

Comprehensive Progress Report

Mission:

Mission: Our mission is to foster academic growth and achievement by equipping students with 21st-century skills and ensuring they have educational experiences within an inviting atmosphere.

Vision:

Vision: We will establish and sustain an inclusive learning environment that sets high expectations, fosters engagement, and encourages collaboration among all stakeholders.

Goals:

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 22% in SY2024-25 to 32% in SY2025-26. Aligns to CMS Goal 2.

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 60.6% in SY2024-25 to 71% in SY 2025-26. Aligns to CMS Goal 1.

The number of OSS incidents will decrease from 3 incidents to 2 incidents in the SY2025-26. Aligns to CMS Guardrail 2.

The percent of ML students scoring Grade Level Proficient (GLP) on End of Grade assessments will increase from 34 % in SY 2024-25 to 44% in SY 2025-26. Aligns to CMS Guardrail 1.

The percent of Chronic Absenteeism will decrease from 29% in SY2024-25 to 19% in SY2025-26. Aligns to CMS Guardrail 3.

The school will retain 80% of highly qualified licensed classroom teachers throughout the 2025-2026 school year. Aligns to CMS Guardrail 4.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At Briarwood Academy, the principal and administrative team monitor curriculum and instruction through classroom walkthroughs that provide opportunities to observe teaching and give timely, constructive feedback. End-of-year data from 2024-2025 shows literacy proficiency decreased from 88% 24-25 sy to 71% 25-26 sy in Kindergarten, increased from 65% 24-25 sy to 70% 25-26 sy in 1st grade, decreased from 66% 24-25 sy to 54% 25-26 sy in 2nd grade, increased from 22% 24-25 sy to 24.5% 25-26 sy in 3rd grade, increased from 31% 24-25 sy to 42.9% 25-26 sy in 4th grade and increased from 33% 24-25 sy to 44.8% 25-26 sy in 5th grade. Math proficiency increased from 45% 24-25 sy to 46.8% 25-26 sy in 3rd grade, increased from 48% 24-25 sy to 50.5% 25-26 sy in 4th grade and increased from 47% 24-25 sy to 54% 25-26 sy in 5th grade, while 5th grade science proficiency stayed the same from the 24-25 to the 25-26 sy at 49%. The school has established a goal to increase proficiency in each grade level and subject area by 10%. While walkthroughs occur regularly, an area for growth is creating and following a consistent walkthrough schedule. The leadership team will analyze walkthrough data during weekly administrative meetings to identify trends and create action plans for teacher support. This structured approach will ensure feedback is actionable and aligned to our student achievement goals.	Limited Development 07/18/2024		
<i>How it will look when fully met:</i>		The principal and the administrative team will be highly visible on campus and in classrooms. Weekly walkthroughs will be conducted using a common walkthrough feedback form that incorporates core actions and Relay strategies. The principal and administrative team will provide relevant and timely feedback to teachers following walkthroughs. The principal and administrative team will meet consistently to analyze walkthrough feedback data to identify trends and determine to create action plans consistently.		Kibibi Cunningham (8/28/23)	06/10/2026
<i>Actions</i>			0 of 2 (0%)		
	8/8/24	The principal and the instructional leadership team will monitor benchmark assessments, facilitate data planning sessions with PLCs to develop action plans to address data during half and/or full day plannings. (Aligns to GR 1, GR 2, GR 4)		Kibibi Cunningham (8/28/23)	06/10/2026

Notes: Funds will be needed to secure substitutes for half/full day planning.

9/8/25 The principal and the administrative team will conduct weekly walkthroughs and attend PLCs to identify trends in instructional practices and to ensure alignment of what was discussed in PLC planning. Aligns to G1, G2 and Guardrail 1

Shelly Andrews
(08/28/2024)

06/10/2026

Notes:

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3A: Diagnose and respond to student learning needs

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
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Initial Assessment:

