



Briarwood School

School Based Plan

2024-2025

Data

Kindergarten:

Kindergarten Early Literacy				Letter Naming Fluency										
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	39	100%	0	0%	1	3%	20	51%	12	31%	6	15%	97%
Gender	F	24	62%	0	0%	1	4%	13	54%	7	29%	3	13%	96%
	M	15	38%	0	0%	0	0%	7	47%	5	33%	3	20%	100%
	X	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Race	A	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	B	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	H	5	13%	0	0%	0	0%	4	80%	1	20%	0	0%	100%
	I	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	M	1	3%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	W	33	85%	0	0%	1	3%	15	45%	11	33%	6	18%	97%
	ELL	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	SpEd	1	3%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	EcoDis	9	23%	0	0%	1	11%	5	56%	2	22%	1	11%	89%

Briarwood

		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	22-23 BOY On or Above Level %	21-22 BOY On or Above Level %
	Total	38	15%	379	0	0%	7	18%	5	26	82%	-	-
Gender	F	24	10%	380	0	0%	6	25%	3	15	75%	-	-
	M	14	6%	379	0	0%	1	7%	2	11	93%	-	-
	X	0	0%	-	0	0%	0	0%	0	0	-	-	-
Race	A	0	0%	-	0	0%	0	0%	0	0	-	-	-
	B	0	0%	-	0	0%	0	0%	0	0	-	-	-
	H	5	2%	360	0	0%	2	40%	1	2	60%	-	-
	I	0	0%	-	0	0%	0	0%	0	0	-	-	-
	M	1	0%	368	0	0%	0	0%	1	0	100%	-	-
	W	32	13%	383	0	0%	5	16%	3	24	84%	-	-
	ELL	0	0%	-	0	0%	0	0%	0	0	-	-	-
	SpEd	0	0%	-	0	0%	0	0%	0	0	-	-	-
	EcoDis	10	4%	368	0	0%	4	40%	1	5	60%	-	-

First Grade:

1st grade Early Literacy				Word Reading Fluency										
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	35	100%	8	23%	4	11%	9	26%	10	29%	4	11%	66%
Gender	F	20	57%	3	15%	1	5%	8	40%	7	35%	1	5%	80%
	M	15	43%	5	33%	3	20%	1	7%	3	20%	3	20%	47%
Race	A	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	B	2	6%	1	50%	0	0%	0	0%	0	0%	1	50%	50%
	H	7	20%	3	43%	0	0%	2	29%	2	29%	0	0%	57%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	W	26	74%	4	15%	4	15%	7	27%	8	31%	3	12%	69%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	10	29%	3	30%	1	10%	2	20%	3	30%	1	10%	60%

1st grade Early Numeracy				Number Comparison Fluency-Pairs										
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	35	100%	0	0%	0	0%	14	40%	13	37%	8	23%	100%
Gender	F	20	57%	0	0%	0	0%	8	40%	8	40%	4	20%	100%
	M	15	43%	0	0%	0	0%	6	40%	5	33%	4	27%	100%
Race	A	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	B	2	6%	0	0%	0	0%	1	50%	0	0%	1	50%	100%
	H	7	20%	0	0%	0	0%	4	57%	2	29%	1	14%	100%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	W	26	74%	0	0%	0	0%	9	35%	11	42%	6	23%	100%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	10	29%	0	0%	0	0%	6	60%	2	20%	2	20%	100%

Second Grade:

2nd grade		Oral Reading Fluency										
		Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	1	2%	2	4%	25	54%	9	20%	9	20%	93%
Gender	F	1	3%	0	0%	15	50%	8	27%	6	20%	97%
	M	0	0%	2	13%	10	63%	1	6%	3	19%	88%
	A	0	-	0	-	0	-	0	-	0	-	0%
Race	B	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	H	0	0%	0	0%	7	78%	2	22%	0	0%	100%
	I	0	-	0	-	0	-	0	-	0	-	0%
	M	0	0%	0	0%	2	100%	0	0%	0	0%	100%
	W	1	3%	2	6%	15	44%	7	21%	9	26%	91%
	ELL	0	-	0	-	0	-	0	-	0	-	0%
SpEd	0	0%	0	0%	2	100%	0	0%	0	0%	100%	
EcoDis	0	0%	1	9%	8	73%	2	18%	0	0%	91%	

