

**Briar Woods High School**  
**Loudoun County Public Schools**  
**Comprehensive Needs Assessment - Executive Summary**

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[LCPS School Profile](#)

[Virginia School Quality Profile](#)

[School Improvement Plan](#)

**Stakeholder Input**

- Teachers
- Building Administrators
- Central Office Administrators
- Parents / Guardians
- Community Members
- Business Partners
- Others (specify):

**Instructional Overview**

**Instruction:** Briar Woods High School continues to place focused emphasis on instructional strategies that lead to authentic learning. All teachers will continue to receive ongoing training (both from the district as well as school-based training) in high-yield instructional strategies including: the elements of PBL Gold, personalized learning, blended learning, use of digital content, and Performance Based Assessment (PBA). In concert with the emphasis on authentic learning through higher student engagement, Briar Woods is committed to incorporating equitable assessment and grading practices that measure student growth and academic process through reassessment and practices that lead to mastery of content. During the 2019-2020 school year, school based, differentiated PD is delivered monthly to support Briar Woods' instructional and school climate objectives. In addition staff will engage in PD offered through the District to meet individual and team needs including Equity, Project Based Learning, Personal and Blended Learning, and Performance Assessment. Briar Woods places a high priority on teacher collaboration with emphasis placed on CLTs and peer observation for ongoing professional growth.

Teachers will maintain an Authentic Learning Portfolio throughout the year that provides evidence of implementation of authentic learning through integration of PBL Gold elements into their lesson plans and classroom instruction on a routine basis. Teachers will identify how they engage students and connect critical content to authentic challenging questions by framing lesson units around a "driving question" that makes the content relevant and authentic to the students.

As a means by which to foster an environment of professional learning and collaboration, Briar Woods sets the expectation that all teachers will conduct two Peer Observations (one within and one outside department) each semester and provide insight and feedback to each other- as well as identify ways to collaborate with colleagues.

Feedback is given through a Google Form that goes directly to the teacher observed as well as the department chair. CLTs meet at least once a month to collaborate and support school and student achievement goals.

**Social-Emotional Needs of Students:** Meeting the social emotional needs of our students at Briar Woods is paramount. The school seeks to continuously improve in our support strategies for students and empowers students to engage in thoughtful and intentional relationship building through the following: Implementation of Advisory class with weekly PBIS lessons. The Master Schedule is adjusted to implement this thirty minute class with integrity. The goal of the Advisory is to connect students with a trusted adult in the building (most likely not one of their current teachers) using lessons and activities developed through the collaboration of a student advisory team and the PBIS Coordinator. The Student Advisory Team has been expanded to include representation from all grade levels and students meet in a common study hall block with the PBIS Coordinator to create and implement lessons which are grade specific. This expansion has been incorporated as a result of student and staff feedback through an end of year survey in May 2019.

Note: The entire school- including Administration, shuts down for this important delivery of curriculum. Administration will participate through classroom observations and participation during this time.

Briar Woods will continue to implement the student reward system of the Be TRUE recognition. Teachers complete a Be TRUE form that identifies a time that the student exhibited Trustworthy, Respectful, United, and or Excellence through an action or behavior. The Principal hand delivers the forms to students and congratulates them on that recognition. Additionally, a new recognition program (in memory of Jonathon D. Kite, Assistant Principal- BWHS) will be launched in conjunction with our PBIS program. This reward system will identify and recognize students who may not typically receive the traditional forms of recognition- but are students who demonstrate characteristics of compassion and kindness; rising above challenges (academically and socially) and who has endeavored to make positive changes and or support a peer in those efforts.

Tiered support to all students is of high priority at Briar Woods. Teams collaborate and meet regularly to ensure all students receive academic and social/emotional support. Those teams include: The Student Support Team (SST) The PBIS Team,, SIT, Falcon Flyer Mentors, Unified Mental Health Team, CLTs, and PLCs.

