



**Briar Meadow Charter School  
Campus Action Plan (CAP)  
2023-2024**



<b>Key Action One</b>	<b>Key Action 1: Develop a systematic approach for instructional feedback that allows for teacher reflection, input and next steps to increase teacher capacity and ensure high quality instruction.</b>
	<b>Indicators of Success</b> <ul style="list-style-type: none"><li>• By April 2024, 90% of the teachers will average “Proficient” (2) or higher on ratings of LOs, DOLs, purposeful instruction and student engagement during each SPOT observation.</li><li>• For each district assessment, at least 75% of the students will score at 70% or higher.</li><li>• The number of students who receive masters rating in reading, math science and social studies STAAR assessments will increase by at least 5%.</li></ul>
	<b>Specific Actions (Administration)</b> <ul style="list-style-type: none"><li>• The leadership team, including administrators and teacher specialists, will provide written instructional feedback to teachers on each SPOT observation form. Instructional feedback will consist of recommendations to address teachers’ instructional goals.</li><li>• During SPOT observations, administrators will provide feedback on the effective use of multiple response strategies, demonstrations of learning, and instructionally focused and aligned lesson objectives and purposeful instruction.</li><li>• The literacy specialist/IB coordinator will facilitate professional development during PLC meetings to update, train and support the planning of IB units of inquiry.</li><li>• The Campus Induction Coordinator (CIC) will facilitate monthly (Aug-Dec) and bi-monthly (Feb, April) “new teacher meetings to provide additional support for teaching and learning. These meetings will provide opportunities for teachers to gain feedback related to classroom management, instructional feedback, student data, LOs and DOLs, and additional campus operations.</li><li>• The campus leadership team will analyze district and state assessments to support and assist teachers in identifying critical areas of concern related to low student academic achievement. Teams will collaborate to develop intervention plans for core content areas.</li></ul>
	<b>Specific Actions (Staff)</b> <ul style="list-style-type: none"><li>• New teachers (new to campus and 1<sup>st</sup> year teachers) will be assigned a teacher mentor. Mentor teachers and new teachers will meet monthly at a minimum.</li><li>• Teachers will internalize the feedback and implement changes to future instruction as indicated on the SPOT observation forms.</li><li>• Teachers will attend grade level meetings during their instructional planning period one day a week for continuous development on the implementation of aligned lesson objectives, multiple response strategies, the use of effective DOLs and interventions.</li></ul>



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- Teachers will implement the use of effective DOLs and MRS during each class/content area to enhance student engagement and instructional delivery.



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**Key Action Two**

**Key Action 2: Provide culturally relevant, rigorous literacy instruction through “science of reading” implementation (AMPLIFY)**

**Indicators of Success**

- The number of students who receive masters rating on the reading STAAR assessment will increase by at least 5% in grades 3-8.
- Students will demonstrate increase in performance on NWEA in reading from BOY to MOY and MOY to EOY assessments.
- ELLs will demonstrate growth in reading levels on benchmark running records assessments from BOY to MOY and MOY to EOY.

**Specific Actions (Administration)**

- The campus administration will provide curriculum unpacking and implementation training to all K-5 and 6-8 teachers by or before August pre-service.
- The administration will ensure that the master schedule aligns with the required minutes for Amplify Texas (K-2 Skills 60 min, 60 min Knowledge; Grade 3 - 120 min; Grades 4-5 – 90 min)
- The literacy specialist will facilitate planning and lesson internalization workshops during planning meetings during instructional planning time and before/after school weekly.
- Administrators will use the TEA Amplify Texas Literacy Program Observation Tool to document specific look-fors while observing instruction and implementation of high-quality instructional materials (HQIM). Using the tool, administrators will identify the highest leverage action step to provide feedback to the individual teachers.

**Specific Actions (Staff)**

- Teachers will internalize the feedback and implement changes to future instruction as indicated on the Amplify observation tool.
- During PLCs, teachers will engage in unit internalization, lesson internalization, lesson rehearsal, and student work analysis.
- Teachers will implement lesson segments in the time allotted, and in the order outlined in the lesson.



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**Key Action Three**

**Key Action 3: Increase the level of student engagement through implementation of relevant, student-centered instruction, multiple response strategies and real-world connections across all content areas**

**Indicators of Success**

- Out of 30 spot observations of classroom in October 2023, at least 70% of teachers will receive a “2” or higher on the use of multiple response strategies. By January 2024, this percentage will increase to at least 80%.
- By April 2024, at least 90% of teachers will average “Proficient” (2) or higher on Student Engagement during each SPOT observation.
- 100% of student participation will be evident during classroom observations.

**Specific Actions (Administration)**

- The leadership team will identify specific multiple response strategies to implement as the Briar Meadow community of practice on the campus.
- The leadership team will introduce and continue to incorporate a variety of MRS strategies in faculty and staff meetings and PLCs by modeling and allowing for staff reflection of the implementation.
- Administrators will observe and provide on the spot coaching and feedback on the implementation of MRS during lesson delivery.

