

Katy Independent School District
Bryant Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

The Bryant Elementary School community empowers all students to reach their potential by building positive relationships and engaging in meaningful, challenging and fun learning experiences. Our school prepares students to think critically; collaborate with others; develop passions; become lifelong learners; be kind and respectful of others; and act as responsible and caring citizens.

Vision

Growing, Learning, Serving and Achieving Together

Culture

A Culture of Care and Kindness...

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Robert & Felice Bryant Elementary School opened in August 2017 to a community of students and parents excited to have their own community school. We welcomed students from our attendance zone and students who had previously received instruction at Wolman Elementary and Katy Elementary. We are located in the most western portion of Katy ISD which is a high-growth area of the district. At the end of 2023, student enrollment was 1,145. Bryant serves students Pre-Kindergarten through Fifth Grade and also hosts ECSE, ECAP, YCAP, and ASIP specialized programs.

At the end of the 2022-2023 school year, 51.97% of students were identified at-risk, 29.61% of students were identified as economically disadvantaged, 23.06% identified as LEP with 2.53% receiving ESL services, 22.36% receive Special Education services and 2.88% receive Gifted and Talented services.

Bryant Elementary takes pride in the quality teachers we recruit, hire, and retain. Building instructional capacity within our staff is an important facet to the ongoing professional learning and growth that occurs at Bryant Elementary. All teachers are provided a variety of opportunities to earn professional learning credit. In addition, professional development is built into our master schedule with scheduled weekly PLCs (Professional Learning Communities), monthly Vertical Team Meetings, and monthly staff gatherings.

Demographics Strengths

Bryant Elementary has many strengths. Some of the most notable demographic strengths include:

Many families move into our area for the school. Because our families value education, we have many supportive parents and students who are committed to success.

Our parents are involved and supportive.

Students at Bryant Elementary are very accepting of new students.

The culture of Bryant fosters kindness and care throughout the campus and community.

Student Learning

Student Learning Summary

2023 STAAR Grades 3-5 Preliminary Data

	Math	Reading	Science
Likely Did Not Pass	3%	3%	5%
Zone of Uncertainty	30%	20%	41%
Likely Passed	67%	77%	54%

Student Learning Strengths

Accordingly to current data, most students score approach grade level or higher on state assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not meeting state expectations in math and science. **Root Cause:** The majority of teachers in 4th and 5th grade were new to teaching or the grade level and lack content knowledge.

Problem Statement 2: Our special population students are performing below their peer group in all areas. **Root Cause:** The master schedule and the grouping of students did not allow for adequate co-teaching opportunities.

School Processes & Programs

School Processes & Programs Summary

Bryant Elementary has goals that are in alignment with the focus areas of Katy ISD. The master schedule has been arranged to allow for maximum instructional time and opportunities for Special Education staff and ESL ISSTs to co-teach in the general education classroom more consistently. Teachers have opportunities to share ideas and plan together through the use of common planning times, PLC meetings, and long-range planning time.

Bryant Elementary has highly dedicated and professional teachers and assistants. All of our staff members are highly qualified and are student centered. Parents, teachers, and students take pride in their school and the school's reputation of a safe space focused on teaching not only the curriculum but also how to be kind to one another in school and the community.

School Processes & Programs Strengths

Our PTA has a full board and they have trained and solicited many volunteers. We have had staff and family socials and spirit nights to build relationships. PTA in person events are all back at full capacity since the pandemic. Various PTA committees have been established.

Bryant Elementary follows the TEKS and Curriculum and Instruction guidance from Katy ISD. Our teachers have attended trainings and received resources to support this effort.

Each one of the classrooms at Bryant is equipped with a SMART Board and at least 2 computers. Ipads are also utilized within the K-3 classrooms. Chromebooks are available for student use in 2-3 classrooms. All 4th and 5th grade students will have a chromebook checked out to them for use at school and home, if needed. Teachers and students have access to the computer lab and printers.