End-of-year data from 2024-2025 shows literacy proficiency decreased from 88% 24-25 sy to 71% 25-26 sy in Kindergarten, increased from 65% 24-25 sy to 70% 25-26 sy in 1st grade, decreased from 66% 24-25 sy to 54% 25-26 sy in 2nd grade, increased from 22% 24-25 sy to 24.5% 25-26 sy in 3rd grade, increased from 31% 24-25 sy to 42.9% 25-26 sy in 4th grade and increased from 33% 24-25 sy to 44.8% 25-26 sy in 5th grade. Math proficiency increased from 45% 24-25 sy to 46.8% 25-26 sy in 3rd grade, increased from 48% 24-25 sy to 50.5% 25-26 sy in 4th grade and increased from 47% 24-25 sy to 54% 25-26 sy in 5th grade, while 5th grade science proficiency stayed the same from the 24-25 to the 25-26 sy at 49%. The school has established a goal to increase proficiency in each grade level and subject area by 10%. Successes for this year include PLC modeling and weekly data meetings. Each team met for PLCs as dictated by the Master Schedule and MCLs in and grade level administrators regularly attended PLCs to model instructional strategies and provide feedback to teachers. Also, each team met weekly to discuss data. A weekly data protocol was created in which teachers shared strengths, areas of growth, misconceptions and reteach plans during the data meetings. Challenges for this year included inconsistency with core action walkthroughs. While the administrative team did conduct walkthroughs aligned to the core actions, walkthrough times were inconsistent. Opportunities that exist to address these challenges in the 2025-2026 school year include: ensuring that we are fully staffed at the beginning of the school year, conducting trainings throughout the year to build the capacity of our teacher leaders, and lastly ensuring that walkthroughs are consistent by creating a walkthrough calendar.

Limited Development
07/18/2024

<p>How it will look when fully met:</p>	<p>When the multi-tiered system is fully implemented, the following elements will be evident: Comprehensive Tiered Structure which includes the well-defined three-tier instructional model in place across all grade levels and subject areas and clear criteria exist for identifying students who need support at each tier using our district adopted universal screeners. Teachers utilize research-supported instructional strategies and interventions appropriate for each tier and instructional practices are consistently aligned with individual student needs. Also, regular assessments and progress monitoring tools are used to track student performance and data analysis informs instructional decisions and movement between tiers. Students will move fluidly between tiers based on their changing needs and progress and small group instruction is provided for supplemental and intensive interventions. We will also ensure ongoing training is provided to teachers on evidence-based practices and the tiered system. Collaborative planning time is allocated for teachers to discuss student progress and interventions. Adequate staffing, materials, and technology are available to support instruction across all tiers. Scheduling accommodates the needs of the tiered system, including intervention periods. To assess whether the objective has reached full implementation, the following information and evidence will be used: Student Performance Data on progress monitoring, benchmark assessments, universal screeners, Dibels and NC EOGs.</p>		<p>Dominique Howard (9/14/2023)</p>	<p>06/10/2026</p>
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Actions		0 of 2 (0%)		
9/8/25	Classroom teachers will be trained on the MTSS process, referrals to MTSS and Branching Minds to ensure the fidelity of progress monitoring for students that need a supplemental or intensive plan.		Edward Baker (8/29/2025)	11/21/2025
	<i>Notes:</i>			
9/19/25	Briarwood will use \$18,383.88 (plus benefits) of Title I funds to hire a tutor to increase literacy proficiency to 50%.		Shelly Andrews (08/28/2024)	06/10/2026
	<i>Notes:</i>			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	KEY A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:

According to our unofficial EOY data our overall literacy EOG scores aligned to guardrail 1 End-of-year data from 2024-2025 shows literacy proficiency decreased from 88% 24-25 sy to 71% 25-26 sy in Kindergarten, increased from 65% 24-25 sy to 70% 25-26 sy in 1st grade, decreased from 66% 24-25 sy to 54% 25-26 sy in 2nd grade, increased from 22% 24-25 sy to 24.5% 25-26 sy in 3rd grade, increased from 31% 24-25 sy to 42.9% 25-26 sy in 4th grade and increased from 33% 24-25 sy to 44.8% 25-26 sy in 5th grade. Math proficiency increased from 45% 24-25 sy to 46.8% 25-26 sy in 3rd grade, increased from 48% 24-25 sy to 50.5% 25-26 sy in 4th grade and increased from 47% 24-25 sy to 54% 25-26 sy in 5th grade, while 5th grade science proficiency stayed the same from the 24-25 to the 25-26 sy at 49%. The school has established a goal to increase proficiency in each grade level and subject area by 10%. As a result, third grade literacy will continue to be an area of focus for Briarwood during the 2025-2026 school year. Math overall has remained steady from last year to this year. Successes for this year include the continuation of half day plannings. Teachers were able to meet once a quarter to dive into iReady, Dibels, and MVPA data. PLC modeling and intensive coaching were provided to Tier III teachers based on walkthrough and observation data. Each team met for PLCs as dictated by the Master Schedule and MCLs in and grade level administrators regularly attended PLCs to model instructional strategies and provide feedback to teachers. The frequency of small group instruction increased from last year to this year. Challenges for this year included building the capacity of our MCLs. The MCLs were new to Briarwood and experienced learning curve in helping to move the vision of instruction forward. Another challenge we experienced was inconsistency with core action walkthroughs. While the administrative team did conduct walkthroughs aligned to the core actions, walkthrough times were inconsistent. With regards to instructional practices, another challenge was the lack of strategic and intentional instruction during small groups. Opportunities that exist to address these challenges in the 2025-2026 school year include: ensuring standards alignment, explicit vocabulary and writing instruction, incorporating data driven small group and whole group. Restaffing MCLs and providing intensive coaching support for MCLs.