2nd grade		Mental Computation Fluency										
		Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	3	7%	5	11%	15	33%	11	24%	12	26%	83%
Gender	F	3	10%	2	7%	12	40%	6	20%	7	23%	83%
	M	0	0%	3	19%	3	19%	5	31%	5	31%	81%
Race	A	0	-	0	-	0	-	0	-	0	-	0%
	B	0	0%	1	100%	0	0%	0	0%	0	0%	0%
	H	1	11%	0	0%	4	44%	3	33%	1	11%	89%
	I	0	-	0	-	0	-	0	-	0	-	0%
	M	0	0%	0	0%	0	0%	1	50%	1	50%	100%
	W	2	6%	4	12%	11	32%	7	21%	10	29%	82%
ELL	0	-	0	-	0	-	0	-	0	-	0%	
SpEd	0	0%	0	0%	2	100%	0	0%	0	0%	100%	
EcoDis	0	0%	2	18%	3	27%	4	36%	2	18%	82%	

Third Grade:

3rd grade		Reading		Vocabulary										
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	38	100%	1	3%	0	0%	21	55%	10	26%	6	16%	97%
Gender	F	18	47%	0	0%	0	0%	11	61%	5	28%	2	11%	100%
	M	20	53%	1	5%	0	0%	10	50%	5	25%	4	20%	95%
Race	A	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	B	5	13%	0	0%	0	0%	4	80%	1	20%	0	0%	100%
	H	5	13%	0	0%	0	0%	4	80%	1	20%	0	0%	100%
	I	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	M	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	W	28	74%	1	4%	0	0%	13	46%	8	29%	6	21%	96%
	ELL	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	SpEd	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	EcoDis	8	21%	0	0%	0	0%	7	88%	1	13%	0	0%	100%

3rd grade		Number Sense Fluency										
		Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	1	3%	3	8%	15	39%	11	29%	8	21%	89%
Gender	F	1	6%	2	11%	8	44%	5	28%	2	11%	83%
	M	0	0%	1	5%	7	35%	6	30%	6	30%	95%
Race	A	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	B	0	0%	1	20%	3	60%	1	20%	0	0%	80%
	H	0	0%	1	20%	3	60%	0	0%	1	20%	80%
	I	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	M	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	W	1	4%	1	4%	9	32%	10	36%	7	25%	93%
	ELL	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	SpEd	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	EcoDis	0	0%	1	13%	5	63%	2	25%	0	0%	88%

Building Based Goals

Pre-Kindergarten:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision))				
Goal(s): Pre-K Literacy				
<ul style="list-style-type: none"> By June 2025, All students will score proficiently on Letter Name Inventory 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Utilize Heggerty Resource as part of daily rituals and routines. Utilize CKLA resource Daily Partner with families to assess funds of knowledge to best meet individual needs Incorporate Phonemic Awareness and Phonics activities during structured learning and play-based activities Create small group learning opportunities to allow for reteaching as well as extension 	Progress Monitoring using Brigance Progress Monitoring/assessment tool	Teacher and Pre-K TA	Goal: 90% of students will name 13 letters	Goal: 100% of students will name 26 letters
	CKLA Assessments		Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision))				
Goal(s): Pre-K Social and Emotional Development/ School Readiness				
<ul style="list-style-type: none"> By June 2025, students will demonstrate ~8 months of growth in their instructional age in relation to Social and Emotional Development 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Students will receive explicit instruction on school expectations, rituals and routines consistently throughout the school year. Utilize the SEL resource in daily practice 	Progress Monitoring using Brigance progress monitoring/assessment tool	Teacher, TA, and SES staff as necessary	Goal: All students will demonstrate ~3 months growth pertaining to their instructional age based on BOY Brigance Data	Goal: All students will demonstrate ~4 months growth pertaining to their instructional age based on MOY Brigance Data
	Staff observation			

