

Houston Independent School District
344 Briarmeadow Charter School
2023-2024 Campus Improvement Plan



Mission Statement

Our mission is to foster learning that develops, transforms, and challenges thinking in order to nurture the whole child into a productive, global citizen. Collaboration and continuous reflection between educators, students, families, and community promote the engagement of authentic and inquiry-based learning experiences driven by the learner. Through these experiences, students will understand the connectedness of all people, value inclusivity, and make choices to strengthen the future of our world.

Vision

Empowering Excellence, Fostering Innovation: Briarmeadow Charter envisions a dynamic learning community where every student is inspired to reach their fullest potential. Through a commitment to academic excellence, personalized learning, and innovative teaching methods, we strive to cultivate critical thinkers, compassionate leaders, and lifelong learners. Our vision is to create a nurturing and inclusive environment that celebrates diversity, fosters a sense of belonging, and prepares students to thrive in an ever-changing world. At Briarmeadow Charter, we aspire to be a beacon of educational innovation, equipping our students with the skills, knowledge, and values needed to make a positive impact in their communities and beyond.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

English language learners underperform at all performance levels in reading.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): New elementary teachers struggle with planning and implementation of the International Baccalaureate program learning experiences in the first 2 years. **Root Cause:** Most new teachers to the campus have no prior IB experience and the complexity of combining the IB requirements with the district's curriculum is challenging.

School Culture and Climate

School Culture and Climate Summary

Most new teachers to the campus have no prior IB experience and the complexity of combining the IB requirements with the district's curriculum is challenging.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1 (Prioritized): The middle school families are not as actively engaged as the elementary parent community unless the family has students currently in the elementary program. **Root Cause:** Historically, as students matriculate through school, parent involvement declines due to the parents' perception that older students are more independent.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Historically, as students matriculate through school, parent involvement declines due to the parents' perception that older students are more independent.

Most new teachers to the campus have no prior IB experience and the complexity of combining the IB requirements with the district's curriculum is challenging.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Lack of school-wide system for engagement and staff/student accountability.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1 (Prioritized): Problem of Practice: New elementary teachers struggle with planning and implementation of the International Baccalaureate program learning experiences the first 2 years. **Root Cause:** Root Cause: Most new teachers to the campus have no prior IB experience and the complexity of combining the IB requirements with the district's curriculum is challenging.

Parent and Community Engagement

Parent and Community Engagement Summary

Problem of Practice: English language learners underperform at all performance levels in reading.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

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

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1 (Prioritized): Problem of Practice: The teachers have traditionally not been intentional about ensuring there is 100% student engagement in the classroom.

Root Cause: Root Cause: Lack of school-wide system for engagement and staff/student accountability.

Priority Problems of Practice

Problem of Practice 1: New elementary teachers struggle with planning and implementation of the International Baccalaureate program learning experiences in the first 2 years.

Root Cause 1: Most new teachers to the campus have no prior IB experience and the complexity of combining the IB requirements with the district's curriculum is challenging.

Problem of Practice 1 Areas: Student Achievement

Problem of Practice 2: The middle school families are not as actively engaged as the elementary parent community unless the family has students currently in the elementary program.

Root Cause 2: Historically, as students matriculate through school, parent involvement declines due to the parents' perception that older students are more independent.

Problem of Practice 2 Areas: School Culture and Climate

Problem of Practice 3: Problem of Practice: New elementary teachers struggle with planning and implementation of the International Baccalaureate program learning experiences the first 2 years.

Root Cause 3: Root Cause: Most new teachers to the campus have no prior IB experience and the complexity of combining the IB requirements with the district's curriculum is challenging.

Problem of Practice 3 Areas: Staff Quality, Recruitment, and Retention

Problem of Practice 4: Problem of Practice: The teachers have traditionally not been intentional about ensuring there is 100% student engagement in the classroom.

Root Cause 4: Root Cause: Lack of school-wide system for engagement and staff/student accountability.

Problem of Practice 4 Areas: Parent and Community Engagement

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Key Actions

Key Action 1: To provide special education students equitable opportunities to receive high quality Tier 1 instruction and increased engagement through inclusion in the general education setting with their peers.