Limited Development
07/18/2024

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	When this target is fully implemented our PLCs will function as an instructional team consisting of grade-level teachers, EC and ML teachers, MCLs, and grade-level administrators. The team will meet weekly to collaborate to build the curriculum for our students based on state standards, curriculum guides, district-adopted resources, and student data. Within the PLC there will be a clear criteria for student mastery of objectives which will ensure that all learning activities are standards-aligned and shared amongst the team.			Shelly Andrews (08/28/2024)	06/10/2026
Actions			0 of 8 (0%)		
7/18/24	PLCs will meet regularly including EC and ML teachers to unpack standards, analyze assessments and discuss instructional strategies that support core instruction for all students. (Aligns to GR1)			Javonne Williams (8/23/23)	11/21/2025
<i>Notes:</i>					
9/10/25	Duty-free planning: We will provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1 with the goal of providing an average of at least 5 hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.			Kibibi Cunningham (8/28/23)	06/10/2026
<i>Notes:</i>					
9/19/25	Briarwood will use \$9,000 (plus benefits) of Title I funds to for two EIT 2 Differentials to increase literacy achievement to 50% proficiency schoolwide.			Kibibi Cunningham (8/28/23)	06/10/2026
<i>Notes:</i>					
9/19/25	Briarwood will use \$16,000 (plus benefits) of Title I funds for one MCL 1 differential to increase literacy achievement to 50% proficiency.			Kibibi Cunningham (8/28/23)	06/10/2026

<i>Notes:</i>				
9/19/25	Briarwood will use \$50,000 for summer extended employment to create instructional resources, pacing guides, and until plans to increase our reading proficiency to 50%.		Kibibi Cunningham (8/28/23)	06/10/2026
<i>Notes:</i>				
9/19/25	Briarwood will use \$8,000 to fund afterschool tutoring for students in grades 3 - 5 to increase student achievement overall by 10%.		Javonne Williams (8/23/23)	06/10/2026
<i>Notes:</i>				
9/19/25	Briarwood will use \$27,723.60 of Title I funds to fund supplies to create instructional resources for teachers to increase student achievement by 10% this school year.		Ashlynn Fields	06/10/2026
<i>Notes:</i>				
9/19/25	Briarwood will use \$10,000 of Title I funds to fund professional development by taking teachers and teacher leaders to Ron Clarke Academy so to implement the House System to increase student achievement by 10% this year.		Kibibi Cunningham (8/28/23)	06/10/2026
<i>Notes:</i>				
Implementation:		06/25/2025		
Evidence	6/4/2025 Our PLCs met weekly to collaborate to build the curriculum for our students based on state standards, curriculum guides, district-adopted resources, and student data. Within the PLC we set a clear criteria for student mastery of objectives which will ensure that all learning activities are standards-aligned and shared amongst the team.			
Experience	6/4/2025 Our MCLs used the PLC rubric to adjust planning to meet the needs of our teachers. MCLs provided support and empowered EITs to begin leading planning in specific grade levels.			
Sustainability	6/4/2025 We need to continue to push our PLC teaming structures to include EC and ML teachers. We also need to incorporate systems to ensure that EC and ML teacher attendance during PLC is valuable and useful for all stakeholders.			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning

	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
<p><i>Initial Assessment:</i></p>			<p>Briarwood Academy has made some cultural shifts to attend to the social emotional needs of students. Our goal this year is to decrease our chronic absenteeism rate from 29% 24-25 sy to 19% for the 25-26 sy. Successes for this school year include: Teachers at Briarwood have embraced the Capturing Kids Hearts initiative. Teachers are outside of their classroom greeting students. This initiative allows teachers to begin each class with SEL and Tell me something good. Students have the opportunity to share what is on their hearts and minds. This allows teachers to become aware of their students' emotional state for the day. Also, our chronic absenteeism rate has decreased and we have less referrals for constant minor misbehaviors. We have implemented monthly attendance parties, Quarterly AttendANCE and Yearly Attendance Raffles. We have partnered with a DSS liaison to research addresses for students that no longer live at their current address on file. Challenges for this school year include: chronic sickness which increased absenteeism rates for students. Another challenge we faced this year was a lack of consistency with counselors implementing guidance lessons. An opportunity for next year includes leveraging a partnership with Atrium Health to conduct virtual clinic appointments to address students' medical concerns and to provide medication. Another opportunity for next year would be to include guidance lessons as part of the master schedule to ensure they are completed monthly with fidelity.</p>	<p>Limited Development 08/08/2024</p>		

<p>How it will look when fully met:</p>	<p>Full implementation of this objective will result in a school environment where emotional well-being is prioritized, teachers are equipped to provide support, and students have the tools to manage their emotions effectively. The evidence will show a measurable positive impact on student well-being, academic performance, and overall school climate. More specifically, all teachers consistently monitor students' emotional states, teachers will be trained in recognizing signs of various emotional issues and regular check-ins with students are conducted. Also, teachers incorporate emotional intelligence lessons into the curriculum, students are taught specific strategies for managing different emotions, and teachers model appropriate emotional responses. There will be a clear protocol exists for escalating concerns about students' emotional well-being, strong partnerships with school counselors and mental health professionals, and individualized support plans for students with identified emotional needs. The evidence we will use to determine whether or not we have reached full implementation will include reduction in behavioral incidents that result in ISS and OSS by 13%, surveys measuring student emotional well-being and satisfaction with support, tracking of referrals to counseling services and their outcomes, attendance and academic performance data to identify improvements. We will also use qualitative data such as classroom observations noting teachers' attentiveness to emotional states, student feedback through focus groups or interviews, parent testimonials about improved emotional support, as well as improved school climate assessments.</p>		<p>Javonne Williams (8/23/23)</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
	<p>8/8/24 The master schedule will be created to follow the CMS scheduling tenants and allow 30 minutes for SEL learning daily which will include guidance lessons with the counselors and SEL lessons with our BMT. (Aligns to GR 2 and GR 3)</p>		<p>Javonne Williams (8/23/23)</p>	<p>11/01/2025</p>
<p><i>Notes:</i></p>				
	<p>9/8/25 All BWA teachers will be trained on Capturing Kids Hearts and will implement the program with 100% fidelity to improve the emotional states of students.</p>		<p>Shelly Andrews (08/28/2024)</p>	<p>12/19/2025</p>
<p><i>Notes:</i></p>				
	<p>9/10/25 Duty Free Lunch: To provide a duty-free lunch period for eavery teacher on a daily basis.</p>		<p>Kibibi Cunningham (8/28/23)</p>	<p>06/10/2026</p>

Notes:

9/19/25 Briarwood will use \$12,000 of Title I funds to fund field trips (\$2,000 3rd Grade to Charlotte Motor Speedway, \$1,990.20 1st Grade to Schiele Museum, \$1,456 2nd Grade to Children's Theater, \$910 Kindergarten to Hodges Family Farm) for students to increase student satisfaction and emotional well being by 25%.

Ashlynn Fields

06/10/2026

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4C: Engage students and families in pursuing education goals

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

Initial Assessment:

According to parent surveys 70% of families are satisfied with our current methods of parent communication. Also, on average 55% of parents attended our parent night events this year: Successes for this school year concerning communication with parents/guardians about expectations of them and the importance of the curriculum of the home, Parents engaged in math and literacy activities with their child, as the teachers modeled and explained how to help students at home with grade level standards/curriculum. Parent/teacher conferences were held to notify and explain student strengths, weaknesses, and areas of concerns in core subjects such as Math and Reading. Parent surveys were utilized to collect information and feedback as a way for parents to provide feedback on what they felt they needed to be able to support their children at home. This allowed transparency as to how we can bridge the gap between home and school to support families in assisting their child(ren) with learning at home. Challenges included lack of teacher to parent communication. As the school transitioned to Parent Square many parents did not sign up for it. Also, if parents did not respond via Class Dojo, teachers did not consistently take the next step (calling or getting the interpreter to call) to ensure parent communication. Opportunities to address the challenges for next year include launching Parent Square during Open House when we have the most parent engagement and following up all ConnectEd and Class Dojo communication with a link to sign up for Parent Square. Another opportunity to address our challenges include setting aside time for teachers to make phone calls quarterly. MCLs will follow up and communication logs will be checked to ensure fidelity.