**Student Achievement Goal:** Closing the academic achievement gap among “Gap Groups” (Students with Disabilities; Economically Disadvantaged; and Black), and empowering all students to make significant contributions to the world is the top student achievement goal for Briar Woods High School. The instructional area of Mathematics is of tremendous focus for our school. The Math Department student academic achievement goal is: **By June 2020, 80% of the students enrolled in math classes will increase their score on the assessment for the course in which they are enrolled by at least 20 percentage points (change from pre- to post-assessment) with the remaining 20% of the students increasing their score by at least 5 percentage points. Additionally, the achievement gap for students in the following gap groups (SPED, Black, Economically Disadvantaged) will decrease by 40 percentage points. We will use scores on common assessments to monitor these gap groups and implement Tier 2 and Tier 3 interventions where applicable.**

Interventions and Support for Student Achievement include: Math Resource Lab(open every block and staffed with 2 Math teachers to provide support and assistance to students during their study hall); Implementation of Algebra 1- Part 1 and Algebra 1 Part 2; Alliance of strong team-teaching within core Math subjects; Integration of digital content (ALEKS) into class instruction; Teacher assistance and remediation before and/or after school. Social and emotional Interventions and Support systems include: The Unified Mental Health Team; Counselor

*availability for academic and social counseling; Peer tutoring; Peer Counseling; Small Group and Individual Counseling through Social Worker and School Psychologist; PBIS Team; Advisory; and Falcon Flyer mentors.*

### Extended Learning Opportunities

*Briar Woods High School currently offers **an extensive variety of clubs (EIGHTY-ONE)** (co-curricular and extra-curricular) that is supervised by a sponsor who is a staff member at the school. The school has built an Activity Day schedule into the Master Schedule to allow for students in co-curricular clubs to meet during the school day. Additionally there are twenty-six Briar Woods High School athletic teams (girls and boys) affiliated with VHSL; and a thriving fines arts program that affords students performance opportunities in Chorus, Band, Orchestra, Guitar, and Theatre.*

*Differentiated faculty PD is provided to Briar Woods staff through My Learning Plan and District offerings, as well as school based PD that is delivered monthly to BWHS staff. Professional development topics for teachers include but are not limited to: Assessment and Grading; Effective Communication and Feedback for higher student achievement; PBL Gold and Authentic Learning; Collaboration Within CLTs and PLCs; Technology Use for One to One Devices; Equity at the Center; along with content specific PD for teachers and counselors.*

*Our active PTSO meets monthly at Briar Woods with faculty and administrative representation. The PTSO officers also meet monthly in addition to the general PTSO meetings. Families and the local community are engaged through our PTSO.*

*Prior to the start of school, the BWHS administrative Back to School Nights are conducted in September for parents to meet their students' teachers and administrators. Additionally, the administration holds a "Meet Your Administrators" reception in the evening prior to the start of school where parents and students may drop in for a meet and greet to get to know the school administration and enjoy light refreshments.*

*The School Counseling department offers numerous opportunities for parents to connect with the school and stay informed about opportunities for families and for their students. This includes: Family Connections; College Information Night; and Scheduling Information Night. The Career Center, located within the School Counseling department is available to students and parents to provide information regarding college, scholarships, grants, financial aid, SAT and ACT registration, vocational and military training opportunities and part time job opportunities. Additionally the Counseling department provides for students: academic counseling, personal and social counseling and peer counseling.*

### Areas of Strength

*LCPS and VDOE Stakeholder surveys over the past several years indicate that parents and students feel that the learning environment at Briar Woods High school is supportive, rigorous, and safe. Stakeholders concur that Briar Woods fosters an environment that is welcoming and respects diversity. Additionally, the overall student*

academic achievement is high(average performance of all students exceeds 90 %) as evidenced through the VDOE Federal Accountability Detail Report.

### Areas for Growth

While student achievement across the school remains very high, Gap Group students (Students with Disabilities; and Economically Disadvantaged )are performing borderline or below the target rate of achievement in Math. Briar Woods High school endeavors to make significant gains in closing the achievement gap for students across Math content.

While stakeholders feel that the environment at Briar Woods is safe and supportive, student surveys indicate that only 74% can identify a trusted adult in the building. Also student surveys indicate that the majority do not feel that they are rewarded for positive behavior. Increased emphasis on PBIS Be TRUE tickets and connecting students to trusted adults through Advisory will be a major area of focus this year.

Many students report through stakeholder surveys that they do not find a connection between their class curriculum and the real world. We endeavor to improve that perception with focused attention to teacher training and subsequent implementation of PBL Gold elements into routine lessons- along with other high yield strategies for authentic learning within the classroom.