Indicator of Success 1: 10 of 12 (73%) of special education TREK students at Briarmeadow engage in approximately 50% of reading instruction in the general education classroom. There is a need to increase the percentage of students and increase the amount of time they are able to remain during the reading block to experience the full Amplify learning experience

Indicator 1: 70% of Special Education inclusion students will show 20% growth between BOY and MOY

Indicator 2: 80% of Special Education inclusion students will show 25% growth between MOY and EOY

Specific Action 1 Details	Reviews			
<p>Specific Action 1: In August, the SPED Chair will train teachers to read the IEP to identify the scheduled services, accommodations and assessments the students will take. Campus leaders will monitor implementation of modifications and accommodations each 6 weeks grading cycle. * Campus leaders will conduct daily classroom visits using the spot observation forms.</p> <p>School Leaders' Actions</p> <p>leaders * In August, the SPED Chair will train teachers to read the IEP to identify the scheduled services, accommodations and assessments the students will take. * Campus leaders will monitor implementation of modifications and accommodations each 6 weeks grading cycle. * Campus leaders will conduct daily classroom visits using the spot observation forms.</p> <p>Staff Actions</p> <p>The case managers monitor the teacher's facilitating the modifications and accommodations provided to the students on an ongoing basis throughout the year. * The case managers will progress monitor in Easy IEP weekly. * General education teachers will participate in meetings during August pre-service and as new students enroll, to become familiar with the SPED students they will serve and their accommodations and modifications. * Special education teachers will collaborate with SPED teachers weekly to collaborate and develop differentiated lessons. * Teachers will enter documentation of modifications and accommodations in EasyIEP daily. * SPED and general education teachers will participate in weekly PLCs to internalize lessons to strengthen Tier 1 instruction.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



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Key Action 1: To provide special education students equitable opportunities to receive high quality Tier 1 instruction and increased engagement through inclusion in the general education setting with their peers.

Indicator of Success 2: 100% K- 8

th grade students will be fully engaged in Amplify for literacy instruction daily.

* All K-8 teachers will become fluid in delivering high quality reading instruction that leads to student performance in reading at a high level.

* At least 75% 3-8 students will demonstrate mastery on the Amplify unit assessments.

* 100% of K-8 students who do not demonstrate mastery on the DOL will receive data-based interventions daily to develop mastery of the daily learning objectives.





* Through PLCs, 1

st/2nd year teachers will build content mastery and ability to plan rigorous instruction by working collaboratively with experienced colleagues so that as students matriculate through the grade levels they have the readiness to engage in reading at a high level of rigor

Indicator 1: The number of students who receive masters rating on the reading STAAR assessment will increase by at least 5% in grades 3-8. Progress monitored through district unit assessments, score of 5 by student on DOLs and STAAR Interim in the Spring semester

Indicator 2: students will demonstrate 25% increase in performance on NWEA in reading from BOY to MOY and MOY to EOY assessments.

Indicator 3: The percentage of 3rd grade cohort of ESL students who are currently in 4th grade will increase STAAR performance from 5% to 10% Masters level. Progress will be monitored using Amplify unit assessment data.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The number of students who receive masters rating on the reading STAAR assessment will increase by at least 5% in grades 3-8. Progress monitored through district unit assessments, score of 5 by student on DOLs and STAAR Interim in the Spring semester.</p> <p>* Students will demonstrate 25% increase in performance on NWEA in reading from BOY to MOY and MOY to EOY assessments.</p> <p>* The percentage of 3rd grade cohort of ESL students who are currently in 4th grade will increase STAAR performance from 5% to 10% Masters level. Progress will be monitored using Amplify unit assessment data</p> <p>School Leaders' Actions</p> <p>The campus administration will provide curriculum unpacking and implementation training to all K-5 and 6-8 teachers by or before August pre-service. * During summer planning, the administration will develop a 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 weekly PLCs and additional planning opportunities offered throughout the year before and after school. * Once monthly, September - March, 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</p> <p>Staff Actions</p> <p>Teachers will internalize the daily feedback and implement changes to future instruction as indicated on the Amplify observation tool. * During weekly PLCs, teachers will engage in unit internalization, lesson internalization, lesson rehearsal, and student work analysis. * Daily teachers will implement lesson segments in the time allotted, and in the order outlined in the lesson</p>	Formative			Summative
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Key Action 2: : Provide culturally relevant, rigorous literacy instruction through "science of reading" implementation (AMPLIFY)

Strategic Priorities:





Expanding Educational Opportunities

Indicator of Success 1: Provide culturally relevant, rigorous literacy instruction through "science of reading" implementation (AMPLIFY)

Indicator 1: The number of students who receive masters rating on the reading STAAR assessment will increase by at least 5% in grades 3-8. Progress monitored through district unit assessments, score of 5 by student on DOLs and STAAR Interim in the Spring semester.

