



# 2023-26 Continuous School Improvement Plan (C-SIP)

## Bryant Elementary School

### Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

### School Data and Building Leadership Team Members and Partners

**Current School Year:** 2023-24

**School Name:** Bryant Elementary School

**Principal:** Charmaine Marshall

**Members of the Building Leadership Team and Parent/Guardian Partners:** Anne Aliverti, Carrie Eeds, Steve Garlid, Elizabeth Geist, Huong Nguyen, Amy Shanafelt, and Kathy Weinman

**Community Partners (Community Based Organizations):** LASER, Woodhouse After School Enrichment, Seattle Public Library, Third Place Books, and IslandWood



[Bryant Elementary School Report](#)

[Bryant Elementary School Climate Survey](#)

## School Overview

Bryant Elementary, established in 1918, has forged strong connections with its neighbors. Historically, our active parent and community involvement distinguishes Bryant and contributes the tremendous sense of a welcoming climate: one that honors diversity and endeavors to meet each child's individual needs. With high staff retention, Bryant's team is committed to collaboration and targeting support personnel, such as our Social Worker, Reading Specialist, and Multi-Lingual and Special Education staff, to address the needs of those furthest away from educational justice. Additionally, we strive to differentiate curriculum, in order to challenge all students. We believe that all students have innate "advanced" skills. We collectively strive to craft instruction that enables our students to hone or discover their talents and interests and to expound upon them via rich learning experiences.

## Seattle Excellence – Culture of Equity and Educational Justice

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

[2019-24 SPS Strategic Plan](#)

## Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. \*

\*[African American Male Achievement 2021 Community Engagement Report](#)

## Learning Environments Measures and Targets

### 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%.

### 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%.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

### **Evidence of alignment to student outcome focused governance:**

Guardrail 5 supports Bryant's vision: we seek to engender a community that embraces all students and staff; we see all stakeholders as partners in building engaging and rigorous learning opportunities. Artifacts or evidence that will support the alignment of the Bryant's vision with the Guardrail:

- Community-building activities, such as the Day of Service, Writer's Celebration, and Book Drive
- A variety of books and materials in classrooms and library representing multiple cultures and perspectives
- Examples of student input/voice/choice on tasks
- Clear evaluation criteria that all students can access
- Multiple activities within lessons to account for learning preferences and different ways to demonstrate learning

## **Learning Environments Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:**

- Grade level collaborations around analyzing data and planning instruction
- Professional learning that focuses on inclusionary practices, such as SEL, Universal Design for Learning
- Emphasizing student voice, differentiation, access, connection, higher order thinking, and social justice in professional learning and curriculum development

### **Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:**

Bryant's professional learning plan will support implementation of the culturally responsive strategies, processes, or procedures by aligning with the Danielson Framework for teaching. In so doing all staff will see how the culturally responsive strategies tie in with their evaluations. 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 culturally responsive teaching strategies, they are more likely to use them and call them out for students. 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.

**Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

- Collective interventions
- Flexible student groupings for instruction
- Aligned instructional schedule
- Consistent professional development
- Aligned planning time for PLCs
- Special Education and Multi-Lingual Learning support
- Robust library program
- Continued family engagement

**Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:**

- Allocating financial and human resources strategically through a racial equity framework
- Intentionally focusing our professional learning around inclusionary practices with Tier 4 students' needs at the forefront
- Directly and consistently working in partnership with families

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## **Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> Grade English Language Arts**

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

### **Classroom Instruction and Academic Success Measures and Targets**

**School 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.

**School 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.

**Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:**

Bryant's Professional Learning next year will focus on all teams aligning Best Practices around Danielson's Domains, Universal Design for Learning, and Inclusivity. In so doing, the third grade team (among others) will collaborate to analyze student performances. That data will help them determine how to reach all learners via multiple means of engagement, representation, action, and expression. This approach applies to English Language Arts and other subject areas, so that students benefit from our collective efficacy.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

### **Evidence of alignment to student outcome focused governance:**

Guardrail 3 supports the vision of our school around this goal. Our teams, and in this case, the third-grade team, will be practicing holistic, inclusive approaches to learning to reach every child.

