Houston Independent School District
344 Briarmeadow Charter School
2021-2022 Campus Improvement Plan
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Briarmeadow is a zone-free campus located in the Southwest area of Houston. Initially, Briarmeadow was a charter school created by parents. Since 2014, the charter has not been renewed and the school functions as an HISD magnet school. Briarmeadow serves a diverse populations of students incorporating more than 40 different languages. As a school of choice, families make the decision to apply for the school. Prior to becoming a school of choice with the lottery system, our population was shifting. We are 29% white, 33% Hispanic, 24% Asian, 9% African-American, and 4% multi-race. 52% of our campus is economically disadvantaged, which has decreased over the years. Our inclusion program has grown considerably, especially our dyslexia program up to 30 students. We have two self-contained classes (one teacher is a Applied Behavior Analyst), a resource teacher who is a Certified Academic Language Therapist, and 2 dyslexia interventionists. Our professional staff consists of 29 highly qualified ESL certified teachers, 1 resource teacher, 2 self-contained Special Education teachers, 6 enrichment teachers, 1 counselor, 1 intervention teacher and 3 instructional specialists. We are a fully inclusive campus that supports our campus and district's mission, vision and goals.

Demographics Strengths

Our stakeholders are in continuous collaboration to advocate for student success. Our PTO is a high functioning organization that fully supports the IB program and provides resources to ensure full implementation annually. Through our bespoke IAT and RTI processes, as well as the presence of two reading specialists, a certified dyslexic language therapist and a certified dyslexia specialist, our school is able to quickly diagnose and supply dyslexic students with the services and supports they need to be successful. Dyslexic students continuously perform above passing rates on the STAAR reading tests.

We are 29% white, 33% Hispanic, 24% Asian, 9% African American and 4% multi-race. We are 52% economically disadvantaged. The diversity of our school reflects the diversity of the Houston community and allows us to capitalize on the strengths of each group to contribute to a balanced school community that respects and honors sub-population groups. Our counselor and WrapAround Specialist collaborates in an effort to provide teachers, students, and families with social, emotional, and wellness resources needed to be successful.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Hands on learning opportunities were limited for virtual and in-person students. Root Cause: Teacher capacity in planning and managing instructional approaches for each learning mode.

Problem of Practice 2: Students receiving dyslexia services did not get math first instruction on a regular basis. Root Cause: Students are pulled out of their math block for dyslexia instruction.

Problem of Practice 3: Building teacher capacity in IB structures and implementation consistently through coaching and feedback. Root Cause: The appraisal system was designated to one administrator which limited authentic feedback from instructional coaches.
Student Learning

Student Learning Summary

The BCS elementary program focuses on the International Baccalaureate (IB) Primary Years Programme (PYP). The middle school program focuses on project-based learning. Prior to this year, it was a pre-AP program, but is now considered a HISD Advanced program. In general, last year was challenging for us. Teachers struggled to transition inquiry-based learning to hybrid teaching and virtual learners. One example of this is that our 8th grade Algebra I virtual students significantly underperformed their in-person peers without having a previously demonstrated difference in 2018-19, or 2019-20. There appeared to be a disconnect between class checks for understandings and the ability of students to transfer their learning to the state test in 3rd and 5th grade. Middle school continued to have strong data, especially in math.

Student Learning Strengths

Sixth grade STAAR Math scores demonstrate 100% passing rate. Every reporting category was at or above 80% mastery. All grades and content areas in Meets, and Masters data is at or above the district levels with the exception of science. Our school had one of the highest STAAR participation rates in the district indicating that parents are responsive and interested in the testing conducted at the state level.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students in 3rd grade performed at 60% mastery on the 2021 STAAR Reading assessment with informational texts as the lowest scoring genre. Root Cause: Nonfiction text requires more background knowledge and vocabulary understanding which increases the complexity.

Problem of Practice 2: Half of the 3rd grade students performed at the 50th percentile on REN 360 EOY. Root Cause: Concurrent teaching and lack of tactile materials and experiences intended to create initial concrete understanding.
School Processes & Programs

School Processes & Programs Summary

Briarmeadow is a certified Primary Years Programme International Baccalaureate school for PK-5th grade students. Sixth through eighth grade are part of HISD Advanced Academics. On campus we have two certified reading specialists, a math coach, a counselor, a wrap around specialist, special education chairs and teachers that work together to ensure that processes and procedures run smoothly. We utilize Investigations for math in K-5th and Springboard in 6th-8th grades. In elementary we utilize Lucy Calkins reading workshop models and resources as well as key concepts outlined in the International Baccalaureate programme. Our process for IAT consists of PLCs designed around discussing students and their needs and how they're performing against their peers. These conversations are followed up with meetings of evaluators and other relevant parties to discuss the need of referral or next steps in the RTI process for the child. Staff members are all part of at least one school committee: Assessment, Technology, Language, or the Learning Community. Staff utilize these committees to advance teaching and learning across the school.

BCS teachers meet weekly in PLCs for professional growth and development to contribute towards student success.

BCS teachers meet weekly with instructional specialists for instructional planning to ensure effectiveness. Six units of inquiry are planned integrating the TEKS. Instructional activities and implementation practices to support each unit are planned. At the end of each unit of inquiry (6 weeks) student data is analyzed and interventions are planned as needed.

BCS utilizes the community and professional circle to recruit staff. Staff retention is maintained through support of the support team, consisting of instructional specialists, interventionists, and district liaisons.