Indicator 2: Students will demonstrate 25% increase in performance on NWEA in reading from BOY to MOY and MOY to EOY assessments.

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Specific Action 1 Details	Reviews			
<p>Specific Action 1: Provide culturally relevant, rigorous literacy instruction through "science of reading" implementation (AMPLIFY)</p> <p>School Leaders' Actions</p> <p>The campus administration will provide curriculum unpacking and implementation training to all K-5 and 6-8 teachers by or before August pre-service. * During summer planning, the administration will develop a 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 weekly PLCs and additional planning opportunities offered throughout the year before and after school. * Once monthly, September - March, 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.</p> <p>Staff Actions</p> <p>Teachers will internalize the daily feedback and implement changes to future instruction as indicated on the Amplify observation tool. * During weekly PLCs, teachers will engage in unit internalization, lesson internalization, lesson rehearsal, and student work analysis. * Daily teachers will implement lesson segments in the time allotted, and in the order outlined in the lesson.</p>	Formative			Summative
	Feb	Mar	Apr	June
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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.

Strategic Priorities:

Expanding Educational Opportunities

Indicator of Success 1: Engage 100% of students in K-8 95% of the instructional day.

* Ensuring that students are engaged in reading, writing, listening and speaking at least 95% of the time will increase overall student performance on district and state assessments.

Indicator 1: By September, the leadership team will learn the district-focused multiple response strategies to implement as the Briar Meadow community of practice campuswide.

Indicator 2: The leadership team will introduce the 8 MRS strategies one per week in PLCS from September through October, and revisit in monthly faculty meetings by modeling during presentations and allowing for staff practice and reflection for their implementation

Indicator 3: Out of 30 walkthroughs 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 walkthrough.

* The percentage of evident and structured student engagement will increase to 100% by December with at least 80% in October and 90% in November.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Increase the level of student engagement through implementation of relevant, student-centered instruction, multiple response strategies and real-world connections across all content areas.</p> <p>School Leaders' Actions</p> <p>By September, the leadership team will learn the district-focused multiple response strategies to implement as the Briar Meadow community of practice campuswide. * The leadership team will introduce the 8 MRS strategies one per week in PLCS from September through October, and revisit in monthly faculty meetings by modeling during presentations and allowing for staff practice and reflection for their implementation. * Daily, administrators will observe and provide on the spot coaching and feedback on the implementation of MRS during lesson delivery.</p> <p>Staff Actions</p> <p>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.</p>	Formative			Summative
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Key Action 4: Increase the level of student engagement through implementation of relevant, student-centered instruction, multiple response strategies and real-world connections across all content areas

Strategic Priorities:

Expanding Educational Opportunities

Indicator of Success 1: Engage 100% of students in K-8 95% of the instructional day.





* Ensuring that students are engaged in reading, writing, listening and speaking at least 95% of the time will increase overall student performance on district and state assessments.

Indicator 1: Out of 30 walkthroughs 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%

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Specific Action 1 Details	Reviews			
<p>Specific Action 1: * Daily, administrators will observe and provide on the spot coaching and feedback on the implementation of MRS during lesson delive</p> <p>School Leaders' Actions</p> <p>By September, the leadership team will learn the district-focused multiple response strategies to implement as the Briar Meadow community of practice campuswide. * The leadership team will introduce the 8 MRS strategies one per week in PLCs from September through October, and revisit in monthly faculty meetings by modeling during presentations and allowing for staff practice and reflection for their implementation. * Daily, administrators will observe and provide on the spot coaching and feedback on the implementation of MRS during lesson delivery.</p> <p>Staff Actions</p> <p>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</p>	Formative			Summative
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Key Action 5: Implement International Baccalaureate (IB) Primary Years Programme (PYP) systems and strategies in alignment with district standards and practices to improve student outcomes in PreK - 5th grades.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: Implement International Baccalaureate (IB) Primary Years Programme (PYP) systems and strategies in alignment with district standards and practices to improve student outcomes in PreK-5th grades

Indicator 1: Each of the IB units of inquiry will be facilitated by PK-5 teachers through weekly collaborative planning session to ensure IB-aligned lesson plans.





