

# 2021-2022 State of the School Report

Briarwood Academy	
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Principal Name	Beth Anne Marshall
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## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	22.0	26.5	12.7		12.1	
	CCR	15.4	17.6	9.9		5.2	
Grade 4	GLP	22.7	20.8	18.6		11.6	
	CCR	13.4	8.3	10.2		<5	
Grade 5	GLP	21.6	16.7	21.8		8.3	
	CCR	12.5	12.5	10.9		<5	
School	GLP	22.1	22.0	17.3	60.0	10.9	<5
	CCR	14.0	13.4	10.3	40.0	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	33.1	28.6	32.4		27.6	
	CCR	13.7	<5	14.1		10.3	
Grade 4	GLP	17.7	12.5	13.8		14.0	
	CCR	5.2	8.3	<5		<5	
Grade 5	GLP	33.0	20.8	36.4		22.2	
	CCR	18.2	8.3	18.2		5.6	
School	GLP	28.2	21.7	27.7	40.0	21.9	6.3
	CCR	12.3	<5	12.0	30.0	7.3	6.3

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	25.3	20.8	24.1		8.6	
	CCR	17.2	20.8	14.8		5.7	

EOG School Composite 2020-21	25.2
School Letter Grade*	C

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, our overall 3-5 composite GLP will grow from 25% to 46%. (Indicators focus: A2.04, A4.01, B3.03)

By June 2022, 3rd-5th graders will demonstrate an increase in grade level proficiency in reading based on the EOGs (Grade level proficient: levels 3,4,5) 22% to 40%. (Indicators focus: A2.04, A4.01, B3.03)

By June 2022, 3rd-5th graders will demonstrate an increase in grade level proficiency in math (Grade level Proficient: levels 3,4,5) from 28% to 53%. (Indicators focus: A2.04, A4.01, B3.03)

By June 2022, 5th graders will demonstrate an increase in grade level proficiency in science (Grade level proficient: levels 3,4,5) from 25 to 50%. (Indicators focus: A2.04, A4.01, B3.03)

By June 2022, Kindergarten- 2nd graders will each demonstrate an overall 12% increase in grade level proficiency in reading based on EL assessment data and DIBELS 8 (new evaluation tool provided by the state) (Indicators focus: A2.04, A4.01, B3.03)

## III. CHIEF CHALLENGES

- Meeting the individual and specific needs of over 320 English as Second Language students, including over 65 who are considered "newcomers" - our scholars acquiring language have missed a significant amount of in-person learning and in-person open dialogue in English, due to pandemic.
- Meeting the individual and specific needs of our Exceptional Children students, as well as our students who have been/are in Multi-Tiered Systems of Support. We have 28 Exceptional Children students and several who are in classrooms, unidentified while in the intensive Multi-Tiered Systems of Support process. We have been one EC teacher short all year, with the hopes of hiring the second Exceptional Children teacher in January.
- Identifying, knowing and addressing our Social Emotional Learning needs of our diverse student population. For so many, the needs are unspoken or unidentified. Finding impactful ways to really leverage our Student Support Team, our Deans, our support staff to support our students Social Emotional Learning needs and having the staff to do it with integrity and consistency.
- Reengaging our families within the school community. Prior to the pandemic, we had monthly events, sometimes 2-3 in a month to engage, empower, and include our parents in our Briarwood school community. Due to the pandemic, that all halted. But, more specifically to Briarwood - we do not have a parking lot or access to our

new school at this time, so no parent events have occurred since last year. We hope to have at least half of the parking lot in January to open our doors to parent engagement activities when that happens.

#### IV. PLANS FOR THE YEAR: SIP ACTIONS

At Briarwood, we are solution oriented and data driven in all aspects. We are continuing to rebuild our Multi-Tiered Systems of Support team, hiring an Exceptional Children teacher, adding an English as Second Language teacher, replacing a school counselor, and redesigning/reimagining our master schedule and support schedule to meet the identified, diverse student needs. We have started after school tutoring on T/TH for our highest need English as Second Language population and will be adding another day to include non-ESL students. We have added STEAM Tuesdays for our scholars to engage beyond the school day, and have plans to add more after school activities as permitted and meaningful. Our goals and mission have been and always will be to ensure academic excellence, high expectations, and celebrate our diversity through meaningful relationships and intentional programs of support.