

Comprehensive Progress Report

Mission: The Brawley School exists to inspire its students to become compassionate, lifelong learners who are responsible, global citizens. Our students will use various modes of communication in order to promote peace by learning to accept cultural differences and to respect our world.

Vision: The Brawley School exists to inspire its students to become compassionate, lifelong learners who are responsible, global citizens. Our students will use various modes of communication in order to promote peace by learning to accept cultural differences and to respect our world.

Goals:

Goal 1: Indicator E.1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum in the home. (what parents can do to support the curriculum at home) Overall goal: When fully implemented at the end of the 2022-2023 school year, parents of The Brawley School students will receive adequate information about their student's performance in the classroom; how to support their students at home, the social, academic, and athletic opportunities available at the school; and guidance on how and where to find the information they seek. Target Goal: -By December, the school will offer opportunities for parents to meet staff face to face in the form of Open House, PTSO meetings, and Town Hall forums -Teachers will initiate at least one positive parent contact per student during the school year. -By Oct 1, the school will purchase post cards that will be used to mail "Good News" reports home. -By Oct 30, the technology department will hold a seminar for parents on how to navigate Canvas and Powerschool -By Oct 30, staff will create an "ABCs" of who to contact and place it on the website and social media pages. To measure success, we will compare the results of the communication questions on the year end climate survey to the previous year's survey results. We will consider the goal a success if we see positive improvement on the percentage of parents who say they are satisfied with our communication efforts.

Goal 2: Indicator Goal: A4.01The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117) Overall Goal: Over the course of the year, identified students will receive appropriate tiered support, based on the results of the administered assessments (including iReady and IXL. Staff will begin implementation of the tiered MTSS model. Staff will access Powerschool and eCats to will identify gaps and provide interventions for identified needs. Target Goal: By end of 2022-2023 school year, 100% of students will receive tiered interventions and support according to the MTSS model. The success of this process will be measured with the NC FAM-S.

Goal 3: A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions. Target Goal: At the end of the 2022-2023 school year, at least 89% of the students at The Brawley School will feel emotionally safe at school and on the bus, while also demonstrating improved organizational, social and stress management skills. By Oct 1, school counselor will administer a survey to assess needs for small group counseling. Groups will be formed based on survey results By Jan 1, small group counseling sessions will be provided for students with common social/emotional/behavioral needs (grief, bullying, organization, divorce, etc.) By Oct 1, a standing agenda item will be added to grade level PLCs during which teachers will share strategies that are working for helping students cope. (decompressing, time management, behavioral issues, etc.) Minutes from grade level PLCs will show evidence of student SEL discussions. (Example: "Students to Watch" list) By May 1, targeted Advisory lessons will be offered with SEL focus. To measure the success of this goal, we will analyze the student responses on the yearly school climate survey. We will consider the goal a success if 89% of the student responses reflect a positive attitude about school support for social/emotional health.

Goal 4: Indicator C2.01 The school will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. When fully implemented all teachers will collect and analyze a variety of data points in order to differentiate instruction to meet the needs of all students weekly. By October 1, teachers will foster agency in weekly lessons that will continue throughout the year.

! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2021-2022: BOY iReady Diagnostic is given as a universal screener to all students to determine individual achievement related to individual state standards for math and ELA. Staff has been given historical student data to identify students with gap areas.	Limited Development 03/13/2017		
<i>How it will look when fully met:</i>		Over the course of the next two years, identified students will receive appropriate tiered support, based on the results of the administered assessments. Staff will begin implementation of the tiered MTSS model. Staff will know how to access RTI Stored and will identify gaps and provide interventions for identified needs. The success of this process will be measured with the NC FAM-S.		Misty Basham	06/16/2023
<i>Actions</i>			20 of 22 (91%)		
	8/13/19	Preassess process with a BOY NC FAM-S assessment.	Complete 10/08/2019	Mark Shinkaruk	08/15/2019
		<i>Notes:</i>			
	9/25/17	Administer I-ready diagnostic in reading and math to all students.	Complete 08/28/2019	Paul Roncone	08/28/2019
		<i>Notes:</i>			
	8/30/17	MTSS PD	Complete 09/03/2019	Misty Basham	09/03/2019
		<i>Notes:</i>			
	9/25/17	Grade level teams will analyze data to determine instructional plans for addressing gaps as defined by I-ready diagnostic.	Complete 09/30/2019	Misty Basham	09/30/2019
		<i>Notes:</i>			
	12/5/17	Identify students who performed two grade levels below proficiency on the first administered i-Ready diagnostic.	Complete 09/30/2019	Misty Basham	09/30/2019