BCS currently has basketball, volleyball, and baseball as club sports. Middle school students choose their electives as an opportunity to engage in their interests as well as explore other interests such as music, photography, chess, theater arts and visual art which keeps them engaged in the academic and non-academic processes. The extra-curricular component has supported the SEL approaches to discipline management.

School Processes & Programs Strengths

The International Baccalaureate programme continues to be a major strength for our campus with our middle school teachers reporting an increase in student kindness to one another, collaboration through a variety of group work, the ability to think conceptually. Through the IB programme, teacher's participate in internationally recognized professional development resulting in a world class educational opportunities.

PLCS are shifting from a compliant administration led process to a collaborative teacher-driven culture. This practice is empowering teacher to view and analyze instructional practices and data with a different perspective. As a result, instructional decisions and practices are becoming more data-driven.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Minimal implementation of class and schoolwide assessment practices. Root Cause: Leniency from campus leadership team due to Covid-19.
Perceptions

Perceptions Summary

BCS values constructivism, executive function, agency and collaboration. As a full inclusive and collaborative community, all staff, students and parents are valued as thought partners in addressing academic and social and emotional concerns.

BCS builds community partnerships to provide layers of support for students and families. Teachers and staff are required to offer additional assistance to students by completing the Student Assistance Form (SAF) for the campus WrapAround specialist can provide additional resources.

Barring any safety protocols prohibiting visitors on campus, Briarmeadow embraces an open door policy where parents are welcome in the building to observe the learning environment at any time.

Perceptions Strengths

• In a Family and Community Engagement survey, over 90% of the 118 families who participated selected that they always or almost always feel that they are welcome, treated with respect, and that their cultural heritage is honored.
• Inclusivity
• Physically and emotionally safe environment
• Consistent communication with families

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Middle school family engagement in school, home and community is much lower than in elementary grades. Root Cause: Teachers in middle school grades do not reach out to communicate or share pictures or experiences with the parents as much as the elementary grades do.
Priority Problems of Practice
Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**
- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

**Student Data: Assessments**
- State and federally required assessment information
- Texas State Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia Data
Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
**Board Goals**

**Board Goal 1:** ELAR  The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** STAAR Reading Scores at the Meets Level will increase 2 percentage points from 64% in 2018 to 66% in 2022.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

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<thead>
<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> 80% of students in K-2nd grade will make a year's worth of progress as measured by running records.</td>
<td><strong>Reviews</strong> Formative Summative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Running records, REN 360, Quick Phonics Screener, Pre A Assessment, Concepts of print, letter-sound correspondence</td>
<td><strong>HB3 Board Goal</strong></td>
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**Strategy 1:** Teachers will utilize data from running records to create small groups of targeted instruction.

**Strategy's Expected Result/Impact:** A campus wide running records plan to increase reading comprehension and fluency.

**Staff Responsible for Monitoring:** Reading Specialist; K-2 Teachers; Reading Interventionists

**Action Steps:**
1. Teachers will identify student needs from the running records and create small groups of targeted instruction.
2. Professional development will be provided and norms for facilitating running records will be developed across grade levels.
3. PLC time will be dedicated to discussing student needs as evidences in the miscue analysis from the running records.

**Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math

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<tr>
<th>Measurable Objective 2 Details</th>
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<tr>
<td><strong>Measurable Objective 2:</strong> Reading scores will increase at least 3% on STAAR through increased academic vocabulary usage and transfer across disciplines.</td>
<td><strong>Reviews</strong> Formative Summative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> STAAR Reading</td>
<td><strong>HB3 Board Goal</strong></td>
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**Strategy 1:** Teachers will leverage reading knowledge with the International Baccalaureate's identified key concepts to create a schema of instruction across the school in all content areas.

**Strategy's Expected Result/Impact:** Reading comprehension will increase and lead to mastery of the TEKS.

**Staff Responsible for Monitoring:** IB Coordinator/Reading Specialist; Teacher Specialists; Principal

**Action Steps:** Teachers will identify the key concepts being explored in their lessons and include learning experiences around developing student understanding of the key concepts in their unit planner.
Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math

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<th>Measurable Objective 3 Details</th>
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<td>Measurable Objective 3: Through the utilization of IB key concepts throughout disciplines, EL STAAR performance will increase by at least 2%.</td>
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<td>Evaluation Data Sources: STAAR</td>
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| Strategy 1: Teachers will utilize information gained from student language portraits to enhance understanding and growth in both English and the students' mother tongue to build a stronger foundation for language. |
| Strategy's Expected Result/Impact: 75% of students will increase academic language use through strengthening and connecting the students' mother tongue to instruction when possible. |
| Staff Responsible for Monitoring: All teachers; Reading Specialist & IB Coordinator; Principal; Teacher Specialists; Inclusion specialist |
| Action Steps: Professional development related to Student Language Portraits on September teacher service day. Inclusion of reflection question regarding mother tongue into weekly learning plans. PLCs dedicated to discussing the implications of incorporating the mother tongue into teaching and learning. |
| Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math |
**Board Goal 2:** MATH  The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1:** Briarmeadow will increase "Meets" on STAAR math from 51% to 55% by June 2022 based on the 2021-22 STAAR math results.

