

Katy Independent School District

Bryant Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Top 25 Percent: Comparative Closing the Gaps



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

Value Statement

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 2025, student enrollment was 1,149. Bryant serves students Pre-Kindergarten through Fifth Grade and also hosts ECSE, LEAP, YCAP, and ASIP specialized programs.

At the end of the 2025-2026 school year, 39.20% of students were identified at-risk, 30.3% of students were identified as economically disadvantaged, 26.9% identified as EB, 23.2% receive Special Education services and 2.95% 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 calendar with scheduled PLCs (Professional Learning Communities), quarterly Vertical Team Meetings, and learning walks.

Demographics Strengths

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

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

Our parents are involved, supportive, and host a variety of school events fostering community involvement.

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

Student Academic Achievement

Overall, Bryant Elementary school decreased in the area of Reading for 3rd-5th grade by an average of 3 percentage points compared to the prior school year. In the area of Math, 3rd-5th grade decreased by an average of 5 percentage points compared to the prior school year. In Science, Bryant increased by an overall average of 1 percentage point compared to the prior school year. Overall, the Math AMM average is 59% and ELAR is 63%.

Longitudinal STAAR DATA

3rd Grade Performance

	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
	APPROACHES			MEETS			MASTERS		
Math	87%	84%	77%	65%	69%	51%	31%	37%	31%
Reading	87%	88%	77%	68%	67%	54%	37%	33%	32%

Math AMM Avg. 53% Reading AMM Avg. 54%

4th Grade Performance

	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
4th	APPROACHES			MEETS			MASTERS		
Math	76%	78%	77%	57%	57%	56%	26%	35%	28%
Reading	92%	89%	85%	64%	61%	63%	25%	29%	26%

