Plan (PGP) to correlate with the work in their PLCs. We are prioritizing effective and relevant SEL pedagogy and practice. For example, we can highlight how incorporating real-life connections and representations from various cultures and life experiences hinge on the Danielson Domains of Planning and Preparation and Learning Experiences.

When our educators make more explicit connections to social emotional teaching strategies, they are more likely to make better connections and support student learning. This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes among those furthest from educational justice because we are building our collective teacher efficacy via Best Practices, as well as shared accountability in tying these practices to teacher evaluation.

## **Support Systems**

### **Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:**

Weekly, all classroom teachers communicate directly with families via newsletters. These newsletters summarize classrooms activities and academic goals and provide tips to families to extend learning at home. These newsletters also provide two-way communications with families, most recently, for example, a first-grade parent of twins responded to an inquiry in a classroom newsletter. This resulted in her presenting her "[Letter to My Sons](#)" at an EOG day. Her writing illustrated how parents of multi-racial children consider their children's place in the world. Her presentation moved staff and prompted in-depth discussion about how we regard our multiracial students and plan lessons that are more inclusive.

The community is also kept abreast of weekly and upcoming school and community events via the principal's weekly newsletter and the PTSA-run Bryant Weekly.

Bryant also has a robust volunteer community, who bring a rich culture, background and expertise with our students. There are currently over 500 active volunteers in a number of roles and this number grows daily. For example, one of our library volunteers lends her cultural background to enhance our lesson around Asian Americans.

### **Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:**

Bryant has a continued partnership with LASER to provide afterschool services. We also partner with the PTSA to provide Afterschool Enrichment Activities (ASE) club for students directed by Clive and Elaine Woodhouse.

Our partnership with Third Place Books provides us with notable writers, illustrators and other creatives throughout the year.

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## **Priority Area: Learning Environments – Joyful, Safe, Anti-Racist**

### **Measures and Targets**

**2023-26 Three-year Goal:**

From the 2023 through 2026 school years, via professional learning and several targeted opportunities for staff to share and plan with Best Practices, we aim to increase our students' perception of Inclusionary Practices, measured by Student Climate Survey, by 10%.

### **2024-25 One-Year Goal:**

From the fall of 2023 to the spring of 2024 school year, through a targeted focus on SEL in Professional Development and PLCs, we aim to increase our students' perception of Belonging and Relationships, measured by Student Climate Survey, by 10%.

## **Action Plan**

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

### **Evidence-based Practice 1:**

Tier 2 Restorative Practices: Educators will implement non punitive conflict resolution and repair strategies/practices for students and staff.

### **Student Outcome Data Measures:**

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Missed Instruction Log
- Discipline/Suspensions
- Unified Insights

### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

### **Process Data Measures:**

- Building determine Schedule of MTSS Meetings
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- Walk-through/Observational Data
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets

### **Timeframe for Reviewing Process Data Measures:**

Monthly

### **Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

The implementation, measurement, and adjustment of the evidence-based practice will be carried out by the administrative team, social worker, school nurse and or individuals assigned to these responsibilities.

### **Additional context about your school's implementation of chosen evidence-based practice:**

The 1-year CSIP Action Plan will prioritize Bryant's implementation of authentic MTSS practices. Professional development on MTSS and data collection will be offered at the beginning of the year. Principal-directed meetings will include opportunities for input, review and analysis of academic and behavioral data.

Teachers and staff will complete the PLC data analysis form during their PLC. The use of multiple data points aligns with the goals of C-SIP and should result in improved attendance, students sense of belonging and improved academic outcomes. We acknowledge the importance of data-driven

decision-making in assessing the effectiveness of supporting and addressing the needs of students via the MTSS process. This data will guide decisions to adjust our instructional practice: re-teaching, providing more targeted supports, remediation and acceleration.

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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

#### **2023-26 Three-year Goal:**

From 2023-24 to 2025-26, 85% of third graders will perform at or above grade level on English Language Arts based on the Smarter Balanced Assessment.

#### **2024-25 One-Year Goal:**

From September 2023 to June 2024, historically underserved students of color attending Bryant will make at least one year's growth in Reading according to SBA and MAP assessments.

### **Action Plan**

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

#### **Evidence-based Practice 1:**

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

#### **Student Outcome Data Measures:**

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)
- Elementary Progress Report (EPR)

#### **Timeframe for Reviewing Student Outcome Data Measures:**

Monthly

#### **Process Data Measures:**

- CBO collected data in Unified Insights
- Walk-through/Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets
- Teacher collected data in Unified Insights
- Teacher Observational Data

#### **Timeframe for Reviewing Process Data Measures:**

Monthly

#### **Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

- Administrative Team

- MTSS Team
- Other designated teachers and staff

## **Advanced Learning and Highly Capable Services:**

At Bryant Elementary, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

**Classroom Differentiation:** At Bryant Elementary, we have high expectations for all students, and we know that each will be challenged by the rigor and depth of our curriculum. To that end, Bryant follows an inclusion model in which teachers differentiate instruction for all students. [Current research](#) shows that inclusion is generally best educational practice for all learners, including advanced learners, especially in math. An inclusion model is also consistent with the [Seattle Public Schools' Strategic Plan](#) focus on undoing legacies of racism in public education. The following are various strategies we use to meet the needs of all learners, including those identified as advanced either by their teachers or district testing.

