



2025-26 Annual CSIP Bryant Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

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

2025-26 School Information and Leadership Team Members

School Name: Bryant Elementary

Principal: Dr. Charmaine Marshall

Instructional Vision Theory of Action: If we cultivate a collaborative, equity-centered learning community where educators engage in continuous professional learning, use culturally responsive and inclusive instructional practices, and prioritize student voice and agency, Then, all students – especially those furthest from educational justice – will experience rigorous, joyful, and meaningful learning that nurtures their academic growth. Social emotional development, and sense of belonging. So that every Bryant Elementary student is empowered to thrive as a confident, curious, and compassionate learner prepared to contribute positively to their community and the world.

Members of the Building Leadership Team: Kaitlin Holley, Carrie Eeds, Chara Johnson, Nichole Ruby, Matt Hunt, Marika VanderSmith, Amy Shanafelt, Dr. Charmaine Marshall, Veronica Iocco, Marissa Kane/Kevin Stordahl

[2023-26 CSIP Bryant](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 476

Special Education Percentage: 8%

Multilingual Learning Percentage: 2.7%

Highly Capable Percentage: 10.7%

Free and Reduced Lunch Percentage: 5.5%

Washington School Improvement Framework Status: Foundational

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- WaKIDS
- English Language Proficiency Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Elementary Progress Reports (EPR)
- Missed Instruction Log
- Teacher collected data in Unified Insights
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- Student Mobility Data
- Restraint and Isolation Data
- SPS Climate Survey (staff or students)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Professional Development Attendance and Exit Tickets
- School-based Family/Community Survey
- Family Participation/Attendance (e.g., Events, Team Membership)
- Volunteer Count
- Community data (e.g. calls/texts to crisis centers, hospital visits, homelessness, etc.)
- Resource Allocation Data
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

1. **Academic Growth & Achievement:** Students consistently demonstrate high academic performance across ELA, math, and science, with proficiency rates well above district and state averages.
2. **Inclusive Instructional Practices:** Staff implement strong Tier 1, inclusionary practices using differentiation and the UDL framework to meet the needs of diverse learners, including students with IEPs, multilingual learners, and advanced learners.

3. **Family & Community Engagement:** Families and community partners are actively engaged through the PTSA, school events, enrichment activities, and volunteer opportunities—supporting both academic and social-emotional learning.
4. **Professional Collaboration & Growth:** Educators engage in ongoing professional development and collaborative planning (PLCs), focused on equitable, high-quality instruction and whole-child development.
5. **Positive School Climate & Culture:** Data reflects a safe, welcoming, and inclusive school environment. SEL is embedded in schoolwide practices, supporting strong relationships and student well-being.
6. **Enrichment & Whole Child Focus:** Students benefit from a wide range of enrichment opportunities (arts, music, field trips), fostering creativity, engagement, and well-rounded development.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

- **Equity & Representation:** Increase engagement and support for underrepresented student groups to ensure equitable access to opportunities and resources.
- **Sustaining Growth with Shifting Enrollment:** Address challenges related to declining enrollment and staffing to maintain high-quality, differentiated instruction and student support.
- **Deepening Differentiation & Enrichment:** Expand and refine inclusive practices to ensure all students—especially advanced learners and those needing acceleration—are appropriately challenged and supported.

Disproportionalities: What disproportionalities exist among student groups?

- **Economic Disadvantage:** Students from low-income backgrounds are significantly underrepresented compared to district averages.
- **Racial/Ethnic Representation:** White students are overrepresented, while Black, Hispanic/Latino, and other minority groups are underrepresented relative to district demographics.
- **Access & Inclusion:** Continued attention is needed to ensure equitable access to programs and supports (e.g., advanced learning, enrichment, leadership roles) across all student groups.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

- **Low Representation of Economically Disadvantaged Students:** The small percentage of low-income students limits access to targeted supports and resources for those who need them.
- **Racial/Ethnic Gaps in Advanced Learning Access:** Systemic biases and identification processes contribute to underrepresentation of minority students in advanced programs.
- **Resource and Staffing Challenges:** Funding tied to student demographics and larger class sizes can reduce individualized support, impacting students who need extra help.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

- **Equity and Access to Advanced Learning:** Addressing racial and socioeconomic gaps in identification and participation in advanced learning programs to ensure all students are challenged and supported.
- **Strengthening Supports for Underrepresented Students:** Increasing targeted resources and outreach to economically disadvantaged and minority students to improve access to academic and social-emotional supports.

- Enhancing Differentiated Instruction and Inclusive Practices: Deepening use of UDL and culturally responsive teaching to meet diverse learners' needs and boost engagement and achievement across all groups.

Interconnected Needs: How are needs related to each other or influencing each other?

- The needs around equity, access, and resources are deeply linked and influence one another: Limited access to advanced learning is connected to racial and socioeconomic disparities, which stem from systemic biases and gaps in identification processes.
- Underrepresentation of economically disadvantaged students impacts resource allocation, as funding often depends on student demographics, which affects staffing and support availability.
- Resource and staffing challenges limit the school's capacity to provide differentiated instruction and targeted supports, which are essential for meeting diverse student needs and closing achievement gaps.
- Addressing one area—like improving equitable access—can positively impact resource distribution, instructional quality, and ultimately student outcomes across all groups.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

- Increase Opportunities for Student Voice: Launch simple student surveys or suggestion boxes to gather input on school climate and learning experiences.
- Enhance Communication with Families and Staff: Implement regular, clear updates via newsletters or emails that share key information, decisions, and upcoming events.
- Clarify and Share Behavior Expectations: Revisit and communicate clear, consistent behavior guidelines with students, staff, and families through assemblies, classrooms, and newsletters.
- Create Transparent Feedback Loops: Establish quick feedback channels where families and staff can ask questions or share concerns, with timely responses.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

Technology is used to enhance instruction and increase engagement by integrating interactive learning tools, supporting differentiated instruction, and providing real-time assessment data to guide teaching. Students use digital platforms to collaborate, create, and demonstrate understanding in multiple ways. Accessibility features and learning apps help meet diverse learner needs, while communication tools keep families informed and connected to classroom learning.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

Staff receive ongoing support to ensure they are confident and proficient with required instructional technology. This includes regular professional development during TRI days and staff meetings, on-demand coaching from instructional technology leads, and access to district-provided tutorials and help centers. Teachers also participate in collaborative learning through PLCs, where they share effective practices and troubleshoot challenges. Continuous updates, just-in-time support, and peer modeling ensure staff can effectively use technology to enhance instruction and engage all learners.