## **Classroom Instruction and Academics Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:**

- Universal Design for Learning
- Inclusionary methods, such as restorative practices, to build collective efficacy
- Attention to SEL to build classroom and school community

### **Professional learning that will support implementation of culturally responsive strategies, process, or procedures:**

- We will align Best Practices around Danielson's Domains, Universal Design for Learning, and Inclusivity
- Community circles/SEL
- We are giving teams time during professional learning to plan using these strategies
- To incentivize teachers, we are also offering clock hours to meet and plan
- Teams will continue to share student artifacts, in order for us to build upon our collective efficacy

These approaches will mitigate systemic inequities and be powerful and effective for student outcomes among those furthest from educational justice, because they are predicated upon inclusivity and culturally responsive strategies.

### **Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

- Aligning services and supports that quickly identify and match the needs of all students
- A comprehensive framework that focuses on core instruction, Universal Design for Learning, and individualized student needs
- Aligning our systems necessary for all students' academic, behavioral, and social success

### **Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:**

- Data release days for entire teaching staff. These allow for deep data dives and ensure we are addressing the needs of every student in our building
- Continuing our MTSS supports around interventions for students
- Flexible student grouping for instruction
- Aligned instructional master schedule
- Consistent professional learning
- Special Education and MLL support

- A robust library program
- Aligned planning time for PLCs and grade-level teams

### **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 opportunities for students through afterschool or summer programs:**

- 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**

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.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that 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.

### **Family and Community Engagement Measures and Targets**

#### **School Three-year Goal:**

By Spring 2026, Climate Survey of student positive perceptions Culturally Responsive Teaching will increase by 15% from Spring 2023.

#### **School One-year Goal:**

By Spring 2024, Climate Survey of student positive perceptions of Identity will increase by 10% from Spring 2023 survey results.

### **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

#### **Evidence of alignment to student outcome focused governance:**

Guardrail 1 supports Bryant's values. Via Universal Design for Learning strategies, we aim to build strong Tier 1 instruction. With student input and by collectively analyzing student work and outcomes, we will create an environment that better informs our instructional practices and is more inclusive of all stakeholders. Possible evidence that supports the alignment of Bryant's values with the Guardrail:

- Attendance rates
- Office referrals
- Teacher anecdotes of student peer-to-peer interactions
- Documented outreach and communication with families
- Data from MTSS implementations
- Continued outreach and support of Families in Need

### **Family and Community Engagement Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

**Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:**

- The foundations of Universal Design for Learning include road maps for involving families in student work and growth goals.
- A focus UDL will comprise the conversations Bryant educators have with families at conference time and other critical moments.

This professional learning will mitigate, disrupt, and dismantle systemic inequities and be powerful and effective for student outcomes among those furthest from educational justice.

**Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:**

The foundations of UDL will include culturally responsive strategies, processes, and/or procedures for sharing power with families to support new structures of parent leadership and centering families' voices are various levels.

These strategies will mitigate, disrupt, and dismantle systemic inequities and be powerful and effective for student outcomes among those furthest from educational justice.

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## **Priority Area: Culturally Responsive Workforce**

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

### **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

**Evidence of alignment to student outcome focused governance:**

- Staff climate survey
- Staff retention

### **Culturally Responsive Workforce Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

**Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:**

- Staff-led professional learning
- Focus on practices that disrupt, dismantle, and mitigate systemic inequities

**Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:**

- Restorative practices, such as community circles
- Reinforcement of norms for staff conduct

**Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:**

- Staff-led professional development
  - TRI day professional learning
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## **Budget Allocations to Support Continuous Improvement**

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

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** \$42,064

**How will funds improve student learning?** K-2 Academic Interventionist.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** PTSA

**Amount:** \$173,570

**How will funds improve student learning?** Academic Support, Teacher Librarian & Computer Lab.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Equity

**Amount:** \$2,902

**How will funds improve student learning?** K-5 Student Support.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Discretionary

**Amount:** \$25,745

**How will funds improve student learning?** Academic Support.