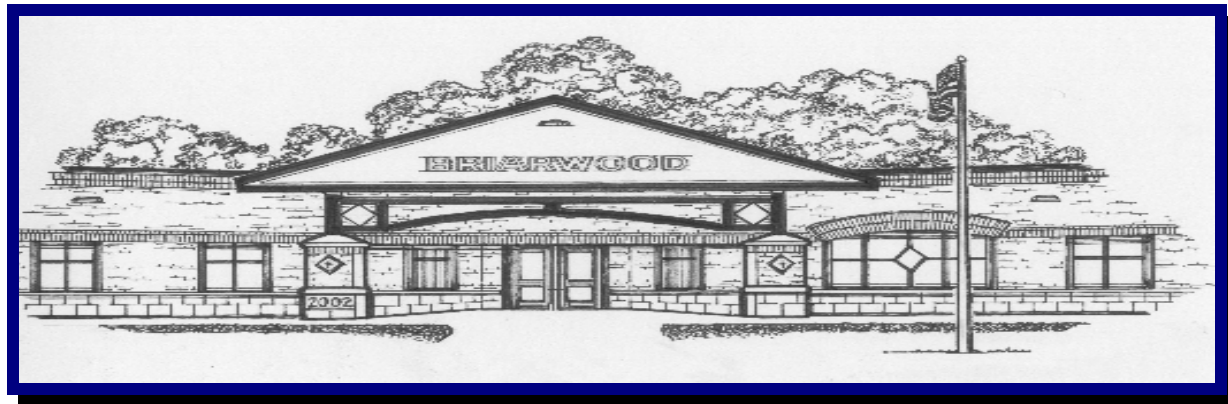


Briarwood School

SCHOOL-BASED Plan

2020-2021 DRAFT



Key Focus Area: Learning and Achievement – English Language Arts and Reading

Overarching Goal: 100% of our students will be reading on grade level by the time they leave 3rd grade.

Grade Specific Goals:

Kindergarten:

- Students will be able to increase their letter name fluency from 67% meeting grade level benchmark to 96%, with special attention to our:
 - Currently, 75% of Hispanic students are in the intensive and strategic range for BOY LN.
 - Overall, BOY Letter Name Fluency is 23.8 and EOY is 46
- Students will be able to increase their letter name fluency from 77% meeting grade level benchmark to 95%, with special attention to our
 - Currently, 50% of Hispanic students are in the intensive and strategic range for BOY LS.
 - Overall, BOY Letter Sound Fluency is 11.1 and EOY is 34

1st grade:

- Students will be able to increase their letter name fluency from 67% meeting grade level benchmark to 96%, with special attention to our:
 - Currently, 38% of white students are in the intensive and strategic range for BOY LN.
- Students will be able to increase their letter name fluency from 70% meeting grade level benchmark to 96%.
 - Currently, 38% of economically disadvantaged students are in the intensive and strategic range for BOY LS.
 - Overall, BOY Letter Name Fluency is 44.8 and EOY is 55
 - Overall, BOY Letter Sound Fluency is 30.1 and EOY is 46

2nd grade:

- 95% Students will be able to increase their reading fluency from 69.2 WCPM to at least 92 WCPM by June, with special attention to our:
 - Currently, 53% of Female students are in the intensive and strategic range for BOY fluency.
 - Currently, 44% of Hispanic students are in the intensive and strategic range for BOY fluency.

3rd grade:

- Students will be able to increase their reading fluency from 94 WCPM to at least 119 WCPM by June, with special attention to our:
 - Currently, 47% of Male students are in the intensive and strategic range for BOY fluency.
 - Currently, 67% of our economically disadvantaged students in the intensive and strategic range for BOY fluency.

Action Steps and Strategies	Professional Learning	Evidence and Methods for Monitoring
<ul style="list-style-type: none"> • Focus on foundational literacy strategies: phonemic awareness, phonics, • Increased repetition and exposure to foundational literacy skills • Audit of how much time students spend in connected text • Strong Voices Implementation 	<ul style="list-style-type: none"> • Research about how different students learn to read (cultures, home situations, etc.) • How to design lessons that link foundational literacy instruction to connected text • Leveraging district guidance documents to support various aspects of literacy instruction (Letter Name, Letter Sound; Word Study, Phonological Awareness, Schoology courses, etc.) 	<ul style="list-style-type: none"> • Frequent probing in LN, LS, and Fluency • January and May benchmark data

Key Focus Area: Learning and Achievement – Mathematics

Overarching Goal: 100% of our students will be on grade level mathematicians by the time they leave 3rd grade.