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

Measures and Targets

2023-26 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%.

2025-26 Goal:

One-year goal: From the fall of 2025 to the spring of 2026 school year, through a targeted focus on UDL in Professional Development and PLCs, we aim to increase our students' perception that teachers give choices in how students learn new things at school and how students share what they know, measured by Student Climate Survey, by 5%.

Action Plan

Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships.

Implementation Activity:

Educators will engage in monthly collaborative planning or PLC (Professional Learning Community) sessions focused on SEL integration. During these sessions, staff will:

- Review and select relevant SEL practices or lessons from the SEL Three Signature Practices, SEL Pacing Guide (K–5), or SEL materials on the MySPS SEL page.
- Plan how to integrate selected SEL practices into upcoming lessons or routines. Share successes and challenges with implementation to support continuous improvement.
- Reflect on the impact of SEL practices on student behavior, engagement, and relationships.

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Weekly

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:

Monthly

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

- Administrators
- BLT
- Teachers

- TLC

Evidence-based Practice 2:

Student Engagement (Addressing Absenteeism) : MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Implementation Activity:

Team Composition: Tier 1 teams (BLT, MTSS, RET, RP, PBIS etc.) focus on team composition that represents the community.

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly

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

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

- Administrators
- Office assistant
- School Social Worker
- MTSS

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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.

2025-26 Goal:

From September 2025 to June 2026, the percent of 2nd grade students projected proficient or above in ELA based on MAP data will increase from a baseline of 81% to a target goal of 86% by Spring 2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

As measured by the Grades 3–5 Student Climate Survey, we will increase student engagement in science from 58% to at least 60%, aligning with the district average. This goal also supports the development of science literacy, ensuring students build the skills to read, write, and think critically about scientific concepts.

Strategies for Achievement:

- Highlight and integrate careers in science to connect learning with future opportunities.
- Engage families and community partners to broaden students' exposure to science in authentic, real-world contexts.
- Provide dedicated collaboration time for teachers to design meaningful, literacy-rich science experiences that build on and localize Amplify concepts.
- Incorporate real-life, hands-on investigations and projects to strengthen both engagement and understanding of scientific content.
- Embed opportunities for reading, writing, and academic discourse in science to enhance science literacy while reinforcing core Amplify curriculum.

Action Plan

Evidence-based Practice 1:

High Quality Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

In PLCs, educators will: Plan UDL-aligned lessons that offer students choice Share and reflect on student work showing varied ways of learning and expression Use student perception data to inform and adjust instruction

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

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

- MAP
- Teacher created assessment

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

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

- Admin
- Teachers and TLCs
- PLC

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Independent Study Projects: Students pursue self-directed learning based on interests.
- Critical and Creative Thinking Frameworks: Educators integrate structured thinking routines across subjects to support depth and complexity in learning.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- Social Emotional Learning: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

Expanded Learning

- LASER after-school care and enrichment
- PTSA sponsored After-School Enrichment program

Homework Policy

- Kindergarten: Teachers will provide optional weekly home connection activities. Families are encouraged to support children in reading with an adult and/or independently each evening.
- Grades 1–5: Students are expected to read independently each night. Teachers may also assign additional homework designed to reinforce classroom learning.
- Time Guidelines: Homework should not exceed 30 minutes per night. If your child experiences difficulty completing the assignments within this time, please stop working and inform the teacher. The teacher will follow up and provide additional support as needed.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

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

2025-26 Goal:

By Spring 2026, Climate Survey of student positive perceptions of Identity will increase by 10% from Spring 2025 survey results.

Action Plan

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.

Implementation Activity:

Staff will regularly engage families through scheduled meetings with the Building Leadership Team (BLT), PTSA, and other school committees, ensuring that family voices are represented in key decisions. This includes: Inviting family representatives to participate in monthly BLT or site-based decision-making meetings Gathering input from broader family communities via surveys, listening sessions, or focus groups Sharing meeting agendas and outcomes publicly to promote transparency and continued engagement

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly
- Quarterly
- Beginning of Year
- End of Year

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Missed Instruction Log
- Elementary Progress Report (EPR)
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Beginning of Year
- Middle of Year
- End of Year

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

- Administrators
 - BLT
 - PLCs
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2025-26 Budget Allocations to Support Continuous Improvement

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars includes but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$33,421

Activities Implemented to Meet Intent and Purpose:

- Instructional support for students who qualify for multilingual services
- Translation and interpretation services

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: \$65,000

Activities Implemented to Meet Intent and Purpose:

- MTSS planning
- Reading intervention for students in grades K-2

Fund Program: PTSA Funding

Intent and Purpose: Provide supplemental reading intervention, supervision, and library/technology support.

Dollar Amount: \$210,143

Activities Implemented to Meet Intent and Purpose:

- Augment 0.20 FTE reading intervention services
- Support 1.0 FTE library assistant/technology assistant
- Recess and lunch supervision (4 staff)
- Tutoring support