At the end of each unit of inquiry, the students will complete a project as the culminating activity with mastery.

* Throughout the year, there will be evidence of students exploring, developing, and reflecting upon their conceptual understanding through student products and "taking action" displays.

Indicator 2: 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.

Indicator 3: 100% of 5th grade will engage in student-initiated, designed and collaborative IB PYP Exhibition.

* By the end of the Primary Years Program (PYP) year, at least 50% of 3rd-5th grade students will perform at the Meets level on STAAR Reading and Math.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Implement International Baccalaureate (IB) Primary Years Programme (PYP) systems and strategies in alignment with district standards and practices to improve student outcomes in PreK-5th grades</p> <p>School Leaders' Actions</p> <p>In August, 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. * Before the start of the school year, the administration will create a master schedule and calendar 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 throughout the year for PYP teachers to attend IB training facilitated by Texas IB Schools and IB Coordinator based on individual need. * Teachers who participate in IB training will be evidenced in practice in the classroom as students engage. * Throughout the school year, 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. * In weekly planning sessions, IB committee meetings and faculty meetings, the IB Coordinator will help teachers make connections between the IB Framework, TEKS, and campus/district expectations.</p> <p>Staff Actions</p> <p>* 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. * 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</p>	Formative			Summative
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Key Action 6: To provide special education students equitable opportunities to receive high quality Tier 1 instruction and increased engagement through inclusion in the general education setting with their peers.





Strategic Priorities:

Expanding Educational Opportunities

Indicator of Success 1: To provide special education students equitable opportunities to receive high quality Tier 1 instruction and increased engagement through inclusion in the general education setting with their peers.

Indicator 1: * 70% of Special Education inclusion students will show 20% growth between BOY and MOY

Indicator 2: * 80% of Special Education inclusion students will show 25% growth between MOY and EOY

Specific Action 1 Details	Reviews			
<p>Specific Action 1: To provide special education students equitable opportunities to receive high quality Tier 1 instruction and increased engagement through inclusion in the general education setting with their peers.</p> <p>School Leaders' Actions</p> <p>* In August, the SPED Chair will train teachers to read the IEP to identify the scheduled services, accommodations and assessments the students will take. * Campus leaders will monitor implementation of modifications and accommodations each 6 weeks grading cycle. * Campus leaders will conduct daily classroom visits using the spot observation forms.</p> <p>Staff Actions</p> <p>* The case managers monitor the teacher's facilitating the modifications and accommodations provided to the students on an ongoing basis throughout the year. * The case managers will progress monitor in Easy IEP weekly. * General education teachers will participate in meetings during August pre-service and as new students enroll, to become familiar with the SPED students they will serve and their accommodations and modifications. * Special education teachers will collaborate with SPED teachers weekly to collaborate and develop differentiated lessons. * Teachers will enter documentation of modifications and accommodations in EasyIEP daily. * SPED and general education teachers will participate in weekly PLCs to internalize lessons to strengthen Tier 1 instruction.</p>	Formative			Summative
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Key Action 7: Recruit and retain a large percentage of the instructional and support staff through intentional recruitment and continuous support.

Strategic Priorities:





Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Recruit and retain a large percentage of the instructional and support staff through intentional recruitment and continuous support.

Indicator 1: At least 85% of the teaching staff will be retained at the end of the school year.

Indicator 2: At least 90% of the support staff will be retained at the end of the school year.

Indicator 3: At least 90% of teachers will be, at minimum, proficient.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Recruit and retain a large percentage of the instructional and support staff through intentional recruitment and continuous support.</p> <p>School Leaders' Actions</p> <p>Communicate vacancies within the staff to solicit referrals of candidates who would make a positive contribution to the campus. Assign a mentor/buddy to all new staff. Conduct pulse checks continuously with new staff. Provide resources that will contribute to the teacher's success. Provide specialized instructional support and new learning in PLCs from teacher specialists. Schedule professional development opportunities for new staff.</p> <p>Staff Actions</p> <p>New teachers will attend professional development and incorporate relevant strategies and resources into their instructional practices. New teachers will meet with their grade level teams weekly to plan instruction. Coaching and feedback from appraisers will be used to improve practices.</p>	Formative			Summative
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Key Action 8: The goal for the 2023-2024 school year is to re-engage middle-school parents by offering multiple opportunities to fit engagement and interaction into parents' busy schedules.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The goal for the 2023-2024 school year is to re-engage middle-school parents by offering multiple opportunities to fit engagement and interaction into parents' busy schedules.

