

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Bryant Elementary

### Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

### Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

## Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

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As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

## School Profile

Bryant Elementary School is a vibrant and growing community in North East Seattle. Bryant prioritizes differentiating instruction to effectively meet the academic and social needs of our student population.

Our Mission is to foster the development of citizens who:

- Embrace the talents and differences of others
- Act as community stewards and are aware of community events
- Seek knowledge, value learning, and cultivate (explore, develop) personal strengths and talents
- Appreciate the arts
- Practice life-long health skills of emotional and physical well-being and sportsmanship
- Aspire to academic excellence via the development of an innovative, creative, and multi-perspective approach to learning and problem solving

We teach and embody the Bryant Way: At Bryant Elementary, we take care of ourselves, we take care of each other, and we take care of our school.

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

## Priorities and Measurable Goals

### **Elementary Focus Goal: 3rd Grade English Language Arts**

For the 2020-21 school year, given that Bryant does not have any African American students in 3<sup>rd</sup> grade, we do not have a goal to address this. In 2018-2019 our SBA passage rate overall for 3<sup>rd</sup> grade was 81%. Our goal for 3<sup>rd</sup> grade overall for the 2020-2021 school year is to increase this rate to 90%.

## **Problem of Student of Learning**

Seattle Public Schools has set a vision of "eliminating opportunity gaps to ensure access and provide excellence in education every student." The focus of this endeavor is to "unapologetically address the needs of students of color who are farthest from educational justice and work to undo the legacies of racism in our educational system." Although Bryant's SBA test scores do not reflect high levels of disproportionality, we embrace the need for equity and align efforts of support for all Bryant students to be successful.

## **What will success look like?**

Historically underserved students of color (HUSoC) attending Bryant will make at least one year's growth in Reading from September 2020-June 2021 on SBA, MAP, and F&P assessments.

All Bryant, HUSoC will make at least one year's growth in reading supported by the following identified strategies: The continued implementation of CCC literacy curriculum as intended; ongoing formative assessment, standards-based instruction; MTSS supports around intervention; flexible student grouping for instruction; aligned instructional master schedule; consistent professional development; special education and bilingual support, robust library program, aligned planning time for PLCs and continued family engagement.

## Safe and Welcoming Environment Goal

### **Problem of Student Learning**

Bryant is currently 69.9% white. The 60 students of color with attendance below 95% represent 10% of our total student population and 34% of the population of student of color. Therefore 34% of our students of color are below the 95% attendance rate (66% of our students of color are above the 95% attendance rate).

### **What will success look like?**

For the 20-21 school year, we will move from 66% to 85% of students of color furthest from educational justice demonstrating attendance and engagement at school. This will be measured by those students attending school at a rate of 95% or above.

## High Quality Learning Experiences

**Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.**

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality,

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culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

## School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students’ academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

**At Bryant, our two focus areas for system wide work are:**

1. Continuing to expand on our first year (2019-2020) pilot of MTSS data release days for our entire teaching staff. These days allow for deep data dives and ensures we are addressing the needs of each and every student in our building.
2. Continuing our MTSS supports around interventions for students including flexible student grouping for instruction; aligned instructional master schedule; consistent professional development; special education and bilingual support, a robust library program and aligned planning time for PLCs.

## Gap Closing Practices and Special Services

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

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

Bryant has a robust system of Professional Learning Communities (PLCs). Our grade level and specialist PLC teams determine essential common core standards, assess students for understanding, share instructional strategies and plan collaboratively addressing four guiding questions:

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

Instruction is standards-based, informed by data, individualized for students and supported by flexible groupings. We have 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 practices increase student engagement and are based on student readiness, monitored skill levels, and achievement of student/teacher determined learning goals.

## **Practices and Strategies**

**We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.**

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

## **Problem of Student of Learning**

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All Bryant, HUSoC will make at least one year's growth in reading supported by the following identified strategies: The continued implementation of CCC literacy curriculum as intended; ongoing formative assessment, standards-based instruction; MTSS supports around intervention; flexible student grouping for instruction; aligned instructional master schedule; consistent professional development; special education and bilingual support, robust library program, aligned planning time for PLCs and continued family engagement.

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All Bryant, historically underserved students of color (HUSoC) will make at least one year's growth in reading supported by the following identified strategies: The continued implementation of CCC literacy curriculum as intended; ongoing formative assessment, standards-based instruction; MTSS supports around intervention; flexible student grouping for instruction; aligned instructional master schedule; consistent professional development; special education and bilingual support, robust library program, aligned planning time for PLCs and continued family engagement.

## Safe and Welcoming Environment

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

## **Problem of Student Learning**

Student survey data for Bryant indicates that issues around school climate could be impacting student learning. Some students struggle with emotional challenges, as well as managing conflict and peer interactions. Survey data indicates that we can make improvements in creating a safe learning-focused environment where everyone feels a sense of belonging.

## **For the 2020-2021 School year:**

Through our PBIS initiatives, we will continue to teach and guide students through following school-wide expectations and will specifically target PBIS in classrooms in the 2020-2021 school year. We will continue parent outreach around our PBIS and RULER strategies and partner with our PTSA to provide assemblies and experiences focused on inclusion. Our CCC curriculum, RULER curriculum and building-wide social circles initiative will enhance and promote student discourse, voice, social-emotional learning, equity and inclusion. We strongly believe that these are life-long learned skills. Our PBIS, CCC, Equity, RULER and MTSS committees will strengthen alignment around student support. We will expand, deepen and align our essential building wide work addressing equity and institutional racism. Successful continued implementation of multiple systems of support (MTSS) will assist students with academics and social-emotional learning.

