Bryant HS: CSI Multi-year School Support Plan

Table 2: Division and School Information

Division and School Information	
School Year	2025-2026
Division Name	Fairfax County Public Schools
Division Superintendent	Dr. Michelle Reid
School Name	Bryant High School
Grades Served	9-12
Principal Name	Cindy Conley
Principal Email	caconley1@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Table 3: Stakeholder Engagement

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Division	Megan Vroman	mrvroman@fcps.edu	Chief of Schools Office	Chief of Schools
Division	Marie Lemmon Stephanie Jerauld Darin Thompson	MMLemmon@fcps.edu, SAJerauld@fcps.edu dathompson2@fcps.edu	Department of School Improvement	Assistant Superintendent, Department of School Improvement and Supports Executive Director, School Improvement Senior Administrator, Nontraditional School Programs
Division	Ray Lonnett Jesse Kraft Ingrid Bynum	rlonnett1@fcps.edu jkraft@fcps.edu ifbynum@fcps.edu	Region 3 Leadership Team	Assistant Superintendent Executive Principal Executive Principal
Division	Ellen Reilly Terri Edmunds-Heard	ereilly@fcps.edu tledmundshea@fcps.edu	Office of Instructional Services Department of Special Services	Assistant Superintendent, Instructional Services Assistant Superintendent, Department of Special Services
Division	Jen Glaser	jtglaser@fcps.edu	Office of Instructional Services	Director III, Counseling & College & Career Readiness

Division	Charles Hom	cphom@fcps.edu	Office of School Support	Senior Manager, School Support & On-Time Graduation
School Administration	Cindy Conley Florence Harrison Ramon Lee Belinda Williams	caconley1@fcps.edu feharrison@fcps.edu olee@fcps.edu bawilliams1@fcps.edu	Bryant High School Administrative Team	Principal Dir. of Student Services Assistant Principal Assistant Principal
Instructional, Counseling & Support Staff	Cintron, Cherie Davison, Randi Dobson, Meaghan Stimac, John Stubblefield, Iris Tyborowski, Shaun	cacintron@fcps.edu rkdavison@fcps.edu mhdobson@fcps.edu jpstimac@fcps.edu ijstubblefie@fcps.edu satyborowski@fcps.edu	Bryant HS	Math Teacher ESOL Teacher Literacy Specialist Science Teacher/MTSS Team Resource Teacher/Service Learning Coordinator Social Studies Teacher/Instructional Coach
External Partner External Partner Students - Bryant HS - Annual Survey Quarterly Parent/Guardian Coffee June 9, 2026, August 22, 2026, September 15, 2026 recurring quarterly throughout 26-27 and 27-28 school years.	Whatley, Erin Cristina Schoendorf Students Parents/Guardians of Bryant	elwhatley@fcps.edu Cristina.Schoendorf@unitedcommunity.org	Mountain View HS United Community Bryant HS Student Community Bryant HS Student Community	Principal Chief Program Officer

Table 6: Multi-year School Support Plan

<table>
<tr><th colspan="4">Multi-year School Support Plan Goals: Reading & Math</th></tr>
<tr><td>3-Year Goal Statements</td><td colspan="3">Reading: By August 2028, reading mastery will increase from 43% in August 2025 to 100%.