Indicator 1: 80% or greater customer satisfaction on parent surveys

Indicator 2: 95% customer satisfaction on customer-friendly service from the office staff.

Indicator 3: Diamond Family Friendly certification achieved by the end of the 23-24 school year.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The goal for the 2023-2024 school year is to re-engage middle-school parents by offering multiple opportunities to fit engagement and interaction into parents' busy schedules.</p> <p>School Leaders' Actions</p> <p>Briar Meadow offers a wide variety of opportunities, including digital tools, to provide parents, caregivers, and community stakeholders access to connect with educators and learn about campus activities. The campus provides information through several platforms such as Bloomz, Canvas, Pikmykid, along with a parent-led Parent Teacher Organization (PTO) website and newsletter. A parent workshop is scheduled to provide strategies for managing family and work demands while staying connected with their child's education. To honor families, multiple events are planned that specifically recognize and celebrate the diverse backgrounds, cultures, and contributions of families within the school community.</p> <p>Staff Actions</p> <p>Campus staff communicate with families through Bloomz in multiple formats, campus-wide, whole classroom, or privately for individual students. Classroom teachers and the PTO officers invite family members to volunteer in many capacities throughout the year. Led by the parent engagement liaison, in October, several parents will participate in a campus walkthrough for the Family Friendly School Program which is an evaluation process that examines the physical environment, staff interactions, school-wide policies, and communication efforts within the campus. Led by the parent liaison, a SMART goal will be established by parents during the walkthrough, outlining objectives or areas of improvement parents aim to work towards to enhancing the family-school-community partnerships.</p>	Formative			Summative
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	Review content area			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Key Action 9: Provide innovative learning experiences for all students through technology availability and integration.

Strategic Priorities:

Expanding Educational Opportunities


Indicator of Success 1: Provide innovative learning experiences for all students through technology availability and integration.


Indicator 1: Devices are deployed 1 to 1 in grades 2nd - 8th


Indicator 2: District and state assessments administered through technology will be facilitated successfully and efficiently.


Indicator 3: All classrooms will be equipped with technology for teachers to facilitate whole group instruction using a variety of tools including slide decks and timers.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Provide innovative learning experiences for all students through technology availability and integration.</p> <p>School Leaders' Actions</p> <p>The user device technician will conduct an inventory check and assessment of the condition of all technology. The principal will review the budget and replace outdated technology within the budget allowance. The principal and UDT will have replacement hardware ie. cords, headphones, etc. for backup needs. The admin team will schedule opportunities for teachers to engage in technology training to support instruction. The admin team will observe the implementation of technology and software programs.</p> <p>Staff Actions</p> <p>Teachers will ensure that technology is properly stored and managed appropriately. Teachers will incorporate technology in lessons. Teachers will plan for students to use technology for differentiated instruction and intervention ie. Mathia, Amplify, Zearn, etc...</p>	Formative			Summative
	Feb	Mar	Apr	June

 0% No Progress

 100% Accomplished

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State Compensatory

Budget for 344 Briar Meadow Charter School

Total SCE Funds: \$81,840.00

Total FTEs Funded by SCE: 1.2

Brief Description of SCE Services and/or Programs

An ESL teacher is funded to ensure that ESL students are provided the language acquisition skills through purposeful instruction including ESL strategies to meet their needs. The teacher specialist serves as the IB Coordinator and Reading Specialist who plans literacy instruction with all teachers weekly to ensure curriculum alignment and effective lesson development and implementation.

Personnel for 344 Briar Meadow Charter School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Holly Beery	Teacher ESL Elementary	1
Lindsay Flor	Teacher Specailiast	0.2

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jaylen Winfree	Class Size Reduction	Kindergarten	

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Brishaun Sutton	Principal
Administrator	Jenny Kaplan	SPED Chairperson
Non-classroom Professional	Tanya Nixon	Counselor
Administrator	Tondelyn Johnson	Assistant Principal
Administrator	Thomas Thompson	Assistant Principal
Principal Apprentice	James Ferguson	Principal Apprentice
Student Information Rep	Lisa Saenz	Student Information Rep
User Device Technician	Curtis Edwards	User Device Technician
Parent	Ann Sung	
Parent	Jenelle Baptiste	
Community Representative	Karen McCarver	
Community Representative	Pamela Johnson	
Business Representative	Stephen James	