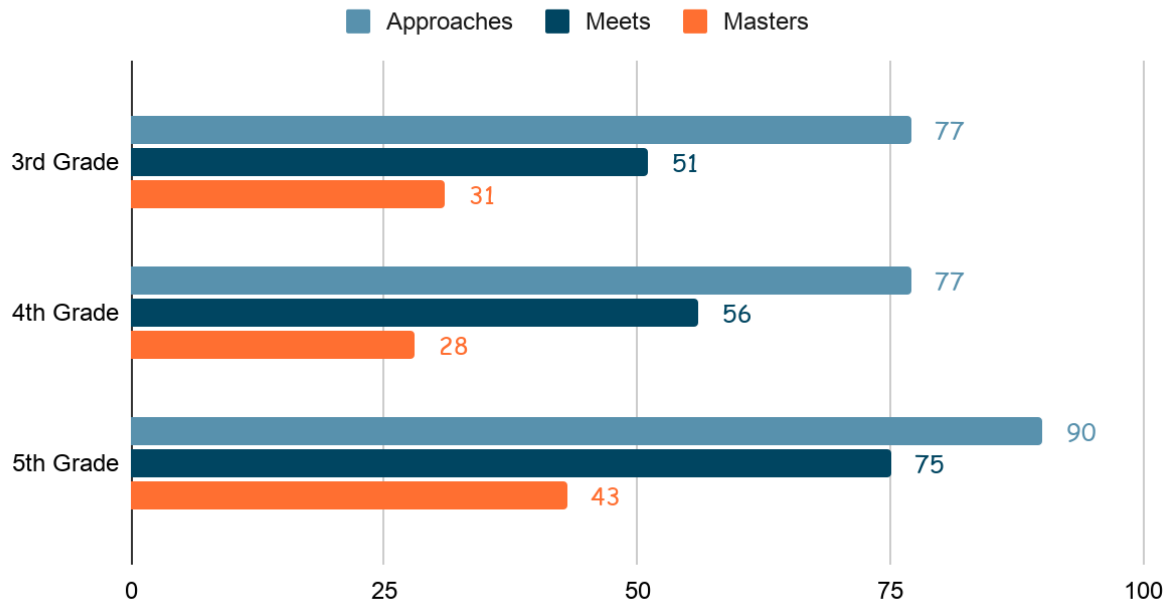
Math AMM Avg. 54% Reading AMM Avg. 58%

5th Grade Performance

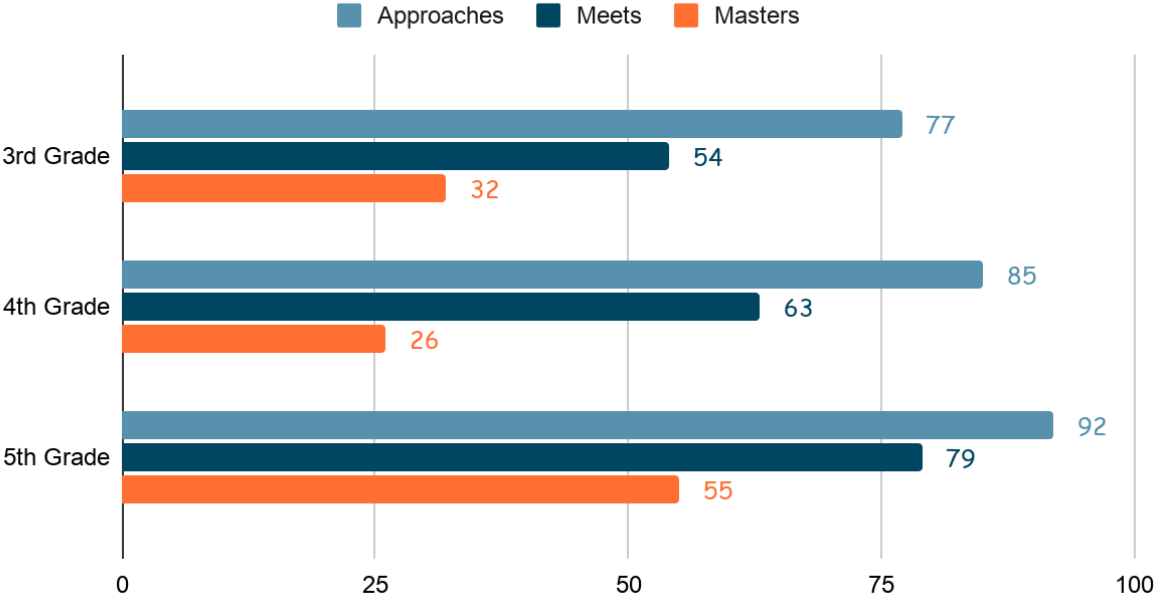
	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
5th	APPROACHES			MEETS			MASTERS		
h	92%	94%	90%	77%	81%	75%	37%	45%	43%
iding	92%	93%	92%	74%	81%	79%	48%	54%	55%
ance	71%	91%	90%	35%	59%	59%	15%	28%	34%
Math AMM Avg. 69%			Reading AMM Avg. 75 %						

Subject STAAR Data

BES Spring 2026 Math STAAR



BES Spring 2026 Reading STAAR



Student Growth for 4th Graders in Mathematics

	Approaches	Meets	Masters
3rd Grade Math Spring 2025	85	68	37
4th Grade Math Spring 2026	77	56	28
Difference	-8	-12	-9

Student Growth for 4th Graders in Reading

	Approaches	Meets	Masters
3rd Grade Reading Spring 2025	88	68	34
4th Grade Reading Spring 2026	85	63	26
Difference	-3	-5	-8

Student Growth for 5th Graders in Mathematics

	Approaches	Meets	Masters
4th Grade Math Spring 2025	78	57	35
5th Grade Math Spring 2026	90	75	43
Difference	+12	+18	+8

Student Growth for 5th Graders in Reading

	Approaches	Meets	Masters
4th Grade Reading Spring 2025	89	61	29
5th Grade Reading Spring 2026	92	79	55
Difference	+3	+18	+26

Reading MAP (Median Percentiles for Student Achievement)