<ul style="list-style-type: none"> • Provide students with daily activities in which they practice these skills with peers and adults • Provide students opportunity to reflect on their learning and their ability to put these skills into practice • Partner with families to assess funds of knowledge in order to best meet individual needs. • Collaborate with colleagues to ensure best practices aligned to Kindergarten Readiness. 	Updated Progress:	Updated Progress:
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Kindergarten:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): Kindergarten - Literacy <ul style="list-style-type: none"> ▪ By January 2025, 90% of students in all subcategories will be proficient in LNF/LWSF. ▪ By June 2025, 85% of students in all subcategories will be proficient in WRF. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> ▪ Examine best practices in LNF, LSWF, and WRF. ▪ Collaborate with all building specialists (ELA Intervention Teacher & TA) and grade level partner to implement best practices. ▪ Utilize Assessment and Remediation Guide from CKLA and CKLA High Frequency Word document created by BW K Team & Intervention Teacher. ▪ Partner with families to expand funds of knowledge. ▪ Leverage IST meetings to monitor specific student growth. ▪ Adjust instruction as needed. 	<ul style="list-style-type: none"> ▪ AIMS Probes (LNF/LWSF) ▪ Letter Inventory ▪ Teacher designed progress monitoring probes (WRF) ▪ IST meetings 	<ul style="list-style-type: none"> ▪ Classroom teachers/TA ▪ Intervention Teachers/TA 	Goal: 90% of all subcategories will name at least 36 letters. 90% of all subcategories will name at least 24 letter sounds. No midyear AIMSWEB Plus assessment.	Goal: 100% of subcategories will name at least 43 letters. 100% of all subcategories will name at least 36 sounds.

	▪ Team Meetings			85% of all subcategories will read at least 16 words.
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): Kindergarten - Mathematics

- By June 2025, 80% of Eco-dis students and Hispanic students will have gained 30 points on their iReady Assessment.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> ▪ Solidifying skills such as 1:1 correspondence, subitizing, discriminating more and less, same and Different. ▪ Analyze iReady Math diagnostic to inform instruction. ▪ Utilize Ready Math program and Centers to support higher area needs. ▪ iReady individualized program ▪ Collaborate with Math intervention to support goals (Quantity Difference, Concepts & Applications) ▪ Collaborate with ALL building specialists (Intervention ELA, Speech, Counseling, OT, PT) ▪ Leverage IST and PST meetings to monitor specific student growth. ▪ Adjust instruction as needed. 	<ul style="list-style-type: none"> ▪ Diagnostic Assessments ▪ Progress monitoring probes ▪ IST ▪ PST 	<ul style="list-style-type: none"> ▪ Classroom teachers/TA ▪ Intervention Teachers/TA 	Goal: 80% of eco dis and Hispanic students will have gained 15 points on their iReady assessment.	Goal: 80% of eco dis and Hispanic students will have gained 30 points on their iReady assessment.
			Updated Progress:	Updated Progress:

First Grade:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): Grade 1 – Literacy

- By June 2025, 70% of EcoDis students will be proficient in WRF.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> • Examine best practices in WRF and early literacy instruction for Eco Dis and Hispanic students. 	Diagnostic Assessments	Classroom Teacher	Goal: 50% of eco dis students will score at least	Goal: 70% of eco dis students will score at least 42 (42-72 is end

<ul style="list-style-type: none"> Collaborate with Intervention Team to implement best practices in classroom. Garner feedback from colleagues on application of best practices. Leverage IST/PST meetings to monitor specific student growth Connect with families and adjust instruction as needed. 	Progress monitoring probes IST PST	Intervention Teachers Teacher Assistants Principal	24 (24-59 is mid of year grade 1) on the WRF probe.	of year grade 1) on the WRF probe.
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): Grade 1 – Mathematics				
<ul style="list-style-type: none"> By June 2025, 80% of eco dis students will have gained 30 points on their iReady Assessment. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Analyze iReady Math diagnostics to inform instruction Utilize Ready Math program and Centers to support higher area needs Practice Math Fact Fluency iReady individualized program Collaborate with Math intervention to support goals (Quantity Difference, Concepts & Applications) Gain knowledge from IST/PST meetings to support students 	iReady Diagnostic Progress Monitoring Intervention9 Services	Classroom Teacher Intervention Teacher TA	Goal: 80% of eco dis students will have gained 15 points on their iReady assessment.	Goal: 80% of eco dis students will have gained 30 points on their iReady assessment.
			Updated Progress:	Updated Progress:

