



January 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for BRIARWOOD ELEMENTARY. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3GrznQ7>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. *Our school has not been given one of these labels.*

As the Briarwood School Improvement Team analyzes data, we have noticed that one of the biggest challenges facing Briarwood Elementary is student attendance. Students with inconsistent attendance and missing more than ten percent of the school year, has a negative impact on growth. We are implementing campaigns to send positive messages to families about attendance. Another area we are focusing is on math. Based on the data from the Spring 2022 MSTEP there were 41.5% of 3<sup>rd</sup> grade proficient. The MSTEP scores for 4<sup>th</sup> grade math was 36.5% proficient and 5<sup>th</sup> grade data reflected 29.6% of the students were proficient. The strategies we are using to address the low math scores include the adoption of a new math series, support from a Title I math coach, ongoing professional development on math instruction, and frequent data review at our monthly Professional Learning Community (PLC) meetings. The most at-risk students in grades 3 and 5 are receiving extended day tutoring, using Bridges Intervention Materials.

The school improvement plan is currently being revised to transition to the new state platform (MICIP) Michigan Integrated Continuous Improvement Process. This year, our focus has continued to be on the academic area of math and reading. We have put in place a Title I math coach to support all three elementary buildings. The Title I Math Coach's role is to support teachers through the analyzing of data to improve instructions. As a district we have adopted the Bridges Math Curriculum. Using this tool to support the curriculum has made it necessary to adjust and modify instructional minutes. There is a minimum of eighty minutes of instruction per day focused on math instruction. We have used the assessments from Bridges three times a year to focus our professional learning conversations about student growth and instruction. In addition to new curriculum and the

support of the math coach, extended day math sessions have been offered to third and fifth grade students. The sessions have been planned to invite the most at-risk students and to use the Bridges Intervention Materials in order to close learning gaps. Our Literacy Goals include the implementation of Reading Recovery for first grade students, Reading and Writing Workshop for K-5 classrooms, the support of a literacy coach, and additional professional development from Dr. Michel. Taylor, Literacy Consultant. The reading growth is monitored throughout the year using NWEA and running records. The data is analyzed by individuals and teams at least three times a year to revise and implement interventions that might be needed.

In order to be transparent with our community, the Core Curriculum is posted on the Warren Woods website under the tab K-5 Common Core Learning. Each of the K-5 learning essentials for the year are posted on this site. In addition to the grade level essentials, the grade level teachers post weekly lesson plans on Schoology providing access to parents/guardians to monitor the pacing of lessons.

As a school learning community, we monitor data on a regular basis through our Professional Learning Community meetings and staff meetings. This data helps to shape our long term and short-term goals.

The following links are aggregate data reports for the 2022 MSTEP and Spring 2022 NWEA reports. This data has been reviewed by the staff and specific strategies have been implemented to close achievement gaps.

[MSTEP-Demographic-School 2022-Briarwood.pdf](#)

[Spring Grade Level Report.pdf](#)

Parents are part of our community and partners in the education of children. We host several events throughout the year to invite families into our school. Annually, Briarwood hosts fall and spring conferences. The fall conferences are open to all parents to attend, and the spring conferences are by invite only or by request. During the fall of 2021, Briarwood had an average of 73.5% of parents attend. The third conference had the best attendance rate of 91% of parents attending. In the Spring of 2022, the percent of conferences attended was 72% of the parents in the school. Third grade had the best attendance, with fifth grade having the least number of parents attend. As we come to the end of COVID restrictions, we plan to see an increase in the number of parents attending parent teacher conferences.

Briarwood has a strong foundation of staff members and committed parents that support learning and social initiatives. We take pride in the efforts to constantly improve, and to provide rigorous experience for our students.

Sincerely,



Mrs. Christine A. Walter

Principal of Briarwood Elementary