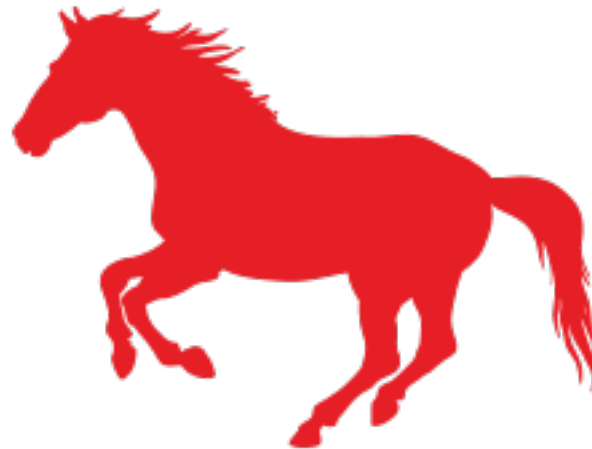


O. Henry Middle School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



O. HENRY
MIDDLE SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

7/12/2021

Campus Mission

- ~O. Henry Middle School provides the opportunity and the resources to prepare students to be positive, successful, and constructive members of a global society.
- ~The O. Henry community educates the whole child: academically, socially, emotionally, physically, and artistically.
 - Beliefs
 - ~We foster positive relationships with our faculty, staff, students, parents, and community.
- ~We ignite a lifelong love of learning while facilitating discovery and development of individual passions and interests.
 - ~We provide a positive, safe, and nurturing environment.
- ~We incorporate 21st century technology in the learning process to encourage student ownership of learning.
 - ~We actively partner with parents and our community.
 - ~We value and promote cultural diversity.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Prioritized Focus Area #1

Prioritized Focus Area #1

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Rationale

Build teacher capacity through observation and feedback cycles.

How will the campus build capacity in this area? Who will you partner with?

Campus instructional leaders will create tools for conducting observations and tracking progress, including a walkthrough form aligned to the Effective schools Framework.

How will you communicate these priorities to your stakeholders? How will create buy-in?

Campus instructional leaders will share walkthrough tools with teachers. The administration will create a walkthrough schedule which will be published by period weekly. The campus administration team will share feedback within 48 hours of classroom observation. Campus-wide data will be shared in faculty meetings and PLCS with common findings.

Desired Annual Outcome

All instructional staff will have a minimum of one walkthrough per six weeks.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

create a walkthrough form and calibrate with the admin team

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

use walkthrough data to tier teachers to prioritize teaching and learning supports and provide feedback

Desired 90-day Outcome: Cycle 3 (March-May)

all teachers will have received feedback and be provided coaching support. Professional learning plans will reflect campus and teachers needs based on feedback.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

all teachers will have received feedback and be provided coaching support. Professional learning plans.

Barriers to Address During the Year

Barriers to achieving this include distance learning, interruptions to the schedule, not prioritizing this on the weekly calendar.

We have not been purposeful about establishing and prioritizing this goal as a part of our weekly practices to go to classrooms and give teachers meaningful feedback to change instructional practices. We need on-going support on how to prioritize our schedules.

Barriers to Address: Cycle 1 (Sept-Nov)

Reopening Plans, no organized tool

Barriers to Address: Cycle 2 (Dec-Feb)

Remote and in person learning schedule, other roles and responsibilities on campus

Barriers to Address: Cycle 3 (March-May)

Remote and in person learning schedule, other roles and responsibilities on campus

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Remote and in person learning schedule, other roles and responsibilities on campus

District Commitment Theory of Action (ToA)

- District policies and practices ensure that campuses have effective, well-supported teachers.

District Actions: Cycle 1 (Sept-Nov)

support with a virtual and in person walkthrough tool; provide support calibration protocol

District Actions: Cycle 2 (Dec-Feb)

collaborate with the professional learning team to support structures for concurrent teaching.

District Actions: Cycle 3 (March-May)

collaborate with the professional learning team to support structures for concurrent teaching.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
collaborate with the professional learning team to support structures for concurrent teaching.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.1 Objective-driven daily lesson plans with formative assessments.

Rationale

All teachers create and submit weekly lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.

Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

Strong lesson plans lead to strong teaching with students able to engage in reading, writing, speaking, and listening every day. The use of formative and summative assessments will

How will the campus build capacity in this area? Who will you partner with?

Instructional Coaches and Administrative Teams will meet weekly to review BLEND and TEAMS data, PLC Weekly agendas and lesson plans.

How will you communicate these priorities to your stakeholders? How will create buy-in?

By consistently using focused instructional documents to develop lesson plans that address student engagement and to fit the individual student learning needs teachers will be able to effectively address the learning standards and work more effectively as a teacher team.