**Strategic Priorities:** Expanding Educational Opportunities

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> Briarmeadow will have 60% of students performing at or above the 50th percentile on RL360's middle of the year assessment.</td>
<td>Formative</td>
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<td>Evaluation Data Sources: RL360</td>
<td>Nov</td>
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<td>HB3 Board Goal</td>
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**Strategy 1:** Students will utilize a journal for math vocabulary at least once a week from Kindergarten to 8th grade.

- **Strategy's Expected Result/Impact:** Increase the student use of content area vocabulary.
- **Staff Responsible for Monitoring:** Pam Morris, Teachers
- **Action Steps:**
  1. At PLC, each grade level will discuss grade level norms for this.
  2. During planning with the math specialist or data PLCs, grade levels will share data from the journals.

**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

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<th>Measurable Objective 2 Details</th>
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<tr>
<td><strong>Measurable Objective 2:</strong> The TEKS will be taught with at least 70% student mastery by the STAAR math date.</td>
<td>Formative</td>
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<td>Evaluation Data Sources: Unit assessments</td>
<td>Nov</td>
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**Strategy 1:** Elementary teachers will plan with the math specialist weekly to ensure that TEKS are taught using effective strategies.

- **Strategy's Expected Result/Impact:** All students will be provided effective first instruction leading to mastery of the TEKS.
- **Staff Responsible for Monitoring:** Math Specialist
- **Action Steps:**
  1. Plan with math specialist
  2. Appraisers will confirm lessons in lesson plans.

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math
Measurable Objective 3 Details

| Measurable Objective 3: At least 50% of 3rd grade students will score at the approaches level on the mid-year district level assessment. |
| **Evaluation Data Sources: DLA** |

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<td>June</td>
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| Strategy 1: Teachers align instruction to the district level assessment outline. |
| Strategy's Expected Result/Impact: Students will demonstrate mastery on the tested TEKS on DLA. |
| Staff Responsible for Monitoring: Math Specialist |
| Action Steps: 1. Specialist will facilitate a PLC meeting to discuss DLA outline and next steps at least 3 weeks prior to the DLA. |
| TEA Priorities: Build a foundation of reading and math |
Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: Reading STAAR Scores at the Meets Level for Special Education students will increase from 24% to 27%

Strategic Priorities: Expanding Educational Opportunities

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<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> At least 75% of Special Education students will have more access to the general education classroom through the full inclusion model.</td>
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<td><strong>Evaluation Data Sources:</strong> IEP/ Schedules</td>
<td>Nov</td>
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Strategy 1: Coordinate schedules with special education and general education staff to ensure proper support of students in general education classroom during inclusion time.

- **Strategy's Expected Result/Impact:** Decrease instructional coding number for at least 3 students in a self-contained special education classroom (reflection of an increase in general education time)
- **Staff Responsible for Monitoring:** Special Education Coordinator
- **Action Steps:** Schedules will be developed to between the general education teachers, inclusion teachers and teacher aides. POI's and SE's will be discussed and aligned with the IEP to ensure all TEKS are covered.

Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math

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<th>Measurable Objective 2 Details</th>
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<tr>
<td><strong>Measurable Objective 2:</strong> 100% of Special Education teachers will coordinate lesson plans with General Education (GE) teachers to aid successful access to the GE classroom.</td>
<td>Formative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Lesson plans</td>
<td>Nov</td>
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Strategy 1: Inclusion teachers and teaching assistants will align the student expectations to ensure understanding and mastery of the TEKs occurs in the general education classroom and supported with one-on-one time in TREK classroom.

- **Strategy's Expected Result/Impact:** Special education students will gain an understanding and mastery of the TEKS.
- **Staff Responsible for Monitoring:** Special Education teacher, General Education teachers, Teacher Specialists, Principal
- **Action Steps:** 1. The general education teachers will plan with the special education teacher weekly.
2. The special education teacher will provide 1-to-1 support in the TREK classroom as needed.
### Measurable Objective 3 Details

**Measurable Objective 3:** Special education students will demonstrate at least 15% progress from Ren 360 BOY to EOY.

**Evaluation Data Sources:** Ren 360

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- No Progress
- Accomplished
- Continue/Modify
- Discontinue

### Strategy 1:
Provide student interventions for students performing at the intervention or urgent intervention level on Ren360.

**Strategy's Expected Result/Impact:** Students' learning gaps will be closed and perform at least at the on watch level on Ren 360 EOY.

**Staff Responsible for Monitoring:** Gen Ed and SPED teachers, Interventionist

**Action Steps:**
1. Review Ren 360 Data for student groupings.
2. Schedule student interventions.
**Board Goal 3:** SCHOOL PROGRESS  The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 2:** The percentage of ELLs and G/T students performing at or above grade level shall increase at least 10% as measured by the percent of students at the academic achievement level standard on STAAR.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> Increase the number of GT Expo participants from 2 to 6 so that GT at Briarmeadow has more of an HISD community presence.</td>
<td>Formative Summative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Number of students in attendance.</td>
<td>Nov Jan Mar June</td>
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**Strategy 1:** GT students will spend at least 30 minutes per week on Renzulli usage.

- **Strategy's Expected Result/Impact:** K-5 Gifted and Talented students will achieve at least a 5% increase in performance in math and science
- **Staff Responsible for Monitoring:** Sarah Hassan, GT Coordinator
- **Action Steps:** Have teachers include Renzulli engagement in workstation rotations; Track student progress data.

