

Katy Independent School District
Bryant Elementary School
2024-2025 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 2024, student enrollment was 1,214. Bryant serves students Pre-Kindergarten through Fifth Grade and also hosts ECSE, ECAP, YCAP, and ASIP specialized programs.

At the end of the 2023-2024 school year, 48.60% of students were identified at-risk, 30.40% of students were identified as economically disadvantaged, 25.29% identified as LEP with 2.14% receiving ESL services, 22.08% receive Special Education services and 3.46% 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), quarterly 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

2024 STAAR Grades 3-5 Preliminary Data

	Math	Reading	Science
Approaches	86%	90%	71%
Meets	64%	69%	35%
Masters	31%	36%	15%

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: While Bryant Elementary saw gains overall in the Approaches, Meets, and Masters performance thresholds, many students are not yet scoring in the meets or masters categories on STAAR. Scoring in this range displays that students have shown understanding of the grade level curriculum and are more likely to be successful in the next grade level. **Root Cause:** Students are showing a need for more differentiated small group instruction in order to close the achievement gap.

Problem Statement 2: Science achievement dropped across the Approaches, Meets, and Masters Categories at Bryant Elementary. **Root Cause:** Curriculum and instructional practices display an opportunity for refinement for better alignment.

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. 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-2 classrooms. Every student in grades 3-5 will have their own Chromebook to utilize at home and in the classroom. Teachers, students and their families will interreact with content through Canvas. 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.

In the 2023-2024 school year, Bryant adopted the RCA house system. Every staff member and student is sorted into one of the four original RCA houses, Altruismo, Amistad, Isibindi or Reveur. Students are able to bond with others in their house across grade levels as well as other staff members. The house system has brought a sense of belonging to every Bengal.

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 270 for the school year. **Root Cause:** The campus implemented a new, more robust consequence continuum that held all staff members to the same discipline management plan.

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3: The percentage of Bryant Elementary third grade students who achieve meets and above in reading will increase to 68% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading, Katy ISD Literacy Module Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use data to provide targeted, differentiated instruction in reading during small group instruction. Strategy's Expected Result/Impact: Students scoring meets and above in reading will increase measured by assessment data and STAAR. Staff Responsible for Monitoring: Administrators and IC	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percentage of Bryant Elementary fourth grade students who achieve meets and above in math will increase to 64% by June 2025.

High Priority
Evaluation Data Sources: STAAR Math, Katy ISD Math Checkpoints, Campus-based Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use data to provide targeted, differentiated instruction in math during small group instruction. Strategy's Expected Result/Impact: Students scoring meets and above in math will increase measured by assessment data and STAAR. Staff Responsible for Monitoring: Administrators and IC	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: 100% of fifth grade teachers will implement McGraw-Hill curriculum with fidelity.

Evaluation Data Sources: Lesson plans, Assessments and Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the McGraw-Hill curriculum in weekly planning to implement quality lessons and assessments. Strategy's Expected Result/Impact: Students will increase science achievement as measured by assessment data and STAAR. Staff Responsible for Monitoring: Administrators and IC	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 1: Strategic Design Goal 2: 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			
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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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. 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 Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: ESF: 90% of Bryant Elementary general education teachers will increase a level on the instructional monitoring tool by May 2025.

Evaluation Data Sources: T-TESS, Math Look-For monitoring tool and Instructional Practice Guides

Strategy 1 Details	Reviews			
Strategy 1: The instructional coach will host monthly Bengal Academy sessions targeted for new teachers and teachers in need of improvement. Strategy's Expected Result/Impact: Teachers will feel support, confident and capable in their classrooms. Staff Responsible for Monitoring: Instructional Coach and Administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The instructional coach will successfully conduct three coaching cycles per grading period. Strategy's Expected Result/Impact: Teaching and learning will improve. Staff Responsible for Monitoring: Instructional Coach and Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.





Performance Objective 1: Build strategic partnerships with parents which engage the entire community.

Strategy 1 Details	Reviews			
Strategy 1: Advertise recorded presentations of Title III Engagement Series focused on parent, family and community engagement. Strategy's Expected Result/Impact: ESL ISST and Administrators	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Bryant Elementary will host five parent engagement or family events before May 2025. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Bryant Elementary will continue to expand the use of the Ron Clark House System to include parents and families.

Evaluation Data Sources: discipline data, school safety survey and staff feedback

Strategy 1 Details	Reviews			
Strategy 1: All new students including ECSE, PK and kindergarten students will be sorted into houses to participate in team and character building activities. Strategy's Expected Result/Impact: Students will have a sense of belonging and learn to respect one another's difference as shown by a reduction in behavior incidents and reports of bullying. Staff Responsible for Monitoring: Administrators, Counselors and BES House Committee ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Bryant Elementary in partnership with the Bryant PTA will host house themed community events. Strategy's Expected Result/Impact: Families will build positive relationships with staff members to the benefit of our students. Staff Responsible for Monitoring: Administrators and Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will recognize students for academic excellence, attendance, character and growth through house points, rally awards and character avenue. Strategy's Expected Result/Impact: Students will be encouraged to continue to make growth personally and academically. Staff Responsible for Monitoring: Administrators and Counselors	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.





Performance Objective 2: Increase the 24-25 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			
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. Strategy's Expected Result/Impact: Build relationships with students and families in efforts to increase student attendance Staff Responsible for Monitoring: Counselors and Administrators	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Parents will be more aware of their student's attendance and the impact it has on student achievement. Staff Responsible for Monitoring: Assistant Principals	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

Goal 4: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: Foster a school culture of kindness and care that is instilled in all students

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Students, staff and parents will receive information and resources to support development of positive character traits Staff Responsible for Monitoring: Administrators and Counselors	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Each grading period, students demonstrating kindness will be recognized during grade level rallies. Strategy's Expected Result/Impact: Students will demonstrate kindness and respect towards each other. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The counselors will continue with Kindness Crew for students in grades 3-5. Strategy's Expected Result/Impact: Students will show kindness in school and the community. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Each house will facilitate one community service project during the school year. Strategy's Expected Result/Impact: Students will have a sense of pride showing kindness for others in the community. Staff Responsible for Monitoring: Counselors, Administrators, and House Committee Members	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	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 from 68% to 70% by July 2029.

Bryant: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	68%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	68%	69%	69%	70%	70%
		Met Internal Goal	-					

[illegible]

The Percent of **Bryant** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 64% to 66% by July 2029.

Bryant: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	64%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	64%	65%	65%	66%	66%
		Met Internal Goal	-					

[illegible]