Math: By August 2028, math mastery will increase from 77% in August 2025 to 100%.</td></tr>
<tr><td>School Performance and Support Framework Alignment</td><td colspan="3">Mastery
https://www.doe.virginia.gov/state-board-data-funding/accreditation-accountability/school-performance-and-support-framework/framework-overview/high-school
Incorporates all student Standards of Learning test results. It awards additional credit for students who reach advanced levels and partial credit for students who do not yet meet grade-level standards.</td></tr>
<tr><td rowspan="6">Measurable Objectives</td><td colspan="3">Reading</td></tr>
<tr><td>Measurable Objective Year 1
SY2025-26</td><td>Measurable Objective Year 2
SY2026-27</td><td>Measurable Objective Year
SY2027-28</td></tr>
<tr><td>By August 2026, reading mastery for all students will increase from 43% to a minimum of 60%.</td><td>By August 2027, reading mastery for all students will increase from 60% to a minimum of 80%.</td><td>By August 2028, reading mastery for all students will increase from 80% to 100%.</td></tr>
<tr><td colspan="3">Math</td></tr>
<tr><td>Measurable Objective Year 1
SY2025-26</td><td>Measurable Objective Year 2
SY2026-27</td><td>Measurable Objective Year
SY2027-28</td></tr>
<tr><td>By August 2026, math mastery for all students will increase from 77% to a minimum of 84%.</td><td>By August 2027, math mastery for all students will increase from 84% to a minimum of 91%.</td><td>By August 2028, math mastery for all students will increase from 91% to 100%.</td></tr>
<tr><td>Evidence-Based Strategies</td><td colspan="3"><u>EBI #1</u>: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
Students who are already off track, who have not responded to interventions already attempted related to attendance, behavior, and/or academic problems or who must overcome large personal obstacles are unlikely to graduate without more intense intervention. Regularly monitoring attendance, behavior, and/or academic data will help staff identify which students are chronically absent or have failed multiple courses, which students are not responding to interventions, and who are facing significant personal challenges. A trained adult advocate can help these students by providing individualized support to meet their academic, personal, and emotional needs.

<u>EBI #2</u>: Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.</td></tr>
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	As more states adopt high school exit exams, students must increasingly master academic content in order to graduate from high school. In addition, students must be prepared for postsecondary opportunities and careers beyond high school. Schools can implement reforms aimed at improving instruction to ensure students have the necessary skills to complete high school as well as the skills to succeed in college and the workplace. Reforms to provide relevant instruction emphasize professional development for teachers so that classroom instruction meets the needs of all students.90 Career and technical education (CTE) implemented to allow all students "multiple pathways" toward careers and higher education is a way to engage the student. Multiple pathways models consist of three components: college preparatory academic core classes, a choice of professional or technical core classes that offer academic and real world applications, and field-based 90. Quint et al. (2005). learning.91 This type of curriculum allows students to learn and apply essential academic concepts and skills for a functional purpose. Students are guided in discovering the value of academic concepts in future work-related endeavors. At the same time, all students also are exposed to career based opportunities as part of their daily school experience **EBI #3: Provide academic support and enrichment to improve academic performance.** Providing academic supports helps improve academic performance and reengage students in school. The panel suggests that this recommendation be implemented in conjunction with other recommendations in this practice guide. **EBI #4: Personalize the learning environment and instructional process.** A personalized learning environment creates a sense of belonging and promotes a sense of community. The panel agreed that students at risk of dropping out need academic, social, and behavioral encouragement from teachers and from the school community. A personalized learning environment fosters a school climate where students and teachers get to know one another.
Intended Outcomes	To remove personal and academic roadblocks to ensure academic progress that is supported by structures listed in the EBIs, course recovery options, intervention, and minimize learning gaps through support structures, increased access and opportunities. To systematically identify high-risk students using data monitoring and match them with a trained adult advocate who delivers tailored academic, emotional, and personal support to ensure graduation readiness. To maximize staff's capacity to precisely monitor student data, forge deep relational connections, and cultivate a meaningful sense of school belonging that drives students toward engagement leading to on-time graduation. To systematically improve student achievement and revitalize school engagement by deploying targeted academic interventions and enrichment opportunities, integrated with comprehensive support systems to accelerate learning.