**TEA Priorities:** Build a foundation of reading and math

**Strategy 2:** Teachers will complete the HISD online course "You know You Have A GT Student When..."  

- **Strategy's Expected Result/Impact:** One-hundred percent teachers will have completed the course You Know You Have a GT Student When...
- **Staff Responsible for Monitoring:** Sarah Hassan, GT Coordinator
- **Action Steps:** Teachers have been assigned the required HISD course: You Know You Have a GT Student When...Course completion is required before the GT testing window closes. Teachers will reflect on the training and identify which students are potentially gifted and talented.

**Title I Schoolwide Elements:** 2.4, 2.6

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<tr>
<th>Measurable Objective 2 Details</th>
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<tr>
<td><strong>Measurable Objective 2:</strong> The percentage of EL students performing at the Approaches level on STAAR assessments will increase from 60% to at least 65%.</td>
<td>Formative Summative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> STAAR Ren360 DLA</td>
<td>Nov Jan Mar June</td>
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**Strategy 1:** Provide structured ESL support to EL students.

- **Strategy's Expected Result/Impact:** Students will gain a deeper understanding of the content through developed literacy.
- **Staff Responsible for Monitoring:** Teachers, Teacher Specialists
**Action Steps:**
1. Include the ELPs in lesson planning.
2. Provide print-rich learning environment,

**Title I Schoolwide Elements:** 2.4, 2.6

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<th>Measurable Objective 3 Details</th>
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<tr>
<td><strong>Measurable Objective 3:</strong> The percentage of ELs performing at the Meets grade level standard on science STAAR will increase from 0% to at least 3%.</td>
<td><strong>Formative</strong></td>
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<td>Evaluation Data Sources: DLA, STAAR Science</td>
<td>Nov</td>
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<th>No Progress</th>
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<th>Discontinue</th>
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**Strategy 1:** Students will use inquiry and hands-on approaches during science instruction daily.

**Strategy's Expected Result/Impact:** Students will retain information learned in science and be able to apply the learning on assignments, projects, and assessments.

**Staff Responsible for Monitoring:** Science teacher, Principal

**Action Steps:**
1. Lesson plan with hands-on activities included.
2. Develop questions that promote student inquiry during instruction.
3. Assess for learning after each concept.
Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 3: 100% of middle school students will participate in targeted lessons about college, career and military readiness.

Strategic Priorities: Expanding Educational Opportunities

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> 100% of 7th and 8th grade students will complete their assigned Naviance and MyPersonalHighway tasks.</td>
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<td><strong>Evaluation Data Sources:</strong> Naviance</td>
<td>Formative</td>
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Strategy 1: Classroom lessons will be scheduled with all middle school students and teachers to introduce Naviance platform

**Strategy's Expected Result/Impact:** Students will understand how to use Naviance to help them identify their strengths and interests

**Staff Responsible for Monitoring:** School counselor, Middle school teachers

**Action Steps:** 1. School counselor will schedule interactive lessons to model how to navigate through the Naviance assignments
2. School counselor will run Naviance reports to follow up with any students who have not yet completed any assigned inventories or assessments.

Strategy 2: 100% of 7th and 8th grade students will complete the required assignments in Naviance and My Personal Highway by the end of the 2021-2022 school year.

**Strategy's Expected Result/Impact:** Students will gain a better understanding of the college, career and military options that are available to them following high school.

**Staff Responsible for Monitoring:** School counselor, Middle school teachers

**Action Steps:** 1. School counselor will schedule lessons in all 7th and 8th grade classrooms throughout the year to discuss assigned tasks
2. School counselor will follow up with students who need assistance completing assignments

TEA Priorities: Connect high school to career and college

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<tr>
<th>Measurable Objective 2 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 2:</strong> 100% of 8th graders will complete their PGP prior to April 1st.</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Naviance</td>
<td>Formative</td>
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</table>

Strategy 1: Counselor and teachers will discuss the purpose of a personal graduation plan

**Strategy's Expected Result/Impact:** Students will consider their personal strengths and interests and be able to identify different options they might have in high school

**Staff Responsible for Monitoring:** School counselor, Middle school teachers

**Action Steps:** 1. Counselor will visit all 8th grade classes to introduce the personal graduation plan
2. Middle school teachers and school counselor will continue to discuss the choices students have when considering their options in high school

**Strategy 2:** Counselor and teachers will explain endorsement options as they pertain to high school schedules and magnet options

**Strategy's Expected Result/Impact:** Students will use their understanding of endorsement options to select high schools that will meet their interests and needs.

**Staff Responsible for Monitoring:** School counselor, Middle school teachers

**Action Steps:**
1. Counselor will visit all 8th grade classrooms before the end of October to discuss endorsement options
2. Students will participate in high school visits and fairs (virtual or in person)

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<tr>
<th>Measurable Objective 3 Details</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 3:</strong> 100% of 8th grade students will apply to a minimum of 3 Houston High schools.</td>
<td>Formative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> School choice applications</td>
<td>Nov</td>
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<tr>
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<th>No Progress</th>
<th>Accomplished</th>
<th>Continue/Modify</th>
<th>Discontinue</th>
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**Strategy 1:** Meet with the 8th grade students to explain the process and answer questions about to applying to schools of choice.