Grade Specific Goals:

1st grade:

- Students will be able to increase their math proficiency on iReady from 23% of students working on grade level at the beginning of the year to 50% with special attention to our:

- 73% of economically disadvantaged students are scoring one level below or two levels below on the BOY iReady.
- 72% of white students are scoring one level below or two levels below on the BOY iReady.

2nd grade:

- Students will be able to increase their math proficiency on iReady from 28% of students working on grade level to 55% with special attention to our:
 - 83% of female students are scoring one level below or two levels below on the BOY iReady.
 - 77% of Hispanic students are scoring one level below or two levels below on the BOY iReady.
 - 100% of Black students are scoring one level below or two levels below on the BOY iReady.

3rd grade:

- Students will be able to increase their math proficiency on iReady from 24% of students working on grade level to 55% with special attention to our:
 - 100% of our economically disadvantaged students are scoring one level below or two levels below on the BOY iReady.
 - 94% of female students are scoring one level below or two levels below on the BOY iReady.

<u>Action Steps and Strategies</u>	<u>Professional Learning</u>	<u>Evidence and Methods for Monitoring</u>
<ul style="list-style-type: none"> ● Strengthening classroom use (including appropriate minutes per week) to provide differentiated practice for all students ● Providing students with multiple opportunities to demonstrate their knowledge 	<ul style="list-style-type: none"> ● Implicit Bias Training ● Curriculum Audit for implicit bias ● Testing mediums: how does online testing impact gender? 	<ul style="list-style-type: none"> ● Frequent probing ● January and May benchmark data (iReady and more) ● Growth monitoring assessment

Key Focus Area: Social-Emotional Learning – Climate and Culture

Overarching Goal: to create a positive and safe environment where all students are academically, socially, and emotionally successful and contributing to a diverse school environment.

<u>Action Steps and Strategies</u>	<u>Professional Learning</u>	<u>Evidence and Methods for Monitoring</u>
<ul style="list-style-type: none"> • Continued Integration of Culture and Climate through monthly Seesaw videos for students • Continued implementation and recognition of Briarwood’s Brightest over the morning announcements <ul style="list-style-type: none"> ○ Align classroom and hallways expectations to the Briarwood’s Brightest characteristics • Leverage restorative language as students own their behavior and recognize the impact that their actions may have on others 	<ul style="list-style-type: none"> • Strong Voices Implementation through Faculty Meetings to assist students with a deeper appreciation for diverse cultures • Integration of social-emotional learning through faculty and grade level meetings • Restorative Practice techniques through faculty meetings and embedded in disciplinary practices 	<ul style="list-style-type: none"> • Student discipline referrals • Briarwood’s Brightest are recognized regularly and posted in the hallways • Students are able to own their behaviors and make choices that positively impact themselves and others • Community Meetings • Social-Emotional Learning is embedded throughout content-area instruction

Key Focus Area: Social-Emotional Learning – Health, Safety, and Transitions

Overarching Goal: Students will understand the importance of being safe and healthy at school. Students will practice safe and healthy habits.

<u>Action Steps and Strategies</u>	<u>Professional Learning</u>	<u>Evidence and Methods for Monitoring</u>
<ul style="list-style-type: none"> • Model proper handwashing, hand 	<ul style="list-style-type: none"> • Weekly Friday emails from School Principal to provide updated 	<ul style="list-style-type: none"> • COVID cases that are transmitted in school

<p>sanitizing throughout the day</p> <ul style="list-style-type: none"> • Encourage students and staff to employ community language to remind colleagues and students of proper mask wearing • Rely on morning routine (thermoscanner and hand sanitizer) before students enter the building • School Nurse will keep running records of COVID-related symptoms and communicate regularly with families 	<p>guidance to staff regarding changes in CDC guidelines</p> <ul style="list-style-type: none"> • Provide clarity of health and safety procedures through clear definitions and examples (i.e. close contact within a school setting) • Leverage parent communication to showcase proper mask wearing and provide gentle reminders for mask wearing at pick-up and drop-off 	<ul style="list-style-type: none"> • Students following health and safety protocols upon entering and exiting the building and across the instructional day • Proper Mask wearing • School Nurse Records and student and staff COVID-related symptoms
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