2025-2026

Grade Level	BOY	MOY	EOY
Kindergarten		59	53
1st Grade	55	57	64

Reading MAP (AMM Averages of Student Achievement)

2025-2026

Grade Level	BOY	MOY	EOY
2nd Grade	59	65	65
3rd Grade	61	63	58
4th Grade	56	60	60
5th Grade	62	67	70

Math MAP (Median Percentiles for Student Achievement)

2025-2026

Grade Level	BOY	MOY	EOY
Kindergarten		66	66
1st Grade	66	66	64

Math MAP (AMM Averages of Student Achievement)

2025-2026

Grade Level	BOY	MOY	EOY
2nd Grade	38	45	48
3rd Grade	42	48	52
4th Grade	44	47	52
5th Grade	58	79	78

Student Learning Strengths

In Science, Bryant increased by an overall average of 1 percentage point compared to the prior school year. 5th Grade ELAR improved in Masters, and 4th Grade ELAR went up in Meets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment.

Root Cause: Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.

Problem Statement 2: Bryant Elementary 5th Grade ELAR students have historically shown growth from year to year. However, longitudinal data reveals that not all students transitioning from 3rd to 4th grade in both ELAR and Math are maintaining or advancing across performance categories.

Root Cause: Teachers are not consistently using students' present levels of performance to monitor growth across performance categories and identify students who are not maintaining expected levels of achievement, limiting their ability to make timely instructional adjustments and provide targeted interventions.

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, learning walks, 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 document camera. iPads are utilized within the K-1 classrooms. In each second grade classroom, students will have access to Chromebooks. 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 interact 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment.

Root Cause: Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.

Problem Statement 2: Bryant Elementary 5th Grade ELAR students have historically shown growth from year to year. However, longitudinal data reveals that not all students transitioning from 3rd to 4th grade in both ELAR and Math are maintaining or advancing across performance categories.

Root Cause: Teachers are not consistently using students' present levels of performance to monitor growth across performance categories and identify students who are not maintaining expected levels of achievement, limiting their ability to make timely instructional adjustments and provide targeted interventions.

Problem Statement 3 (Prioritized): There were 256 Discipline referrals for the school year.

Root Cause: Some students involved in discipline referrals are demonstrating deficiencies in problem solving skills and self-regulation strategies leading to inappropriate responses or behavioral choices when faced with adversity.

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. Parents have opportunities to visit the campus at least once monthly for either events during the school day or in the evening.

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 (Prioritized): There were 256 Discipline referrals for the school year.

Root Cause: Some students involved in discipline referrals are demonstrating deficiencies in problem solving skills and self-regulation strategies leading to inappropriate responses or behavioral choices when faced with adversity.

Problem Statement 2: Bryant Elementary 5th Grade ELAR students have historically shown growth from year to year. However, longitudinal data reveals that not all students transitioning from 3rd to 4th grade in both ELAR and Math are maintaining or advancing across performance categories.

Root Cause: Teachers are not consistently using students' present levels of performance to monitor growth across performance categories and identify students who are not maintaining expected levels of achievement, limiting their ability to make timely instructional adjustments and provide targeted interventions.

Priority Problem Statements

Problem Statement 1: Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment.

Root Cause 1: Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: There were 256 Discipline referrals for the school year.

Root Cause 2: Some students involved in discipline referrals are demonstrating deficiencies in problem solving skills and self-regulation strategies leading to inappropriate responses or behavioral choices when faced with adversity.

