

William C. Bryant Elementary School

Cleveland City School District (Cuyahoga)



School Profile 2003-2004	
<i>2003-2004 School of Promise in Reading</i>	
School Rating	Effective
Enrollment	366
Grade Levels	K-5
Percent Economically Disadvantaged	100%
Percent Racial/Ethnic Minority	17%

District Profile 2003-2004	
District Rating	Academic Watch
District Enrollment	66,532

Lesson 1: Providing Rigorous Instruction Aligned to Standards

Attention to Standards: The school has fully utilized district-developed pacing charts for each grade to outline standards expectations, benchmarks and timeframes. These guidelines have been incorporated into individual lesson plans, enabling teachers to accurately time and deploy aligned instruction. To shore up pacing charts, teachers are provided monthly professional development training to help ensure all classrooms are most effectively covering the standards. The principal reviews students' progress on assessment tests and has monthly grade level meetings to discuss the results with teachers. For students that have shown weaknesses, the principal expects the teacher to detail an action plan for addressing those problems and include the parent in that discussion.

Lesson 2: Providing Leadership That Results in Continuous Improvement

Strong and Experienced Leadership: The principal has been at the school 10 years and expects that all parents will be involved in their child's education. Each day the principal calls 10 to 12 parents, and expects every parent to be on-site twice a year to pick up report cards. The school offers monthly workshops to assist parents in helping their children with homework and sponsors numerous community events that involve both children and parents.

Family-like School Environment: The leadership of William C. Bryant Elementary School has built a learning community through the coordinated involvement of teachers, students and parents. The school's 'family atmosphere' results in high parental involvement and an environment in which staff members broadly collaborate across disciplines and throughout the grade levels. Instrumental in garnering strong parental support in academics is a document entitled *Our Commitment to Success* which outlines expectations in academics, attendance and homework. Student, teacher and parents sign a copy of this blueprint for each student at the beginning of every year.

Collaborative Working Relationships: The principal's collaborative leadership style fosters a high level of communication and interaction. Teachers are encouraged to share their experiences, concerns and opinions, and such teacher input is valued and respected. The principal visits classes daily and has monthly meetings with teachers by grade level to review student data and determine needed interventions for students needing improvement.

Lesson 3: Designing Instruction to Ensure Every Student's Success

Principles of Learning: Like all schools in the Cleveland Municipal School District, William C. Bryant Elementary School has an Academic Achievement Plan. A key element of the school's plan is the *Principals of Learning*, a research-based program that prescribes high standards for students and extensive family involvement.

Reading Program: The school is implementing the Cleveland Literacy System, which includes the use of Harcourt's Trophy Series readers. This program is being enacted district-wide, enabling wider collection and analysis of results.

Assessment and Evaluation: All grade levels are assessed frequently and monthly meetings are held with the principal to discuss results, issues and needed interventions. In addition to the Kindergarten Readiness Assessment Literacy test, kindergartners are tested quarterly to monitor progress in key skills.

Tutoring: Several teachers have consistently made themselves available before and after normal school hours to tutor students who have fallen behind or are at risk. Nearly 90 percent of parents agreed to allow their students to participate in such programs. The principal was able to use extended day funds to continue in-school tutoring of at-risk students.

Incentives: The school has introduced a number of incentives, such as lunchroom treats and other rewards such as "treasure box" surprises to encourage and recognize good attendance, performance and behavior.

Lesson 4: Engaging Parents and Community to Support Student Success

Parent Involvement: William C. Bryant Elementary School enjoys a high level of parent involvement. Every year, each student, parent, and teacher signs the school's *Our Commitment for Success* which outlines expectations for academics, attendance and homework. The contract's overall philosophy is that parents are expected to play a major role in their children's education. The school reports a nearly 100 percent attendance rate at parent conferences, and a high rate of volunteerism complements efforts in the classroom, lunchroom, field trips and special activities. Parent participation is expected in a great many activities, from the twice-yearly report card pick-up to parent education classes, and extending to civic exercises such as food collection and open house activities. In addition, tournaments and league activities are complemented by partnerships with local businesses to create a wide variety of home-school activities.

Lesson 5: Creating a Culture Where Each Individual Feels Valued

Staff Committed to Students: The staff at William C. Bryant Elementary School goes the extra mile to get to know each student, the students' family and the nature of their home life. Teachers routinely volunteer to tutor students before and after normal school hours to assist students who require extra instruction. In addition, teachers continually work to assist parents in understanding how they can help their children achieve.

High Expectations: The school is heavily involved in the *Institute for Learning and its Principles of Learning*, and applies the high standards to all students. To achieve these high standards, teachers coach all students in realizing that they can be successful.

Strong Discipline: The school-wide behavior management plan has specific consequences in which students lose privileges based on the number of incidents within a week. Children with serious behavioral problems carry a passport in which their status is documented throughout the day.

Challenges

The school has been expanded to a kindergarten through eighth grade building and has lost several positions to layoffs, so some changes in staff deployment will be necessary to maintain the high level of one-on-one support enjoyed in past years.