Through our Positive Behavior Intervention and Support (PBIS) initiative, we will continue to teach and guide students through following school-wide expectations and will specifically target PBIS in classrooms in the 2019-2020 school year. We will continue parent outreach around our PBIS and emotional strategies of Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER), and partner with our Parent, Teacher, Student Association (PTSA) to provide assemblies and experiences focused on inclusion. Our ELA curriculum, RULER curriculum and building-wide social circles initiative will enhance and promote student

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## Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

## Family and Community Goals

### **Priority Goal:**

By Spring 2021, 75% of families will respond favorably to “my child learns about the experience and contributions of people from diverse races and cultures in his/her classes on the PULSE remote learning survey.

By Spring 2021, 50% of families will respond to the PULSE remote learning surveys. Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement

### **Plans for Family Engagement**

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

The Bryant Race and Equity Committee will work with our PTA to expand our reach in communicating with families and engaging and encouraging two-way communication between communities and school. We will have two to three community events per school year that are centered around celebrating our diversity (Multicultural Night and English Language Learner Family Night) and providing safe spaces for families to communicate what is of interest and importance to them. Bryant’s teachers will continue to expand their

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understanding of culturally responsive teaching through professional development and will make meaningful and regular contact with all of our families.

The Bryant BLT maintains a focus on school culture, school-home communication, and student well-being. Membership includes representatives from our parent community. Parents serve as room parents, art docents, and volunteers in and out of classrooms. We also partner with a variety of organizations to provide enrichment and childcare. Bryant has developed relationships with community organizations and agencies including but not limited to; the Seattle Symphony, UW Tutors, Math Champs, Cascade Bikes, Secret Garden Books and Seattle Public Library that sponsors our highly successful, Global Reading Challenge. We have outstanding after-school programs. A variety of enrichment classes are offered through our PTSA including art and technology-focused programs.

Through the PTSA, parents lead and participate in committees and clubs that support our school in many ways. These include our community building events, garden club, families-in-need, Bike to Bryant, running club, chess club, 4th and 5th grade school play, and after school enrichment classes. Our PTSA also sponsors evening speaker events to enhance student learning and inform our community around issues affecting children. Previous years' topics included race and equity issues including white privilege and implicit bias, birds and bees conversations, emergency preparedness, student anxiety and bullying.

Our very successful Student Hunger Intervention Service Project addresses food insecurity in our region. Bryant students and their families engage in this effort by donating food and packing it at after-school events. All grade level classes participate in the intervention project and we lead the NE region with the number of backpacks stocked and distributed. Our Community Service program has organized an annual Day of Service and family participation in local service activities.

Additionally, the Bryant Race and Equity Committee is developing efforts to include broader outreach to our community in the year ahead and to effectively communicate with all families. We publish information through our school website, the PTSA directed website, Bryant Weekly and numerous flyers and whole community emails conveying important information as well as up to the minute School Messenger calls as needed. In the 2019-2020 school year we created a multi-cultural family event and dinner, with substantial attendance by families with students who are ELLs.

LASER Childcare serves over 150 students by providing quality care, homework support, activities to build social-emotional skills, developmentally appropriate learning opportunities, and healthy snacks. LASER develops curriculum that supports the school day and continues the learning through crafts, clubs, games, and activities. LASER also provides day camps for school breaks and a monthly Parent Night Out in the evenings. In the summer LASER provides a child-focused Summer Camp that engages children in experiences through exploration in its day to day activities and adventures.

## **20-21 COVID-19 CSIP Addendum Bryant Elementary**

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

### **Engaging Families**

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

#### **Required Practices:**

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.

8. Recommended School Specific Strategy as outlined in the Playbook:
  - Communicate regularly with our families/parents/school community through a monthly Town Hall Q&A with administrators.
  - Communicate weekly with our families/parents/school community through Seesaw, Teams, and emails regarding weekly learning plans for students
  - Conduct virtual Back-to-Bryant event in September as well as virtual Curriculum Night in October.
  - Conduct monthly virtual PTSA meetings that include school administration.
  - Parent Teacher conferences will be scheduled virtually for November 23, 24,& 25
  - Weekly community letter from the Principal with school and district updates

## Social Emotional Learning

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

### **Required Practices:**

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
4. Recommended School Specific Strategy as outlined in the Playbook:
  - Our staff will build meaningful relationships with students through:
    - Radiating joy and positive energy
    - Utilizing the Mood Meter and morning meetings.
    - Building rapport – building a bond by observing choices a student makes and sharing what they noticed, practicing vulnerability by telling a story that discloses something about themselves, and asking for feedback
    - Contacting home to share praise or struggle
  - Our staff will connect with students through:
    - Connecting with students during the opening of class and starting with the teacher at center stage looking into the camera, greeting students by name warmly and individually
    - Visiting breakout rooms and engaging students in small groups
    - Developing rituals that foster student sense of belonging

## Curriculum, Instruction, and Assessment

### **Required Practices:**

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Implement a school-wide, multi-tiered system of support: Tier 1/2
  - A systemic plan to track and monitor learner experience data (e.g. determine level of engagement to inform supportive practices.)
  - Collection and review of meaningful and purposeful data (e.g. aligns to SPS assessment plan for 2020-21 school year.)
  - Adult collaboration between educators and families (e.g. review of data in collaborative PLCs)
7. Implement a school-wide, multi-tiered system of support: Tier 2/2
  - Students receiving Tier 2 or 3 supports will experience one or two "touch points" per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
  - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
  - For McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
8. Recommended School Specific Strategy as outlined in the Playbook:  
Bryant Educators will continue to incorporate equitable grading practices in the remote setting, including not penalizing late work and allowing students multiple opportunities to demonstrate learning. Our MTSS team and academic specialists/interventionists are working to regularly assess student progress and utilize that student performance data to target small group instruction for our most at-risk learners.