	To elevate student pass rates on VDOE end-of-course (EOC) assessments required for graduation by teaching the concepts through high-interest, engaging instruction, CTE coursework, and internship opportunities leading to career tracks.
Lead Person	Principal Region Leaders
Team Members	Principal Assistant Principal Instructional Team Leads Instructional Coach On-Time Graduation Resource Teacher School-based Technology Specialist Office of School Support Staff

Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Establish and sustain Collaborative Team structures for the four core subjects	Principal CT Leads	Phase 1: Implementation - SY 2025-2026 Phase 2: Deepen knowledge, enhance practices, gradual release - SY 2026-2027 Phase 3: Refine practices and sustain - SY 2027-28	CT and classroom observations 2x/month (October 2025 through June 2028)	Calendars evidence consistent cadence of meetings throughout the year. Meeting agendas evidence implementation of CT cycle. Evidence of consistent teacher practices across classrooms that align with CT processes and practices. Establish a baseline of student outcomes data on outcome on common assessments.	Resources (books, videos, etc.) to support teacher learning and understanding of Professional Learning Communities and how high functioning Collaborative Teams develop.	Title I funds CSI grant funds Local school funds
Provide teacher and CT professional development	Administrative team Office of School Support (OSS) staff	Conference attendance (Summer 2026 & Summer 2027)	Quarterly: September 2025 through June 2028)	Administrators and OSS staff observations and feedback to teachers	Registration, airfare, hotel, and per diem for conference(s).	CSI Grant

		Quarterly school-wide PD Job-embedded support for CTs	Rotating cycles of support, based on individual team needs with a focus on gradual release from OSS staff to school based staff (CT leads or administrator).	Reduction in number of students earning Ds and/or Fs Improved student outcomes on assessments	Books and resources Hourly Teacher funds	
Engage Teachers in Student Centered Coaching Cycles	Administrative team Office of School Support (OSS) staff	Phase 1: 1-2 coaching cycles for each core content teacher 2025-2026 Phase 2: 1-2 coaching cycles for each core content teacher, with a focus on teachers new to Bryant HS. Engage school-based instructional leaders and build capacity to lead to a gradual release - SY 2026-2027 Phase 3: Refine practices, engage school-based instructional leaders and build internal capacity. Coaching cycles as needed for specific teachers, sustain practices - SY 2027-28	Classroom observations and feedback to teachers 2x/month beginning October 2025 through June 2028. Student assessment data	Student outcomes on common assessments based on student-centered coaching goals. SOL outcomes Decreased dropout rate Increased FGI Improved teacher practice, as evidenced in documentation from classroom observations and process notes provided by observer(s).	N/A	N/A
Ensure collaborative teams develop and	Principal	A data analysis of a common assessment	Quarterly Project Momentum Meetings	Based upon the data analysis, students	NA	NA

implement common assessments and analyze the results to provide intervention opportunities before, during and after school.		should be completed after all students have taken a unit or division-wide common assessment (Fall 2025-August 2028)	(SY 2025-26 through SY 2027-28) Leadership check-ins with Region leaders and OSS support staff.	will be identified to participate in intervention opportunities. Students who engage in intervention will increase their understanding of content as evidenced by increased mastery of reading and math content.		
Utilize the FGI tool, identify all seniors off cohort for the 2025-2026 school year and provide additional learning opportunities for them to engage (i.e. Intervention block [Bear Block], Saturday school, 5th quarter and double block for both math and English/reading).	Director of Student Services	July 2025 and then quarterly from that point on. October 2025 January 2026 March 2026 June 2026	Quarterly review of D/F list Review of division-wide common assessments	Quarterly grades for each identified student will demonstrate mastery of content. Students will take and pass the SOL test for math and reading, respectively.	Hourly pay for teachers to support Saturday School and the 5th Quarter. Additional Instructional resources	Local School Funds CSI Grant
Inventory and align current academic supports to ensure they target foundational skill gaps.	Principal	Phase 1: Identify current state and needs (SY2025-26) Phase 2: Implementation and progress monitoring (September 2026-June 28)	Tri-annual evaluation of resources and support structures for interventions. (September 2026 through June 2028)	Increased access to intervention programming	Intervention program resources Teacher training	Division Funds School Funds CSI Grant

Evaluate and Refine School Improvement Practices	Region Leaders Office of School Support Director	Project Momentum Meetings (August 202-June 2028)	Quarterly meetings to observe classroom instruction, analyze data, progress monitor goals, and develop action plans	Progress towards outlined goals Improved student outcomes	N/A	N/A