**Strategy's Expected Result/Impact:** Students will gain a clear understanding of the high school application process.

**Staff Responsible for Monitoring:** Teacher Specialist, Middle School Teachers, Principal

**Action Steps:**
1. Schedule to meet with the 8th grade students during the fall semester.
2. Eighth grade homeroom teachers will continue to field questions during the application window.
Board Goal 4: CLOSING THE GAPS  The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS

**Strategic Priorities:** Expanding Educational Opportunities, Increasing Organizational Efficiency

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> Special Education students will have more access to the general education classroom, Reading STAAR Scores at the Meets Level for SpEd will increase from 24% to 27%</td>
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**Strategy 1:** Coordinate schedules with special education and general education staff to ensure proper support of students in general education classroom during inclusion time.

- **Strategy's Expected Result/Impact:** Decrease instructional coding number for at least 3 students in a self-contained special education classroom (reflection of an increase in general education time)
- **Staff Responsible for Monitoring:** Inclusion Chair, Principal
- **Action Steps:** Schedules will be developed to between the general education teachers, inclusion teachers and teacher aides. POI's and SE's will be discussed and aligned with the IEP to ensure all TEKS are covered.

- **Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math

**Strategy 2:** Inclusion teachers and teacher aides will align the SE's to make sure understanding and mastery of the TEK happens in the general ed classroom along with one on one time in TREK classroom

- **Strategy's Expected Result/Impact:** 100% of Special Education teachers will coordinate lesson plans with General Education teachers to aid successful access to the GE classroom.
- **Staff Responsible for Monitoring:** Inclusion Chair, Principal
- **Action Steps:** SpEd teachers and GE teachers will share lesson plans to allow for deeper collaboration.

- **Title I Schoolwide Elements:** 2.4, 2.5, 2.6

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<th>Measurable Objective 2 Details</th>
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<tr>
<td><strong>Measurable Objective 2:</strong> Improve overall reading scores of all student at the approaches level by 5% through small group instruction.</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Formative Assessments, Unit assessment, student portfolio, Ren 360</td>
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**Strategy 1:** Implement assessment development and monitoring system to capture, track and analyze data for flexible small grouping.
**Strategy's Expected Result/Impact:** Teachers will provide data-based small group instruction which will lead to an increase in student academic progress.

**Staff Responsible for Monitoring:** Teacher Specialists, Teachers, Interventionist, Principal

**Action Steps:**
1. Develop small group rubric
2. Increase coaching and feedback focused on small group interventions

**Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math

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<th>Measurable Objective 3 Details</th>
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<tr>
<td><strong>Measurable Objective 3:</strong> The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level standard on STAAR 3-8 will increase by at least 2% in spring 2022.</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> STAAR, Ren360</td>
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<tr>
<td><img src="icon-no-progress.png" alt="No Progress" /></td>
<td><img src="icon-accomplished.png" alt="Accomplished" /></td>
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**Strategy 1:** Students will receive reading first instruction in the general education classroom and additional support in pull-outs.

**Strategy's Expected Result/Impact:** Students will receive additional reading support leading to increase in performance.

**Staff Responsible for Monitoring:** Teachers, Inclusion Chair, Reading Specialist, Principal

**Action Steps:**
1. Conduct data analysis during PLC meetings.
2. 

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math
Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: School attendance rate will remain at or above 98.3% for the 2021-2022 school year.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

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<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> Students with 10 more absences will be referred to the Wrap-Around Specialist through completion of a student assistance form (SAF) to identify needs related to attendance.</td>
<td>Formative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> PEIMS, weekly attendance reports</td>
<td>Nov</td>
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</table>

Strategy 1: Identify students or families who are in need of community resources to help ensure they are able to get to school healthy and on time.

**Strategy's Expected Result/Impact:** Helping to ensure the well-being of all students and families by identifying those who may be facing circumstances that inhibit their students' ability to come to school.

**Staff Responsible for Monitoring:** Student Information Representative, Teachers, Counselor, Wraparound Specialist

**Action Steps:** 1. Needs assessments sent out by counselor and wraparound specialist
2. Analyze results of needs assessments to determine which campus and community resources and supports to share

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<th>Measurable Objective 2 Details</th>
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<tr>
<td><strong>Measurable Objective 2:</strong> 100% of parent contract forms will be signed indicating an understanding of the school's expectations as they pertain to attendance and family participation in school events.</td>
<td>Formative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Attendance reports, meeting sign in sheets, signed parent contract forms</td>
<td>Nov</td>
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</table>

Strategy 1: Meetings will be conducted for 100% parents with students with excessive absences, and follow up phone calls to parents who have not submitted their parent contract forms will be made.

**Strategy's Expected Result/Impact:** Daily attendance and family involvement in students' education will maintain or increase

**Staff Responsible for Monitoring:** Classroom teacher, Principal, Student Information Representative

**Action Steps:** 1) Monthly parent meetings that include attendance percentages and impact as a recurring agenda item.
2) Announcements, school call outs, notifications and communication through Bloomz will ensure that all parents are made aware of important information pertaining to their students and the school so that no events are missed.

**Title I Schoolwide Elements:** 2.5, 3.1, 3.2
**Measurable Objective 3 Details**

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<tr>
<th>Measurable Objective 3: Attendance calls will be documented and contracts developed for 100% of students with excessive (10 or more) unexcused absences or tardies.</th>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Attendance reports Documentation log Contracts</td>
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![Progress Indicator]

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**

**Strategy 1:** Phone calls to families of students with excessive absences or tardies will help the school identify those who may be in need of health or community resources or supports.

**Strategy's Expected Result/Impact:** The school will work with the families to ensure the well being of our students so that they can attend school healthy and on time.