Teachers maintain a focus on student learning and find ways to intervene if students are not achieving success. We have systems in place to monitor progress and determine appropriate intervention strategies as necessary. Vertical teams were established which increased the communication and efficiency of our staff members. Safety drills are performed frequently and efficiently.

Perceptions

Perceptions Summary

Bryant Elementary has established a variety of ways for parental and community involvement. Parents and Volunteers are encouraged to help in our Volunteer Center as well as by helping individual teachers as requested. Principal Coffee's have been established to provide families and community members a forum to discuss questions or concerns. Parents have opportunities to visit the campus at least once monthly for evening events.

Bryant Elementary has created a rich learning environment for students who are served through a focus on care within the classroom. Our Kindness initiatives helped shaped our school culture of Kindness and Care for which we continue to focus on during the year.

Perceptions Strengths

The campus staff and leadership provide a variety of ways for our students, staff, and parents to be a part of the learning community and engage as well as invest in our students. Numerous community events such as Spirit Nights and Parent Engagement events have been held with high attendance from our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline referrals increased to 577 with 338 of those including physical contact or aggression. **Root Cause:** The campus lacked a comprehensive behavior management plan that could be adequately implemented by all teachers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals



Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.







Performance Objective 1: HB3: The percent of Bryant Elementary third grade students who achieve meet and above in reading will increase to 70% by July 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement new HMH curriculum with fidelity.</p> <p>Strategy's Expected Result/Impact: The percentage of students scoring at or above meets or maters in reading will increase as measured by STAAR 2024.</p> <p>Staff Responsible for Monitoring: ICs and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 282 - ESSER III</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will use the Amira reading online reading program during reading rotations at least 3 times per week.</p> <p>Strategy's Expected Result/Impact: Student reading fluency and accuracy will increase.</p> <p>Staff Responsible for Monitoring: ICs and administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide 15-30 hours of targeted intervention to 45/45 students in grade 4-5 in the areas of reading through the use of an additional academic support teacher.</p> <p>Strategy's Expected Result/Impact: 45/45 students will receive 30 hours of targeted instruction in reading by April 2024; 45/45 students will demonstrate growth as measured by STAAR reading 2023.</p> <p>Staff Responsible for Monitoring: ASTs, Instructional Coordinator and Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	 15%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use data to provide targeted, differentiated instruction in reading during small group instruction.</p> <p>Strategy's Expected Result/Impact: The percentage of students scoring at or above meets and maters in reading will increase as measured by STAAR 2024.</p> <p>Staff Responsible for Monitoring: ICs and Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
	 20%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

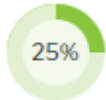





Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3 & ESF: The percentage of Bryant Elementary third grade students who achieve meets and above in math will increase 62% by July 2024.

High Priority

HB3 Goal






Evaluation Data Sources: Math STAAR 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide 15-30 hours of targeted intervention to 45/45 students in grade 4-5 in the areas of math. Staff Responsible for Monitoring: ASTs, Instructional Coordinator and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize small group instruction time to target individual areas of need to close student learning gaps. Strategy's Expected Result/Impact: Students will show growth on campus based assessments, district learning assessments and STAAR. Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: The percentage of EL students demonstrating growth will increase by 10%, as measured by STAAR and TELPAS 2024







Evaluation Data Sources: STAAR and TELPAS 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Master schedule and class groupings will allow for additional in class support for beginner, intermediate and advanced students.</p> <p>Strategy's Expected Result/Impact: Students will be able to better access on grade level reading and math content with additional language support.</p> <p>Staff Responsible for Monitoring: Administrators and ESL teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.


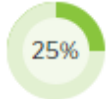


Performance Objective 4: Increase the number of students participating in the campus Coordinated Health Program

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Foster a school culture of kindness and care that is instilled in all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselors will provide information, facilitate events and teach guidance lesson focused on violence and bullying prevention on a monthly basis using the Character Strong program.</p> <p>Strategy's Expected Result/Impact: Students, staff and parents will receive information and resources to support development of positive character traits.</p> <p>Staff Responsible for Monitoring: Counselor and Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Each grading period, students demonstrating kindness will be recognized during grade level rallies.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate kindness and respect towards each other.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The counselors will continue with Kindness Crew for students in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Students will show kindness in school and the community.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Each house will facilitate one community service project during the school year.</p> <p>Strategy's Expected Result/Impact: Students will have a sense of pride showing kindness for others in the community.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators, and House Committee Members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



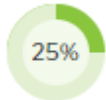





Discontinue

Goal 2: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Bryant Elementary will implement the Ron Clark House system.