Table 7: Addressing Resource Inequities Plan

Addressing Resource Inequities Plan Goal 1: Fiscal Resources			
3-Year Goal Statement	By Spring 2028, the school will implement a transparent and data-driven budget framework with clearly defined roles, aligned protocols, and monitoring systems to ensure fiscal resources are equitably allocated and evaluated for impact on student achievement and on-time graduation rates.		
Measurable Objectives	**Measurable Objective Year 1 SY2025-26**	**Measurable Objective Year 2 SY2026-27**	**Measurable Objective Year 3 SY2027-28**
	By Spring 2026, the school will develop and implement a standardized budget process that includes defined timelines, staff roles, purchasing protocols, and aligned expectations connected to school improvement priorities, with 100% of the administrative team and 50% of department chairs trained on the process.	By Spring 2027, 90% of school-based purchasing requests and expenditures will demonstrate documented alignment to identified student needs, student achievement data, and school improvement goals through quarterly budget monitoring and review processes.	By Spring 2028, 100% of school-based purchasing requests and expenditures will demonstrate documented alignment to identified student needs, student achievement data, and school improvement goals through quarterly budget monitoring and review processes.
Strategy	Develop and implement a collaborative, data-driven budgeting framework that establishes clear timelines, defined roles, purchasing protocols, and quarterly monitoring processes aligned to SIIP priorities, student achievement data, and on-time graduation rates. The strategy includes staff training, regular review cycles, and shared decision-making structures to ensure equitable and strategic allocation of fiscal resources.		
Intended Outcomes	Fiscal decisions will become more transparent, consistent, and aligned to student needs and school improvement priorities. Staff will have increased clarity and capacity regarding budgeting expectations and processes. Resources will be more equitably distributed to support targeted academic and on-time		

	graduation interventions, resulting in improved access to supports, stronger implementation of school improvement initiatives, and increased student achievement and on-time graduation rates.
Lead Person	Principal Region leaders
Team Members	Finance Technician Assistant Principals Department Chairs

Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Develop a standardized school budgeting framework that includes timelines, staff roles, purchasing procedures, approval processes, and alignment expectations connected to SIIP priorities	Principal	Dec 2025 - June 2028	Monthly leadership team framework establishment and cycle of analysis and refinement (Dec 2025 - June 2028)	Finalize and distribute the standardized budgeting framework to all staff for immediate school-wide implementation (July 2026)	NA	NA
Provide training for department chairs, and relevant staff on strategic, data-driven budgeting practices and purchasing protocols.	Assistant Principal(s)	Development and implementation: (May and July 2026) Expanded Training: (July/August 2026-Spring 2028)	Training attendance reviews; feedback surveys after each session (July/August 2026-Spring 2028) Audits of finances and budget allotments/alignment with improvement goals (July/August 2026-Spring 2028)	- Achieve 100% staff training completion -100% of initial submissions meet all standardized protocol requirements.	-Professional learning materials -Meeting coverage if needed	School operating funds
Establish quarterly budget monitoring meetings to review expenditures,	Finance Technician	January 2026–Spring 2028	Quarterly meeting review findings and follow up action	100% completion of scheduled quarterly budget reviews, evidenced by a centralized log of formal adjustments and	NA	NA

alignment to SIIP priorities, and student achievement/on-time graduation data.			steps (January 2026–Spring 2028) Reflection on implementation and success of action steps.	leadership-approved recommendations. Evidence of budget aligned with priorities for school improvement Evidence of improved student outcomes aligned to allocated resources.		
Decision-making protocol that requires documented justification connecting purchases to student data, identified needs, and school improvement goals.	Finance Tech	Develop protocol (May - July 2026) Implement protocol, reflect on impact, refine processes (August 2026-June 2028)	When approving instructional purchases, the Herndon ES Leadership Team will require justification tied to our school improvement and CSI identified areas of improvement.	90% or more of purchasing requests include documented alignment to school improvement goals and student needs.	NA	NA
Annual reviews of fiscal allocations and program impact to evaluate effectiveness, equity, and alignment to student outcomes.	Principal	Mid year and end-of-year (Nov. 2026 – May 2028)	Fiscal Allocation Review - All department spend-down reports submitted and reviewed 2x/year. (Nov 2026-May 2028)	bi-annual budget reports verify that 100% of funding allocations correspond to student need-based metrics, with a documented correlative increase in achievement and wellness scores for prioritized student groups.	-Leadership planning time	School operating funds; applicable grant funds.