**Staff Responsible for Monitoring:** Classroom teacher, Student Information Representative, Principal

**Action Steps:**
1. Daily attendance reports
2. Phone calls will be made to those families of students with excessive tardies or unexcused absences
3. Family Needs Assessment will be shared by Counselor and Wraparound specialist via Bloomz to help identify any families that are in need of specific supports.
Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: Through Love and Logic strategies, restorative practices, and strong staff to student relationships, students will be included in discussions about their behavior and offered the opportunity to solve their own problems 100% of the time prior to adult intervention.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td>Measurable Objective 1: The number of discipline referrals and/or suspensions will maintain or lower from the previous year.</td>
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<tr>
<td>Evaluation Data Sources: Discipline referrals; suspensions.</td>
<td>Nov</td>
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</table>

Strategy 1: All classrooms will utilize daily "morning meetings" focusing on relationship building, communication skills, self-management and self-awareness, and responsible decision making.

Strategy's Expected Result/Impact: Students participate in daily opportunities where they can practice resolving conflict and identifying and expressing their needs in healthy, developmentally appropriate ways

Staff Responsible for Monitoring: Counselor, Teachers, Instructional Coaches

Action Steps: 1. Teachers schedule and plan daily morning meetings that focus on specific social emotional learning competencies
2. Counselor will provide lesson ideas and activities in a shared google folder with classroom teachers

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<tr>
<th>Measurable Objective 2 Details</th>
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<tr>
<td>Measurable Objective 2: 100% of teachers will be provided training in Love and Logic</td>
<td>Formative</td>
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<tr>
<td>Evaluation Data Sources: Pre-service professional development sign-in sheet</td>
<td>Nov</td>
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Strategy 1: All new teachers will be provided training, modeling, and follow up opportunities during the year and in New Teacher Meetings to reflect on and strengthen their implementation of Love and Logic in their classrooms.

Strategy's Expected Result/Impact: Teachers new to Briarmeadow will gain a better understanding of the principles and practices of Love and Logic.

Staff Responsible for Monitoring: Campus Induction Coach, Teacher Specialists

Action Steps: 1. New teachers are given introduction to Love and Logic at the new teacher breakfast prior to school starting
2. All teachers participate in Love and Logic workshop in pre-service professional development
3. New Teacher meetings will include times designated to Love and Logic discussions, questions, and reflections.
Measurable Objective 3 Details

Measurable Objective 3: 100% of students will participate in restorative practices through role playing scenarios, direct instruction, or counselor/staff led mediation opportunities

Evaluation Data Sources: Counseling Small Groups, Classroom Morning Meeting Lesson Plans, Counseling Notes/Documentation

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- No Progress
- Accomplished
- Continue/Modify
- Discontinue

Strategy 1: All students will be encouraged to participate in restorative practices to help resolve conflicts with peers

Strategy's Expected Result/Impact: Students will understand the importance of effective communication and conflict resolution skills

Staff Responsible for Monitoring: Counselor, Teachers, Principal, Specialists

Action Steps: 1. Teachers will discuss possible solutions with students who are experiencing difficulty with their peers
2. Counselor and teacher make sure students know that options for mediation with a counselor, teacher or other staff member will always be available to students who request or continue to need assistance with their peers.
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION: Staff members and students will report 100% of all safety concerns.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

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<tr>
<th>Measurable Objective 1 Details</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> 100% of all safety concerns reported in person or via the Say Something App will be responded to immediately.</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Say Something app</td>
<td>Nov</td>
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**Strategy 1:** Students will be trained in how to make reports in the Say Something Anonymous Reporting app

**Strategy's Expected Result/Impact:** Students will know how to report concerns they may have through the app if speaking with a safe adult is not an option for them.

**Staff Responsible for Monitoring:** Counselor, Principal, Say Something Campus Liaisons

**Action Steps:**
1. Counselor will give presentation on what constitutes concerns that should be reported in the app
2. Counselor will train students on how to navigate and use the Say Something app

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<th>Measurable Objective 2 Details</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 2:</strong> 100% of students in all classrooms will be taught the difference between bullying and conflict as well as strategies to use to become upstanders</td>
<td>Formative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Classroom lesson plans, Crime-Stoppers presentation attendance sheet</td>
<td>Nov</td>
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**Strategy 1:** Classroom lessons and Crime-Stoppers presentation will be used to teach students about the far reaching implications of bullying

**Strategy's Expected Result/Impact:** Students will understand the different types of bullying, how it affects more than just the person being targeted, and what actions they can take

**Staff Responsible for Monitoring:** Counselor, Safety Team, Principal

**Action Steps:**
1. All classroom teachers along with the school counselor will present lessons and information on healthy communication and conflict resolution strategies.
2. Counselor will schedule a schoolwide "Stop Bullying" presentation through the Houston Crime-Stoppers.

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<th>Measurable Objective 3 Details</th>
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<tr>
<td><strong>Measurable Objective 3:</strong> 100% of staff members will understand their responsibilities when suspected abuse (physical, sexual, emotional, neglect, etc.) is present</td>
<td>Formative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> HISD Child Abuse Compliance Course Completion</td>
<td>Nov</td>
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- **No Progress**
- **100% Accomplished**
- **Continue/Modify**
- **Discontinue**
Strategy 1: Information on how to submit a CPS report will be given to all teachers and staff prior to the beginning of the school year.

**Strategy's Expected Result/Impact:** All teachers and staff will have access to the CPS phone number and website if a report needs to be filed.