Problem Statement 2 Areas: School Processes & Programs - Perceptions

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

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
- 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records

Employee Data

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

- T-TESS data
- Classroom and school walkthrough 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

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 69% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading, Campus-Based Literacy Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will systematically track student learning outcomes to monitor and adjust classroom 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 Instructional Coach ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: To meet the needs of all students currently not meeting grade level expectations, we will utilize our Reading academic support teacher to work with small groups of at-risk students during classroom small group instruction time. Strategy's Expected Result/Impact: Increase student proficiency on grade level content as demonstrated on STAAR Staff Responsible for Monitoring: Administrators Instructional Coordinator Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers will increase cognitive engagement by utilizing strategies such as, but not limited to, questioning, discourse, and productive struggle. Strategy's Expected Result/Impact: Increased student cognitive engagement during whole group lessons leading to higher levels of student mastery. Staff Responsible for Monitoring: Adminstrators Instructional Coach Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment. Root Cause: Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.
School Processes & Programs
Problem Statement 1: Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment. Root Cause: Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.

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 third grade students who achieve meets and above in math will increase to 65% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math, Campus-Based Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will systematically track student learning outcomes to monitor and adjust classroom 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 Instructional Coach ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: To meet the needs of all students currently not meeting grade level expectations, we will utilize our Math academic support teacher to work with small groups of at-risk students during classroom small group instruction time. Strategy's Expected Result/Impact: Increase student proficiency on grade level content as demonstrated on STAAR Staff Responsible for Monitoring: Administrators Instructional Coordinator	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will increase cognitive engagement by utilizing strategies such as, but not limited to, questioning, discourse, and productive struggle. Strategy's Expected Result/Impact: Increased student cognitive engagement during whole group lessons leading to higher levels of student mastery. Staff Responsible for Monitoring: Administors Instructional Coach Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment. **Root Cause:** Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.

School Processes & Programs

Problem Statement 1: Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment. **Root Cause:** Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.

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

Performance Objective 3: 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	Feb	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	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: ESF: By May 2027, 70% of classroom teachers will demonstrate evidence of cognitive engagement strategies.

High Priority

Evaluation Data Sources: T-TESS Walkthroughs and Evaluations, Instructional Coaching data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage in professional development activities (e.g., learning walks, book studies, and training) and coaching cycles about cognitive engagement. Strategy's Expected Result/Impact: More intentional use of cognitive engagement strategies during instruction Staff Responsible for Monitoring: Administrators Instructional Coach Instructional Coordinator ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment. Root Cause: Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.
School Processes & Programs
Problem Statement 1: Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment. Root Cause: Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.

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

Performance Objective 5: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: : Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By May 2027, 80% of teachers will routinely utilize a data tracking system to monitor student growth as observed by walkthroughs, data digs, and weekly planning meetings.

High Priority
Evaluation Data Sources: T-TESS, Instructional coaching data, observations

Strategy 1 Details	Reviews			
Strategy 1: During weekly planning meetings, teachers will proactively plan interventions and extensions to enhance student mastery. Strategy's Expected Result/Impact: Teachers will appropriately challenge students who have mastered content to promote continued student growth while also addressing the needs of students that demonstrate learning gaps. Staff Responsible for Monitoring: Administrators Instructional Coach Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will collect and utilize in-the-moment data to monitor and adjust instruction. Strategy's Expected Result/Impact: Students will receive targeted instruction based on specific learning needs. Staff Responsible for Monitoring: Administrators Instructional Coach Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment. Root Cause: Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.

School Processes & Programs

Problem Statement 1: Bryant Elementary saw gains in 5th Grade Science, 5th Grade ELAR improved in Masters. 4th Grade ELAR went up in Meets. 3rd Grade Math and 3rd Grade ELAR saw a significant decline, and 4th Grade Math Masters declined. Primary students are showing a need for higher levels of Mastery in ELAR and Math as evidenced on the MAP Assessment. **Root Cause:** Teachers are showing a need to be responsive to student learning outcomes, using data to drive decision making.

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

Performance Objective 2: All BES teachers will be ESL certified within one year of their hire date.

Evaluation Data Sources: Evidence of ESL certifications

Strategy 1 Details	Reviews			
Strategy 1: The EB Specialist will forward communication regarding certification prep-classes to all teachers that are not currently ESL certified and encourage them to attend. Strategy's Expected Result/Impact: All uncertified teachers will successfully take the ESL certification test Staff Responsible for Monitoring: Administrators EB Specialist	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Increase parent engagement through strategic and meaningful partnerships with parents and the community.