Addressing Resource Inequities Plan Goal 2: Instructional Resources and Opportunities

3-Year Goal Statement	By June 2028, Bryant HS will achieve a 3E SPSF Readiness score of 38.9.		
Measurable Objectives	**Measurable Objective Year 1 SY2025-26**	**Measurable Objective Year 2 SY2026-27**	**Measurable Objective Year 3 SY2027-28**
	By June 2026, Bryant HS will earn 25% or more out of a possible 35% SPSF Readiness score.	By June 2027, Bryant HS will earn 30% or more out of a possible 35% SPSF Readiness score.	By June 2026, Bryant HS will earn a 35% SPSF Readiness score.
Strategies	1. Bryant HS administration will partner with CTE leadership to explore academy options and increase CTE opportunities. 2. Bryant HS administration will attend the Big Picture Learning, Big Bang Conference to strategize and learn, then follow up by identifying local businesses that will provide internships to students.		
Intended Outcomes	Students at Bryant HS will have increased access and opportunities to CTE coursework and internships resulting in an overall increase in the SPSF Readiness Framework.		
Lead Person	Principal Region Leaders		
Team Members	Assistant Principals CTE Teacher(s) Director of Counseling and College/Career Readiness Senior Manager for Career/Technical Education Local Business Partners		

Action Step	Process Owner	Time Frame.	Progress Checks	Measures of Success	Cost Elements	Funding Source
Identify additional school-based CTE course.	Principal Director of Student Services (DSS) Region leaders	Quarterly administrative team meetings to identify appropriate course and develop plans for implementation in SY2026-27. August 2025, October 2025, January 2026, April 2026	Team meeting notes outlining decisions, plans, and indicating completion of action steps	By June 2027, team will be able to offer a new CTE opportunity, hired a licensed teacher, master schedule reflects courses for SY 2027-28, and at least 15 students are registered per section.	Potential cost for licensure exam, depending on teacher. Infrastructure renovations for academy course needs. Materials and supplies for the new course.	School-based or division funding.

Manage allocated staffing to ensure a CTE position is an elective option	Principal Region leaders	Winter 2025-Spring 2026 and sustained for all future years.	Each spring, the principal will ensure one allocated instructional position is allocated and staffed for the upcoming school year; Region leaders monitor.	Staffing allocated each school year includes a certified teacher and schedule includes courses available to students.	N/A - reallocated from pre-existing staffing.	N/A
Create a master schedule that allows for increased student participation in CTE elective(s).	Director of Student Services (DSS) Region leaders	Winter 2025-Spring 2026 and sustained for all future years.	Each spring/summer, the DSS will ensure the master schedule allocates access and opportunities for the upcoming school year; Region leaders monitor.	Master schedule is completed and all CTE courses have a minimum of 15 students/section,	N/A	N/A
Identify opportunities for students to access additional course options available at Chantilly Academy and internship possibilities in the community.	Principal Director of Student Services (DSS) Region leaders Office of Career and Technical Education, Instructional Services Department Local Business People	Quarterly meetings with the principal and DSS and staff from the Office of Career and Technical Education. September 2025-June 2028	Team meeting notes outlining decisions, plans, and indicating completion of action steps.	Students attending Bryant HS will have access to courses at Bryant as well as surrounding high schools. Decreased dropout rate Increased FGI	Transportation: shuttle buses to get students to surrounding high schools and to their internship experience.	Division funds
Identify additional school-based CTE course(s).	Director of Student Services	December 2026 through May 2027	Monthly meetings with staff agreeing to take the CTE Praxis test	By August 1, 2027, two additional CTE courses will be included in the Master Schedule for SY 27-28.	NA	NA