High Priority







Evaluation Data Sources: Discipline data, school safety survey, staff feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be sorted into houses and participate in team and character bulding activities.</p> <p>Strategy's Expected Result/Impact: Students will have a sense of belonging and learn to respect one another's differences as shown by a reduction in behavior incidents reports of bullying.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Bryant House Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop, communicate and implement campus wide common area behavior expectations.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of office referrals for disruption to the learning environment.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: Provide staff, students and parents with informaiton, resources and tools to provide the social/emotional needs for all.







Evaluation Data Sources: Culture and Climate survey results, student safety survey results, staff feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselors will provide social and emotional/guidance lessons to students in grades K-5.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of bullying incidents reported as compared to 2022-23..</p> <p>Staff Responsible for Monitoring: Counselor, Assistan Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The counselors will provide information, faciliate events, teach guidance lesson and recogize students with outstanding character using the Character Strong provgram.</p> <p>Strategy's Expected Result/Impact: Studnets and staff will recieve information and resources to support development of positive character traits.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 4: Increase the 23-24 daily student attendance by 1% through the implementation of an attendance improvement plan.

Evaluation Data Sources: ADA data from 2023-2024

Strategy 1 Details	Reviews			
<p>Strategy 1: When a student is identified to have attendance concerns, Bryant Counselors will meet with students individually to set goals to increase school attendance.</p> <p>Strategy's Expected Result/Impact: Build relationships with students and families in efforts to increase student attendance.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Assistant Principals will work with ADA clerk to monitor RaaWee on a regular basis, send truancy letters within the recommended timeline and collaborate with counselors on AIPs.</p> <p>Strategy's Expected Result/Impact: Parents will be more aware of their student's attendance and the impact it has on student achievement.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00

Addendums

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Reading will increase **58%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			59%	61%	69%	70%
Actual	68%	58%	48%	68%	66%	
Met Goal			N	Y	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bryant	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	18	67%	34	53%	74	55%	0		8	88%	0		2	50%	20	25%	20	55%	12	50%
		2021 Actual	14	43%	52	37%	78	53%	0		13	54%	2	50%	13	69%	28	18%	35	34%	23	30%
		2022 Actual	45	56%	49	65%	82	74%	1	100%	27	78%	3	100%	14	57%	30	33%	50	48%	28	54%
		2023 Target		67%		68%		70%				88%				50%		43%		55%		50%
		2023 Actual	36	58%	34	65%	63	65%	1	0%	35	77%	0		7	71%	29	24%	59	53%	39	54%
		Met Target		N		N		N				N				Y		N		N		Y
2024 Target		67%		68%		75%				87%				50%		43%		55%		50%		

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Math will increase from **54%** to **62%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			55%	57%	60%	62%
Actual	67%	54%	45%	59%	61%	
Met Goal			N	Y	Y	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bryant	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	18	61%	34	41%	74	58%	0		8	75%	0		2	0%	20	25%	20	60%	12	33%
		2021 Actual	14	14%	52	42%	79	48%	0		14	57%	2	50%	13	54%	28	11%	34	26%	23	35%
		2022 Actual	45	49%	49	55%	82	57%	1	100%	27	74%	3	33%	14	93%	30	20%	50	44%	28	50%
		2023 Target		61%		56%		73%				84%				0%		30%		60%		33%
		2023 Actual	36	53%	34	56%	63	62%	1	0%	35	74%	0		7	71%	29	28%	59	46%	39	62%
		Met Target		N		N		N				N						N		N		Y
2024 Target		61%		56%		72%				84%				0%		30%		60%		33%		