

Bryant Woods Elementary School



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SCHOOL IMPROVEMENT PLAN AT A GLANCE 2026-2027

Bryant Woods ES: VISION & MISSION	SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS
Vision: The vision of Bryant Woods Elementary School is to have a culture of opportunity where excellence is achieved for every student, no matter where they are in their educational journey Mission: With this vision in mind, staff are committed to showing care, listening, connecting/communicating with families, continuously learning, and leading with the lens of equity.	Reading Strategy: By the end of the 2026-2027 school year, 55.4% of students overall and 58.2% of students who are two or more races and 31% of special education students will meet proficiency on MCAP Literacy assessments as a result of implementing a multi-tiered system of supports during whole group instruction. Statement of Commitment: We commit to providing students with appropriate supports during whole group instruction so that students will have increased access and proficiency with grade/course-level standards. Action Steps: 1. Teachers will provide support, such as reteaching or enriching, based on formative assessment data. 2. Teachers will collaboratively plan to anticipate and address misconceptions and needs for all learners. Mathematics Strategy: By the end of the 2026-2027 school year, 48.3% of students overall and 34.5% of Special Education Students and 43.7% of students who are two or more races, will meet proficiency on MCAP Mathematics assessments as a result of implementing a multi-tiered system of supports for instruction and intervention. Statement of Commitment: We commit to implementing a multi-tiered system of support for instruction and intervention so that students will have increased access and proficiency with grade/course-level standards. Action Steps: 1. Staff will engage in professional learning and collaborative planning routines to enhance implementation of effective mathematics instruction, with a focus on anticipating student understanding and
HCPSS EQUITY FRAMEWORK	
Belonging: All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met. Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences. Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction. Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.	
HCPSS PRIORITIES	

To be a great school system for all, HCPSS will translate our mission and commitments into strategies and goals that are aligned with these five priority areas.

1. Strengthen Learning & Instruction



2. Cultivate Student Belonging & Well-Being



3. Foster Staff Growth & Engagement



4. Enhance Systemic Planning & Procedures



5. Partner with Families & Community



misconceptions in order to support and respond with intention.

2. Staff will select and use activities and tasks that require student agency (including justification, reasoning, discourse, and collaboration) while reinforcing student choice and/or decisions about strategy selection and representation.
3. Staff will provide differentiated small group experiences featuring adapted tasks, different representations, or other scaffolds.

Attendance Strategy: By the end of the 2026-2027 school year, chronic absenteeism will be reduced from 24.5% to 20.8% overall and from 25.8% to 19.4% for students who are two or more races and from 36.7% to 27.5% for special education students by building effective Family-School Partnerships to support attendance as part of a multi-tiered system of supports.

Statement of Commitment: Students will strive to maintain consistent, punctual daily attendance in order to achieve or surpass the Maryland state benchmark of 96% average attendance.

Action Steps:

1. Staff will take actions to cultivate belonging through walk-throughs and observations, including, welcoming and greeting students daily, acknowledging that when students are absent they are missed by teachers and peers, celebrate attendance and well-being, solicit student feedback on how to make school more welcoming and engaging for students, and ensure daily attendance is collected and recorded into Synergy no later than 30 minutes after the start of the school day.
2. The SST team will create support plans for students based on the motivational interview to connect students to the appropriate resources and interventions. School based staff will be identified to keep in regular contact with students with attendance concerns, students will be connected with appropriate resources and supports, programmatic solutions will be developed to address recurring community concerns, and targeted family nights for attendance.
3. Staff will implement PBIS with a focus on belonging, relationships, and cultural responsiveness by implementing an attendance incentive program to recognize and celebrate students demonstrating strong or improved attendance. Incentives may include recognition for students who are maintaining 96% or higher attendance and for students demonstrating improved attendance. Classroom based incentives, Bear Bucks, student job/leadership opportunities and quarterly attendance celebrations are examples of incentives which will be provided to students.

	<u>Discipline Strategy:</u> By the end of 2026-2027 school year, ODRs will be reduced from 42 to 36 overall (15%) inclusive of students who are identified by two or more races and special education. Statement of Commitment: We commit to provide data-driven professional learning focused on the consistent implementation of the Student Code of Conduct. Action Steps: 1. Staff will participate in ongoing professional development, including specific feedback through multiple modalities, will be provided to staff on classroom management implementation through informal and formal observations by the administration.(examples include: walk-throughs, peer observations, learning walks, demonstration lessons, etc.) 2. Designated staff will engage in the monthly discipline discussion through SST. 3. Ongoing communication with families and students regarding the clear expectations of the Student Code of Conduct and discipline practices.
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