Second Grade:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): Grade 2 – Literacy				
<ul style="list-style-type: none"> By June 2025, 75% of males will be proficient in ORF. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Examine best practices oral reading fluency Monitor male’s WRF monthly Collaborate with Intervention Teacher to implement best practices in classroom Garner feedback from colleagues on application of best practices Leverage IST/PST and Team Meetings to monitor specific student growth Adjust instruction as needed. 	IST PST Intervention Reviews	Classroom Teachers Intervention Teachers Principal	Goal: 65% of males will be proficient in ORF.	Goal: 75% of males will be proficient in ORF
			Updated Progress:	Updated Progress:

Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): Grade 2 – Mathematics				
<ul style="list-style-type: none"> By June 2025, 85% of economic disadvantaged students will be proficient in Mental Computation Fluency. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Examine best practices in Mental Computation Fluency Implement Ready Math Curriculum Collaborate with Intervention Teacher to implement best practices in classroom Garner feedback from colleagues on application of best practices Students utilize iReady for supplemental instruction and practice Utilize morning work to practice number sense. Leverage IST/PST and Team Meetings to monitor specific student growth Adjust instruction as needed. 	IST PST Intervention Reviews	Classroom Teachers Intervention Teachers Principal	Goal: 70% of eco-dis students will be proficient in Mental Computation Fluency.	Goal: 85% of economic disadvantaged students will be proficient in Mental Computation Fluency
			Updated Progress:	Updated Progress:

Third Grade:

Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): Grade 3 – Literacy
 * By June 2025, 100% of males will be proficient in the vocabulary probe within AimsWeb.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Utilize vocabulary teaching models such as Frayer Morphology lessons specific to roots, prefixes and suffixes Context clues Students will utilize taught vocabulary when speaking and writing 	IST PST Intervention Reviews	Classroom Teacher Intervention Teacher Principal	Goal: 80% of males will be proficient in the vocabulary probe within AimsWeb.	Goal: 100% of males will be proficient in the vocabulary probe within AimsWeb

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision))

Goal(s): Grade 3 – Mathematics
 • By June 2025, 75% of Hispanic students will be proficient in NSF.
 • By June 2025, 65% of Hispanic students will be proficient on the iReady diagnostic.

Action Plan. <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Implement Ready Math curriculum Students utilize iReady for supplemental instruction and practice Utilize morning work to practice number sense. Differentiate instruction according to needs. Collaborate with Intervention teacher and TA. Analyze diagnostic data. 	IST PST Intervention Reviews	Classroom Teacher Intervention Teacher Intervention TA Principal	Goal: 50% of Hispanic students will be proficient on the iReady diagnostic.	Goal: 65% of Hispanic students will be proficient on the iReady diagnostic.
			Updated Progress:	Updated Progress:

Focus Area: Implementation Systems (SEL, Behavior, Attendance, etc.)

Goal(s): By June 2025, 100% of classroom teachers will implement Caring School Community curriculum weekly and with fidelity.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Implement lessons, starting from first few weeks of school. utilize online components Pre and post data collected from teachers to measure Caring School Community curriculum implementation and professional learning needs. Grade 3 SEL survey implementation for students in Grade 3 	Pre and post anonymous survey provided to classroom teachers in Sept and June	Principal SES team Lead Teacher	Goal: all teachers will report implementing at least one CSC lesson weekly Updated Progress:	Goal: all teachers will complete the EOY survey; all teachers will report implementing at least one CSC lesson weekly Updated Progress:

Focus Area: Implementation Systems (SEL, Behavior, Attendance, etc.)

Goal(s): By June 2025, all classroom teachers and service providers will be familiar and use Panorama as a system to track attendance and behavior goals. Specifically...

- In 23-24, Briarwood School experienced 34 referrals that were logged into Infinite Campus.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> SEL lessons; SES team and Lead Teacher implement cooperative play and social problem-solving lessons in K-3 classrooms to target expectations during unstructured parts of the school day (i.e., lunch and recess) 	- Behavior referral forms -Panorama	Principal SES team Lead Teacher	Goal: Behavioral Referral forms will decrease from 32 to 8 by mid-year Updated Progress:	Goal: Behavioral Referral forms will decrease by 4 Colebrook School and by 12 at Briarwood School. Updated Progress:

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• SES staff was trained in Panorama in 23-24 and classroom teachers will be trained in 24-25• Teacher Teams will utilize Panorama in IST and PST meetings to guide conversations | | |
|---|--|--|