

BRIARMEADOW CHARTER

CAMPUS NEEDS ASSESSMENT

2023-2024

Demographics

Demographics Summary

Briar Meadow Charter (BCS) is a zone-free campus located in the Southwest area of Houston. Initially, BCS was a charter school created by parents. Since 2014, the charter has not been renewed and the school functions as an HISD school of choice. BCS serves a diverse population 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, the demographic population was shifting to become more diverse. BCS has 30% White, 24% Hispanic, 31% Asian, 9% African American, and 5% multi-race students with 40% identified economically disadvantaged. The BCS inclusion program has grown considerably, especially the dyslexia program. We have 2 self-contained classes SLL and SLC Trek a co-teacher and 3 trained dyslexia interventionists. The remainder of the professional staff consists of 32 highly qualified ESL certified teachers, 5 enrichment teachers, counselor, and 2 assistant principals. 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 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, BCS 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.

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. The counselor and wraparound specialist collaborates to provide teachers, students, and families with social, emotional, and wellness resources needed to be successful.

STUDENT ACHIEVEMENT

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

Root Cause: ELLs often do not have sufficient experiences in being exposed to the English language (speaking, listening, reading, writing) beyond the school setting.

CAMPUS CULTURE AND CLIMATE

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

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

STAFF QUALITY, RECRUITMENT, AND RETENTION

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

PARENT AND COMMUNITY ENGAGEMENT

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.

STUDENT ACHIEVEMENT

Student Achievement Summary
Briar Meadow Charter hosts PK-8 th grade students with two different program offerings. The elementary program framework focused on the International Baccalaureate (IB) Primary Years Programme (PYP). The middle school program functions as a purely advanced curriculum program. In both programs, teachers continued to implement deep scaffolding practices to close post-pandemic learning gaps for students to reach or exceed grade level goals.
Student Achievement Strength
STAAR overall results per grade level in all content areas demonstrate over 70% achievement in 3-4 and over 98% in grades 6-8
Problem of Practice
English language learners underperform at all performance levels in reading.
Root Cause
ELLs often do not have sufficient experiences in being exposed to the English language (speaking, listening, reading, writing) beyond the school.

	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Provide culturally relevant, rigorous literacy instruction through “science of reading” implementation.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • 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 an 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.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • 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.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • 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. • Teachers will provide interventions during and/or beyond the school day as an additional support.

CAMPUS CULTURE AND CLIMATE

Summary
Briar Meadow empowers the whole person, creating a culture that embraces diversity and promotes community engagement, socially and academically to contribute to a positive school climate. The school has an active PTO organization, which consists of the parents from elementary and middle school. The PTO hosts several events throughout the school to promote family engagement. Briar Meadow administers a school climate survey to families to learn about how school climate is currently perceived by them. Family members can provide an important view of the school climate and work together to enhance the climate of the school.
Strength
Briar Meadow Charter school is dedicated to providing a safe, secure and healthy learning environment for our students, staff, and families. The students, staff and families are actively engaged in the school community.
Problem of Practice
The teachers have traditionally not been intentional about ensuring there is 100% student engagement in the classroom.
Root Cause
Lack of school-wide system for engagement and staff/student accountability.

	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>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>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● Out of 30 spot observations of classrooms 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.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● 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.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● 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 within the instructional blocks.

STAFF QUALITY, RECRUITMENT, AND RETENTION

Summary
Briarmeadow utilizes the community and professional circles to recruit staff. Staff retention is maintained through administrative support, community support, community building, and by ensuring staff is empowered to work within their strengths while helping them to grow professionally. The looping model in elementary grades is also a highlight of teacher retention.
Strength
Briarmeadow has approximately 90% teacher retention each year, with teachers leaving only for promotion, retirement, city/state relocation and becoming new parents. Teachers do not leave Briarmeadow for teaching positions.
Problem of Practice
New elementary teachers struggle with planning and implementation of the IB program 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.

	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Recruit and retain a large percentage of the instructional and support staff through intentional recruitment and continuous support.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● At least 85% of the teaching staff will be retained at the end of the school year. ● At least 90% of the support staff will be retained at the end of the school year. ● At least 90% of teachers will be, at minimum, proficient.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● 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>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● 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.