**Staff Responsible for Monitoring:** Principal, Nurse, Counselor

**Action Steps:**
1. All teachers will complete their assigned Child Abuse compliance course in OneSource
2. Nurse, Counselor, and Principal are always available for consultation if the need to report is in question
Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

  Strategic Priorities: Transforming Academic Outreach
Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

  **Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT: The campus continues to encourage and improve our level of parent and community engagement. Surveys using a likert rating scale to indicate feelings of agreement will show an increase from 91% to 93% of "always" or "almost always" responses across all subsections of the School Climate Feedback Form.

**Strategic Priorities:** Expanding Educational Opportunities

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td>Measurable Objective 1: School Climate Feedback survey will show an increase in agreement ratings of &quot;always&quot; or &quot;almost always&quot; from 91% to 93% across all subsections.</td>
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<tr>
<td>Evaluation Data Sources: School Climate Feedback survey</td>
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**Strategy 1:** Conduct parent meetings and parent and community school climate and customer service surveys.

**Strategy's Expected Result/Impact:** 100% of parents will have the opportunity to provide input on the climate of our school.

**Staff Responsible for Monitoring:** Counselor, Principal

**Action Steps:**
1. Schedule monthly parent meetings with PTO.
2. Continue to partner with the HISD Family and Community Engagement (FACE) department to create opportunities for parents to conduct a walkthrough and survey the climate of the school.
3. Parent notification will be delivered via Bloomz (communication app), School Messenger call outs, and school website.

**Title I Schoolwide Elements:** 3.2

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<th>Measurable Objective 2 Details</th>
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<tr>
<td>Measurable Objective 2: School will host seminars and parent workshops throughout the year to address important topics our community faces (cyber safety, bullying, mental health awareness, dating safety, high school information)</td>
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<tr>
<td>Evaluation Data Sources: Needs assessment results to determine topics for workshops, Workshop sign-in sheets</td>
<td>Nov</td>
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**Strategy 1:** Needs assessment that is shared with students, families and staff indicate where more information or supports are needed

**Strategy's Expected Result/Impact:** Members of the school community will have the opportunity to determine what parent workshops and seminars are provided

**Staff Responsible for Monitoring:** Counselor, Wraparound Specialist

**Action Steps:**
1. Analyze needs assessment results to drive schedule of needed workshops
2. Counselor or other appropriate staff members will present or contact outside sources (ie Crime-Stoppers, DePelchin, etc) to share needed information
**Measurable Objective 3 Details**

**Measurable Objective 3:** 100% of parents and families will be aware of the dates and times of PTO meetings and understand that their presence at these meetings is encouraged.

**Evaluation Data Sources:** Bloomz posts, PTO communication

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**Strategy 1:** Monthly reminders about the date and time of all PTO meetings will be shared via Bloomz to the entire school community

**Strategy's Expected Result/Impact:** Reminders and clear invitations will increase the level of parental/family involvement in our PTO

**Staff Responsible for Monitoring:** Principal, PTO Board Officers

**Action Steps:** 1. Scheduled monthly Bloomz posts will remind all school community members of PTO meetings
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 7:** MANDATED HEALTH SERVICES
The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

### Measurable Objective 1 Details
**Measurable Objective 1:** IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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### Measurable Objective 2 Details
**Measurable Objective 2:** VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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### Measurable Objective 3 Details
**Measurable Objective 3:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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### Measurable Objective 4 Details
**Measurable Objective 4:** TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.
## Measurable Objective 5 Details

**Measurable Objective 5:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:
- Estimated number of students to be screened:
- Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

### Reviews

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## Measurable Objective 6 Details

**Measurable Objective 6:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team
- Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

### Reviews

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## Measurable Objective 7 Details

**Measurable Objective 7:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED:
- Number of AEDs on campus:

### Reviews

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<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
</tbody>
</table>
Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Objective 1: All students will participate in physical education activities that promote healthy lifestyle habits and physical movement</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Fitness screeners, student self-reflection surveys</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 1:** All students will participate in fitness screeners twice during the school year

**Strategy's Expected Result/Impact:** Students will maintain or improve their physical health and stamina

**Staff Responsible for Monitoring:** Physical Education Teacher

**Action Steps:**
1. Fitness screener is given at the beginning of the year
2. Physical Education Teacher helps students create personal goals based on their initial fitness screener results

<table>
<thead>
<tr>
<th>Measurable Objective 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Objective 2: 100% of students will participate in lessons and activities that illustrate the importance of mental and physical health, and how they are connected</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Bi-yearly student reflection-surveys</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 1:** Students will be taught coping skills and healthy lifestyle habits to help maintain or improve their physical and/or mental well-being

**Strategy's Expected Result/Impact:** Students will understand that taking care of their physical health is an important factor in taking care of their mental health

**Staff Responsible for Monitoring:** Teachers, Counselor, Nurse

**Action Steps:**
1. Counselor shares wellness information and strategies every Wednesday mornings in schoolwide announcements
2. Physical education teacher teaches all classes how to maintain their physical health

<table>
<thead>
<tr>
<th>Measurable Objective 3 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Objective 3: Health and wellness information, local resources, and days of recognition will be shared with 100% of the school community monthly via Bloomz</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Bloomz posts</td>
<td></td>
</tr>
</tbody>
</table>

No Progress          Accomplished          Continue/Modify          Discontinue
Strategy 1: Monthly Bloomz posts will be scheduled that highlight physical and mental wellness information, tips and strategies, community resources and supports, and days of recognition.