<i>Notes:</i>				
8/13/19	MTSS PD	Complete 10/01/2019	Misty Basham	10/01/2019
<i>Notes:</i>				
9/25/17	NC Check-in administered	Complete 10/30/2019	Dana Gillis	10/30/2019
<i>Notes:</i>				
8/13/19	MTSS PD	Complete 11/05/2019	Misty Basham	11/05/2019
<i>Notes:</i>				
9/25/17	Administer I-ready diagnostic 2 for identified students.	Complete 01/05/2020	Dana Gillis	01/15/2020
<i>Notes:</i>				
9/25/17	Teachers will analyze data from the i-ready diagnostic and NC/ISS check in. Teams to use this data to monitor progress and identify course corrections.	Complete 01/16/2020	Dana Gillis	01/16/2020
<i>Notes:</i>				
9/25/17	Administer i-ready diagnostic 3 to identified students.	Complete 04/27/2021	Dana Gillis	04/27/2021
<i>Notes:</i>				
9/25/17	Administer EOG and EOC tests to all students.	Complete 05/21/2021	Dana Gillis	05/15/2021
<i>Notes:</i>				
8/13/19	Perform NC FAM-S assessment process.	Complete 05/22/2021	Mark Shinkaruk	05/22/2021
<i>Notes:</i>				
9/25/17	Analyze EOG data at ISS end-of-year review.	Complete 06/19/2021	Dana Gillis	06/22/2021
<i>Notes:</i>				
9/30/21	RTI stored PD will be provided to appropriate staff members.	Complete 03/30/2022	Misty Basham	03/30/2022
<i>Notes:</i>				
9/30/21	Teachers will utilize RTI stored to document a students specified area of need, the research-based intervention being used, as well as regular progress monitoring.	Complete 05/31/2022	Misty Basham	06/08/2022
<i>Notes:</i>				
9/30/21	Implement Data Day to regularly review data.	Complete 06/08/2022	Misty Basham	06/08/2022
<i>Notes:</i>				
9/30/21	Using data, teachers will identify students that need intervention, remediation, and enrichment.	Complete 06/08/2022	Misty Basham	06/08/2022
<i>Notes:</i>				
9/30/21	KWL PD to all teachers for Core Tier I implementation.	Complete 10/30/2021	Sally Webb	10/30/2022

<i>Notes:</i>						
9/20/22	Tier 1, Tier 2, and Tier 3 students will be identified using IReady Diagnostics, Check-ins, EOGs, summative and formative assessments, as well as classwork.				Misty Basham	11/12/2022
<i>Notes:</i>						
9/30/21	Teachers will receive differentiation training from the AIG department.			Complete 12/07/2021	Misty Basham	12/30/2022
<i>Notes:</i>						
9/20/22	Teachers will provide targeted intervention to address the identified gap areas of each student needing Tier 2 and Tier 3 support.				Misty Basham	06/08/2023
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers regularly promote the 10 IB Learner Traits. The school has an active School Counselor who is available to students. Recent school climate data indicates that more than half of the students feel emotionally safe at school. Classroom norms are established. Schoolwide norms are established. Mission statement indicates that "other people with their differences can also be right."	Limited Development 03/13/2017		
<i>How it will look when fully met:</i>			At least 89% of student responses on the school climate survey will reflect a positive attitude about school support for social/emotional health. (Feel emotionally safe, happy to be at school, have adults who care, etc) All grade level PLCs will include an agenda item for shared strategies that enhance student social/emotional support. Minutes from grade level PLCs will show documentation of conversations/strategy building to teach social/emotional skills of managing emotions, time and relationships, as well as organization and responsibility. Systematic Advisory lessons that address social/emotional learning, as well as the related IB Approaches to Learning, will have been taught weekly throughout the year as evidenced by lesson planning.		Rachael Moyer	06/16/2023
Actions						

Notes:

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Based on school climate survey, parents and students feel that there is solid communication between home and school. However, the team agrees that we need to hold more nights where parents will learn about Canvas, Criteria, and other various instructional sessions. Team agrees that we need to establish a common Canvas language for ALL teachers.	Limited Development 04/06/2017		

**How it will look
when fully met:**

Indicator E.1.06

The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum in the home. (what parents can do to support the curriculum at home)

When the objective is fully implemented, parents of The Brawley School students will receive adequate information about their student's performance in the classroom; the social, academic, and athletic opportunities available at the school; and guidance on how and where to get the information they seek. To measure the success of this goal, we will compare the results of the communication questions on the year end climate survey to the previous year's survey results. We will consider the goal a success if we see positive improvement on the percentage of parents who say they are satisfied with our communication efforts.

Strategies for implementation:

The school will offer opportunities for parents to meet staff face to face in the form of Open House, PTSO meetings, and Town Hall forums

Teachers will initiate at least one positive parent contact per student during the school year.

The school is purchasing post cards that will be used to mail "Good News" reports home.

The technology department will hold a seminar for parents on how to navigate Canvas and Powerschool

Staff will create an "ABCs" of who to contact and place it on the website and social media pages so parents are aware of who to contact when they have various school related issues.

Dana Gillis

06/16/2023

Actions				
Notes:				