Strategy 1 Details	Reviews			
Strategy 1: All Title III Engagement Series presentations, focused on parent, family and community engagement, will be communicated to parents via weekly newsletters. Strategy's Expected Result/Impact: Administrators EB Specialist	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Bryant Elementary, in partnership with Bryant PTA, will host at least one family engagement event each month. Strategy's Expected Result/Impact: Community involvement in school activities will increase. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2: Strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

Evaluation Data Sources: Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success. Strategy's Expected Result/Impact: Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Counselor BES House Committee ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 Counselor	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will utilize Class Dojo as a positive communication tool for students and parents. Strategy's Expected Result/Impact: An increase in student and parental engagement. Staff Responsible for Monitoring: Teachers Counselor Administrators Instructional Coordinator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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 26-27 daily student attendance by 1% through the implementation of an attendance improvement plan.

Evaluation Data Sources: ADA data from 2025-2026

Strategy 1 Details	Reviews			
Strategy 1: When a student is identified to have attendance concerns, the Bryant counselor 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: Counselor Administrators	Formative			Summative
	Oct	Feb	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 the counselor 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 Counselor	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Bryant will implement a monthly attendance incentive for students and staff achieving perfect attendance. Strategy's Expected Result/Impact: Attendance will increase. Staff Responsible for Monitoring: Assistant Principals Instructional Coordinator	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 counselor will provide information, facilitate events and teach monthly guidance lessons focused on developmental and relevant topics including bullying and violence prevention, coping skills, problem solving-skills, etc. to meet the needs of students based on data from the campus needs assessment and ongoing monitoring. 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: Counselor Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be recognized for exhibiting kindness through grade level rallies and through weekly shout outs as well as exhibiting great character through Character Avenue, and in rallies for growth and great sportsmanship. Strategy's Expected Result/Impact: Students will demonstrate kindness and respect towards each other. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The counselor will continue with implementation of the Kindness Crew for students in grades 4-5, including two kindness community projects as well as monthly campus kindness projects. Strategy's Expected Result/Impact: Students will show kindness in school and the community. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: There were 256 Discipline referrals for the school year. Root Cause: Some students involved in discipline referrals are demonstrating deficiencies in problem solving skills and self-regulation strategies leading to inappropriate responses or behavioral choices when faced with adversity.

Perceptions

Problem Statement 1: There were 256 Discipline referrals for the school year. **Root Cause:** Some students involved in discipline referrals are demonstrating deficiencies in problem solving skills and self-regulation strategies leading to inappropriate responses or behavioral choices when faced with adversity.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
Sub-Total					\$0.00



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%	68%	55%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	68%	69%	69%	70%	70%
		Met Internal Goal	-	Yes	No			

Bryant: Targets	3rd Grade Reading Meets or Above		# 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	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	36	64%	51	65%	72	67%	0		38	82%	0		15	67%	53	45%	72	58%	44	70%
		2025 Actual	22	55%	35	69%	70	67%	0		28	79%	0		9	67%	44	27%	44	68%	42	64%
		2026 Target										89%						37%				
		2026 Actual	36	53%	34	50%	76	49%	0		33	73%	0		13	62%	50	18%	51	39%	43	49%
		Met Target										N						N				
		2027 Target						59%										28%				

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%	68%	51%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	64%	68%	65%	66%	66%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

Bryant: Targets	3rd Grade Math Meets or Above		# 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	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	36	61%	51	57%	72	58%	0		38	87%	0		15	67%	53	42%	72	54%	44	75%
		2025 Actual	22	45%	35	66%	70	70%	0		28	89%	0		9	67%	44	32%	44	61%	42	74%
		2026 Target										95%						42%				
		2026 Actual	36	44%	36	50%	75	39%	0		33	85%	0		13	54%	49	22%	51	31%	44	57%
		Met Target										N						N				
		2027 Target						49%											41%			