**Specific Actions (Staff)**

- Teachers will strategically plan for the use of strategic multiple response strategies at key moments for each lesson during lesson internalization for reading and math and lesson planning for science and social studies.
- Teachers will require the students to read, write, think or collaborate throughout the entire lesson.
- Teachers will use a digital timer to guide pacing as a reminder to implement MRS strategies at the 4-minute mark.



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**Key Action Three**

**Key Action 4:** Implement International Baccalaureate (IB) Primary Years Programme (PYP) systems and strategies to increase academic growth for all students in grades PreK – 5<sup>th</sup>.

**Indicators of Success**

- 100% of teachers will develop systems for collaborating weekly to create high-quality, IB-aligned lesson plans. The teachers will collaborate to plan and facilitate learning experiences through which students explore, develop, and reflect upon their conceptual understanding.
- 100% of 5<sup>th</sup> grade will engage in student-initiated, designed and collaborative IB PYP Exhibition.
- By the end of the Primary Years Program (PYP) year, 50% of 5<sup>th</sup> grade students will perform at the Masters level on STAAR Reading and Math.

**Specific Actions (Administration)**

- The IB Coordinator will collaborate with the administration to provide adequate planning time and resources to engage K-5 teachers in developing, implementing, and reflecting on the IB units of inquiry.
- The administration will implement a schedule that allows for all requirements of the program to be met including but not limited to teaching hours, units, collaborative planning, reflection, and Exhibition.
- The administration will provide opportunities for PYP teachers to attend IB training facilitated by Texas IB Schools, the district, and campus IB Coordinator.
- The school will partner with parents and the community to provide learning experiences beyond the classroom for students to collaborate while problem solving and making real-world connections.
- The IB Coordinator will help teachers make connections between the IB Framework, TEKS, and campus/district expectations.

**Specific Actions (Staff)**

- Teachers will collaborate with students to create collaborative learning experiences.
- Teachers will intentionally plan and reinforce connections between the concepts, content, and skills.
- Teachers will provide students with opportunities within the curriculum to reflect on their growth and demonstration of the Learner Profile.
- Teachers will plan curriculum horizontally and vertically.



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- Teachers will attend Texas IB Schools IB training to further develop their understanding of IB philosophy and standards, emphasizing the student-centered approach to learning.



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### **Key Action 2: Provide culturally relevant, rigorous literacy instruction through “science of reading” implementation (AMPLIFY)**

#### **Indicators of Success**

#### **Specific Actions (Administration)**

- The campus administration will provide curriculum unpacking and implementation training to all K-5 and 6-8 teachers by or before August pre-service.
- The administration will ensure that the master schedule aligns with the required minutes for Amplify Texas (K-2 Skills 60 min, 60 min Knowledge; Grade 3 - 120 min; Grades 4-5 – 90 min)
- The literacy specialist will facilitate planning and lesson internalization workshops during planning meetings during instructional planning time and before/after school weekly.
- Administrators will use the TEA Amplify Texas Literacy Program Observation Tool to document specific look-fors while observing instruction and implementation of high-quality instructional materials (HQIM). Using the tool, administrators will identify the highest leverage action step to provide feedback to the individual teachers.

#### **Specific Actions (Staff)**

- Teachers will internalize the feedback and implement changes to future instruction as indicated on the Amplify observation tool.
- During PLCs, teachers will engage in unit internalization, lesson internalization, lesson rehearsal, and student work analysis.
- Teachers will implement lesson segments in the time allotted, and in the order outlined in the lesson.

Key Action 3: Improve proficiency in student writing across the curriculum

Key Action 4: Increase the level of student engagement through

Specific structured multiple response strategies

**Key Action: Develop a systematic approach for instructional feedback that allows for teacher reflection, input and next steps to increase teacher capacity and ensure high quality instruction.**

#### **Indicators of Success**

NWEA MOY; EOY

#### **Specific Actions (Administration)**

- The leadership team, including administrators and teacher specialists, will provide written instructional feedback to teachers on each SPOT observation form. Instructional feedback will consist of recommendations to address teachers’ instructional goals.



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- During SPOT observations, administrators will provide feedback on the effective use of multiple response strategies, demonstrations of learning, and instructionally focused and aligned lesson objectives and purposeful instruction.
- The literacy specialist/IB coordinator will facilitate professional development during PLC meetings to update, train and
- The Campus Induction Coordinator (CIC) will facilitate monthly (Aug-Dec) and bi-monthly (Feb, April) “new teacher meetings to provide additional support for teaching and learning. These meetings will provide opportunities for teachers to gain feedback related to classroom management, instructional feedback, student data, LOs and DOLs, and additional campus operations.

### Specific Actions (Staff)

- New teachers (new to campus and 1<sup>st</sup> year teachers) will be assigned a teacher mentor. Mentor teachers and new teachers will
- Teachers will internalize the feedback and implement changes to future instruction as indicated on the SPOT observation forms.
- Teachers will attend grade level meetings during their instructional planning period one day a week for continuous development on the implementation of aligned lesson objectives, multiple response strategies, the use of effective DOLs and interventions.
- Teachers will implement the use of effective DOLs and MRS during each class/content area to enhance student engagement and instructional delivery.