**ALO Math Strategies:** Bryant utilizes the [enVision Math 2020](#) curriculum, which builds conceptual understanding through a combination of problem-based and visual learning strategies. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Listed below are instructional strategies used at Bryant (note that not every strategy will be used in every classroom):

- **Parallel Tasks.** All students work on the same core content with tasks of different complexity.
- **Math Centers and Games.** Activities in small groups based on student choice or teacher designation.
- **Small Group Instruction.** Teacher works with a small group of students on a targeted learning goal.

- Tiered Assignments. Adjusted degrees of difficulty of a question, task, or product to match student's current readiness level.
- Open Questions. A question framed in such a way that a variety of responses/approaches are possible.
- Targeted Questioning. Teacher is intentional about depth of questions asked. All students are asked questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.

ALO Reading Strategies: The strategies listed above are also adapted for use in reading instruction. We use a wide variety of reading materials from our classroom and school libraries, teacher read-alouds, and content area reading. Classroom groupings include:

- Flexible Leveled Reading Groups (K-3). Utilizing the [Collaborative Classroom](#) curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop.
- Literature Groups (3-5). A group of students read the same book. They ask peer questions, discuss major themes, study vocabulary, and analyze author's purpose and style.
- Independent Reading. Each student will have an opportunity for self-selected books during the school day to develop reading fluency and get in the habit of reading.
- Support for Students in Selecting Appropriate Books. Teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high-interest reading, and student choice.)

Teachers may also use the following differentiated approaches to support the ALO Reading Strategies above:

- Reading Logs. Students keep a reading record to allow both student & teacher to monitor choices.
- Independent Book Study Projects. Opportunities for students to explore a topic of interest to them.
- Book Reports (2-5). Depth of student analysis and comprehension is appropriate to student reading level.
- Response to Literature. Opportunities for students to demonstrate understanding by using text to make connections and support thinking. Projects could include art, drama, writing, reports or other presentations.
- Extension Menus. Developed in conjunction with members of a grade level team, students choose an option from a predetermined "menu" of options (or propose an alternate option) that allows them to demonstrate and extend their learning.

## **Expanded Learning:**

- LASER after-school care and enrichment
- After-School Enrichment program directed by Clive and Elaine Woodhouse
- Global Reading Challenge directed by Bryant teacher librarian.

## **Homework Policy:**

Kindergarten teachers will provide optional weekly home connection activities. Kindergartners are encouraged to read with an adult and/or independently every night. Grades 1-5 will have independent reading and teachers may assign homework to reinforce classroom learning. If your child struggles to complete the assigned homework, please don't allow them to spend any more than 30 minutes trying to complete the work. Please communicate the difficulty to the teacher and the teacher will address this.

Research indicates that extra homework has minimal if any impact on student achievement. Students need their evening time for unstructured play, dinnertime conversations with their family,



and an opportunity to engage in extra-curricular activities of their choice. We don't consider nightly reading as homework. Successful people read every day of their lives. Please build in nightly reading time for your children. The staff would also ask that you follow your pediatrician's recommendation for sleep. Most elementary students are recommended to sleep 10-11 hours each night.

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Three-year Goal:

By Spring 2026, Climate Survey of student positive perceptions Culturally Responsive Teaching will increase by 15% from Spring 2024.

#### 2024-25 One-Year Goal:

By Spring 2025, Climate Survey of student positive perceptions of Identity will increase by 10% from Spring 2024 survey results.

### Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

#### Evidence-based Practice 1:

Shared Decision making: Provide opportunities for families to play meaningful roles in the school decision-making processes through parent-representative bodies, committees, and other forums.

#### Outcome Data Measures:

- Elementary Progress Reports
- Student Attendance
- Missed Instruction Log

#### Timeframe for Reviewing Outcome Data Measures:

Quarterly

#### Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count
- Engagement Event Exit Tickets

#### Timeframe for Reviewing Process Data Measures:

Quarterly

#### Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Administrative Team
  - attendance secretary
  - MTSS Committee
  - Other designated teacher or staff.
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# 2024-25 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates funds to support and improve student learning.

## Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$4,352,415
- **Activities Implemented to Meet Intent and Purpose:** K-2 Academic Interventionist

## Multilingual Learners (Title III)

- **Intent and Purpose:** Click or tap here to enter text.
- **Dollar Amount:** \$63,518
- **Activities Implemented to Meet Intent and Purpose:** K-5 Student support

## Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:** K-2 Academic Interventionist

## Other Funding Source, PTSA Grant

- **Dollar Amount:** \$216,590
- **Activities Implemented to Meet Intent and Purpose:** Academic Support, Teacher Librarian and Computer Lab Tech