**Strategy's Expected Result/Impact:** Posts will increase awareness on common illnesses and will help promote and encourage school community to maintain their physical and mental health

**Staff Responsible for Monitoring:** Nurse, Counselor, Wraparound Specialist

**Action Steps:**
1. Counselor will schedule monthly Wellness Wednesday Bloomz posts that offer information about mental health and wellness
2. Bloomz posts will be scheduled, highlighting days that nationally recognize topics such as cancer, heart health, mental health, suicide prevention, epilepsy awareness, physical and mental impairments, etc.
Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)
State Compensatory

Budget for 344 Briarmeadow Charter School

Total SCE Funds: $106,187.58
Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

The SCE funds provides a K/1 teacher to allow smaller classes and a teacher specialist who provides specialized reading support to students in grades K-5 through the services of a reading specialist. The specialist assists teachers with planning Tier 1, Tier 2 and Tier 3 instruction and implementation. Leveled resources based upon the benchmark running records assessments are provided for small group instruction. The SCE funds also provides TEKS aligned math intervention kits and supplies for students to engage in guided small group math instruction.

Personnel for 344 Briarmeadow Charter School

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beery, Holly Reichert</td>
<td>Tchr, ESL Elementary</td>
<td>1</td>
</tr>
<tr>
<td>Mouton, Saundra Fanshier</td>
<td>Tchr, Spclst 11M</td>
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</tr>
</tbody>
</table>
Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students’ progress includes:

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

We provide the SIP to parents in the following languages:

- English

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

2.5: Increased learning time and well-rounded education
Ways that we increase learning time and a well-rounded education for our students include:

**2.6: Address needs of all students, particularly at-risk**

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

**3.1: Develop and distribute Parent and Family Engagement Policy**

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent -

The PFE was distributed

- On the campus website
- ...

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- Monthly Parent Workshops
- Encourage parent volunteering
- Involvement in the Parent Teacher Organization
- Family-driven school events

**3.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 9/21/21 7:15 am
- Meeting #1 Alternate - 9/23/21 6:00 pm
- Meeting #2 - 11/9/21 7:15 am
- Meeting #2 Alternate - 11/11/21 6:00 pm
• Meeting #3 - 12/9/21 6:00 pm
• Meeting #3 Alternate - 1/21/22 7:15 am
• Meeting #4 -
• Meeting #4 Alternate -
## Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Brooke Dies</td>
<td>Intervention Teacher- Title 1</td>
<td>Reading Intervention</td>
<td>100.0</td>
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<tr>
<td>Leigh Ann Buell Gombac</td>
<td>Intervention Teacher</td>
<td>Reading Intervention</td>
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<tr>
<td>Susan Robinson</td>
<td>Intervention Teacher, Hourly</td>
<td>Reading Intervention</td>
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<tr>
<td>PD Dates</td>
<td>PD Format</td>
<td>PD Topic</td>
<td>Resources Needed</td>
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<tr>
<td>Aug. 16</td>
<td>F2F</td>
<td>Inclusion</td>
<td>Inclusion Resources</td>
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<td>F2F</td>
<td>Love &amp; Logic/Social Emotional Learning</td>
<td>Love &amp; Logic Program Resources</td>
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<td>Aug. 17</td>
<td>F2F</td>
<td>TADS Update</td>
<td>TADS Presentation</td>
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<td>TADS/IB Standards Alignment</td>
<td>IB Standards</td>
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<td>HISD’s Direction</td>
<td>HISD Goals</td>
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<td>Data Presentation – 21/22 Goal Setting</td>
<td>Campus Data</td>
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<td>Aug. 18</td>
<td>F2F</td>
<td>Teacher Preparation Day</td>
<td>N/A</td>
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<td>Aug. 19</td>
<td>Virtual</td>
<td>HISD Virtual Academic PD</td>
<td>District PD</td>
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<td>Job Alike</td>
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<td>Aug. 20</td>
<td>F2F</td>
<td>Wrap Around Services</td>
<td>Wrap Around Specialist</td>
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<td>Safety &amp; Crisis Intervention</td>
<td>Safety Plan/Safety Team</td>
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<tr>
<td>Sept. 17</td>
<td>F2F</td>
<td>IB Exhibition Planning</td>
<td>TEKS</td>
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<td>Aligning Conceptual Units of Inquiry to the TEKS</td>
<td>IB Standards/ Approaches to Learning</td>
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<td>Oct. 4</td>
<td>F2F</td>
<td>Vertical Planning</td>
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<tr>
<td>Nov 9</td>
<td>F2F</td>
<td>VL Workshop Data &amp; Geometry</td>
<td>Vontoure Learning</td>
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<td>Jan 24</td>
<td>F2F</td>
<td>VL Workshop Long Division/Fractions</td>
<td>Vontoure Learning</td>
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<td>Feb. 21</td>
<td>F2F</td>
<td>Vertical Planning</td>
<td>IB Standards/ HISD Curriculum Documents</td>
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<td>March 22</td>
<td>F2F</td>
<td>Just in Time – Spiraling for STAAR</td>
<td>Vontoure</td>
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<tr>
<td>WEEKLY</td>
<td>F2F</td>
<td>Professional Learning Community Meetings (PLCs)</td>
<td>Specialist Team</td>
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</tbody>
</table>

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

F2F – Face to Face