Limited Development
08/08/2024

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	<p>When fully implemented, this objective will result in a strong, collaborative relationship between the school and parents/guardians. There will be clear, consistent communication about expectations and how to support learning at home. Parents will feel empowered and equipped to play an active role in their children's education. The evidence will show high levels of parent engagement, understanding, and satisfaction, as well as positive impacts on student performance and school-home relationships. We will do this by ensuring the school maintains a consistent schedule of communication with parents/guardians. Multiple channels are utilized (Parent Square, email, newsletters, social media, school website) to communicate with parents. Communications are available in multiple languages to accommodate diverse families. We will ensure we clearly articulates its expectations for parent/guardian involvement and these expectations are realistic, specific, and actionable. Also, expectations are tailored to different grade levels and subject areas. We will provide detailed guidance on supporting learning at home, resources are shared regularly (e.g., reading lists, educational websites, home activity ideas) and guidance is aligned with current classroom curriculum and learning objectives. We will consistently and actively seeks feedback from parents/guardians and use multiple avenues for parents to ask questions or voice concerns are available. We will ensure parent input is visibly incorporated into school policies and practices. We will offer workshops or seminars on supporting learning at home as well as ESL classes to support the 62% of our school demographic. Evidence of full implementation will include tracking of communication frequency and reach (e.g., email open rates, newsletter distribution), survey data on parent understanding of expectations and home curriculum, metrics on parent participation in workshops, webinars, or other educational opportunities, and student performance data correlated with parent engagement levels.</p>			Shelly Andrews (08/28/2024)	06/05/2026
Actions			0 of 3 (0%)		
	9/8/25	We will use \$2,400.64 of Title I funds to host curriculum night to communicate student learning objectives and schoolwide expectations for parents and increase parent communication by 15%.		April Straite	10/31/2025

<i>Notes:</i>				
8/8/24	Administration and teachers will communicate with parents via Parent Square, Tuesday Folders, Newsletters and phone calls. Aligns to FAM-S 3		Kibibi Cunningham (8/28/23)	06/10/2026
<i>Notes:</i>				
9/19/25	Briarwood will use \$38,923.08 (plus benefits) of Title I funds to hire an interpreter to help us better communicate with parents and increase parent engagement by 15%.		Kibibi Cunningham (8/28/23)	06/10/2026
<i>Notes:</i>				
Implementation:		06/25/2025		
Evidence	6/4/2025 According to our TWC 87.8% of teachers agree that parents know what is going on in the school and 87.8% agree that the school encourages parent/guardian involvement. We have used a consistent schedule of communication with parents/guardians. Multiple channels were utilized (Parent Square, email, newsletters, social media, school website) to communicate with parents. Communications are available in multiple languages to accommodate diverse families.			
Experience	6/4/2025 This school year we maintained a consistent schedule of communication with parents/guardians. We used multiple channels are utilized (Parent Square, email, newsletters, social media, school website) to communicate with parents. Communications are available in multiple languages to accommodate diverse families. We also hired a Spanish interpreter to ensure families were able to communicate with us on a regular basis.			
Sustainability	6/4/2025 To continue and sustain our efforts we will continue to clearly articulate expectations for parent/guardian involvement and these expectations are realistic, specific, and actionable. Also, we will ensure that our expectations are tailored to different grade levels and subject areas. We will provide detailed guidance on supporting learning at home, resources are shared regularly (e.g., reading lists, educational websites, home activity ideas) and guidance is aligned with current classroom curriculum and learning objectives. We will consistently and actively seeks feedback from parents/guardians and use multiple avenues for parents to ask questions or voice concerns are available. We will ensure parent input is visibly incorporated into school policies and practices. We will offer workshops or seminars on supporting learning at home as well as ESL classes to support the 62% of our school demographic.			