Parent and Community Engagement

Summary
As a fully inclusive and collaborative community, Briarmeadow staff, students and parents are valued as thought partners in addressing academic and SEL concerns. BCS builds community partnerships to provide layers of support for students and families. Teachers and staff ensure that assistance is provided to students in need by completing the Student Assistance Form (SAF) which cues the Wraparound Specialist or Counselor to address individual needs. Barring any safety protocols that may prohibit campus visitors, Briarmeadow embraces parent presence throughout the building that does not compromise the rigorous learning environment.
Strength
Briarmeadow Charter participates annually in the District's Family and Community Engagement Family Friendly School program and continues to earn the highest certification offered. For the 2022-2023 school year, BCS earned Diamond Certification as a Family Friendly School. We are committed to involve, engage, and empower all stakeholders by building relationships, linking activities to learn, and supporting parent advocacy through the well-established Parent Teacher Organization (PTO). This fosters the best characteristics for strong partnerships that ultimately leads to strong student academic success.
Problem of Practice
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.

	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>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>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● 80% or greater customer satisfaction on parent surveys ● 95% customer satisfaction on customer-friendly service from the office staff. ● Diamond Family Friendly certification achieved by the end of the 23-24 school year.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></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.</p> <ul style="list-style-type: none"> ● 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. ● The administrative team will communicate with the community at least once monthly via callout, email, or text.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● 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. ● Parent/teacher conferences will provide a vehicle for teachers and parents to communicate about student progress.

Curriculum, Instruction, and Assessment

Summary
Briar Meadow Charter elementary program focuses on the International Baccalaureate (IB) Primary Years Programme (PYP). Through the IB programme, teachers participate in internationally recognized professional development and collaboratively build a curriculum that provides students with cross-curricular, inquiry-based learning experiences. The middle school program focuses on project- and inquiry-based learning models as an HISD Advanced Program.
Strength
Teachers engage in weekly professional learning community (PLC) meetings for instructional support and development. A variety of curriculum resources are used that are aligned with the state standards and expectations to ensure students are meeting or exceeding grade level expectations through the inquiry model. Through the collaborative culture of instructional decision-making and alignment of data-driven practices, students' learning experiences are impactful.
Problem of Practice
Informal assessment (check for understanding) practices have been inconsistent.
Root Cause
Teachers had autonomy for implementing checking for understanding with limited monitoring from the leadership.

	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Implement International Baccalaureate (IB) Primary Years Programme (PYP) systems and strategies to increase academic growth for all students in grades PreK – 5th.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● 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 5th grade will engage in student-initiated, designed and collaborative IB PYP Exhibition. ● By the end of the Primary Years Program (PYP) year, 50% of 5th grade students will perform at the Masters level on STAAR Reading and Math.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● 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.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● 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.

Technology

Summary
Briar Meadow Charter is a technology friendly campus that uses technology in innovative ways. Every classroom has a CleverTouch or Smartboard and access to student devices, so all students and staff have an opportunity to use innovative tools for engagement and learning activities.
Strength
One to one technology (Chromebooks and Window ProBooks) is assigned to all students in grades 2-8 and PK-1 have grade level sets of iPads available. There are 3 campuswide technology spaces available for the students to engage in high level collaborative work, research, and future forward problem solving. The media center houses 3D printers, CleverTouch board, poster maker, color printer and student desktop computers. Through the use of the on-site User Device Technician, technology needs and problems are addressed immediately.
Problem of Practice
Continually, Briar Meadow a group of staff devices are in need of replacement as the device life cycle expires and the installed software cannot be updated.
Root Cause
Devices are deployed at different times and technology life span is 3-4 years.

	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Provide innovative learning experiences for all students through technology availability and integration.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● Devices are deployed 1 to 1 in grades 2nd - 8th ● District and state assessments administered through technology will be facilitated successfully and efficiently. ● All classrooms will be equipped with technology for teachers to facilitate whole group instruction using a variety of tools including slide decks and timers.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● 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>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● 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...