Desired Annual Outcome

Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded support for students with disabilities and English learners among other student groups.

Teachers maximize instructional time through consistent, efficient, and visible structures (e.g., posted agendas, class opening, homework collection, within-class transitions, and formative assessments).

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

100% of All BLEND module are published on time, PLC's meet weekly and lesson plans are submitted.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

100% of All BLEND module are published on time, PLC's meet weekly and lesson plans are submitted.

Desired 90-day Outcome: Cycle 3 (March-May)

100% of All BLEND module are published on time, PLC's meet weekly and lesson plans are submitted.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

100% of All BLEND module are published on time, PLC's meet weekly and lesson plans are submitted.

Barriers to Address During the Year

O. Henry Middle School will need to continue to focus on the mindset that all students can learn and a mindset of high-expectations for all students. In the past, the mindset that not all the students, specifically emerging bilinguals and economically disadvantaged students could do the academic work. Lessons will focus on scaffolding and providing anchors of support for all students to access the content.

Barriers to Address: Cycle 1 (Sept-Nov)

alignment to blueprint, instructional strategies for scaffolding for emerging bilingual students, differentiation

Barriers to Address: Cycle 2 (Dec-Feb)

alignment to blueprint, instructional strategies for scaffolding for emerging bilingual students, differentiation

Barriers to Address: Cycle 3 (March-May)

alignment to blueprint, instructional strategies for scaffolding for emerging bilingual students, differentiation

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

alignment to blueprint, instructional strategies for scaffolding for emerging bilingual students, differentiation

District Commitment Theory of Action (ToA)

The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas in math and reading.

- For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.
- The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).

- The district has effective systems for identifying and supporting struggling learners.
- District policies and practices support effective instruction in schools.

District Actions: Cycle 1 (Sept-Nov)

support in providing systems for supporting struggling learners

District Actions: Cycle 2 (Dec-Feb)

support in providing systems for supporting struggling learners

District Actions: Cycle 3 (March-May)

support in providing systems for supporting struggling learners

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus.

The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

Lever 1: Strong School Leadership and Planning

The district provides opportunities for ongoing support and coaching of the campus leader.

Lever 2: Effective, Well-Supported Teachers

District policies and practices ensure that campuses have effective, well supported teachers.

Lever 3: Positive School Culture

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

Lever 4: High Quality Curriculum

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

Lever 5: Effective Instruction

The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...*write expected campus outcome here*

District Commitments Theory of Action (ToA)

If the district provides support with instructional supervision and professional learning, then classroom instruction will be more rigorous and incorporate strategies that improve achievement for all learners.

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Mrs. Kenisha Coburn

Date

11/4/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Ms. Marlo Malott

Date

11/4/2020

Comprehensive Needs Assessment

Demographics

Demographics Strengths

O. Henry Middle School is honored to serve a diverse and proud student population from all backgrounds and experiences. Generations of families have come to O. Henry Middle School and continue to contribute to the success of the Austin Independent School District. Our school and community continue to display great pride in our school.

One of the strengths of our staff is the level of collaboration among faculty in the building. Teachers support each other, help grow new teachers and staff, and continue to focus on improving their teaching skills. Teachers share best practices in weekly PLC meetings, weekly grade level team meetings, monthly department meetings, monthly faculty meetings, and on going professional learning.

Demographics Weaknesses

In the area of Academic Growth our component score was a 65, scaled score was a 69 for a Domain grade of a D.

O. Henry missed learning targets for growth in Reading for All students, Hispanic, White, Two-or-more races, Economically Disadvantaged, Emerging Bilinguals, and Special Education.

O. Henry missed the learning targets for growth in Mathematics for All students, Hispanic, African American, Two-or-more races, Economically Disadvantaged, Emerging Bilinguals, and Special Education.

Demographics Summary

O. Henry Middle School is a diverse, 6-8 comprehensive middle school of approximately 928 students. O. Henry Middle School is located in west central Austin.

31% of the population qualifies for free and reduced lunch prices.

8.97% of the currently enrolled students are Emerging Bilingual.

13.84% of the currently enrolled students receive Special Education services.

The majority of the student population, 52.86%, is are White, with Hispanic students being the second highest student group at 40.54% of the student population. Approximately 3% of the students are African American, with a very small group of Asian and students of Two-or-More Races.

O. Henry Middle School

Goal 1. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

O. Henry Middle School

- Goal 1.** (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.
- Objective 2.** (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and use a tool for conducting observations and tracking progress, including walkthrough form aligned to the Effective Schools Framework (Target Group: All) (Strategic Priorities: 1)	Administration, Administrative Team	October 30		Criteria: tracking chart 06/08/21 - Pending (S) 12/18/20 - Completed 10/07/20 - Pending 10/07/20 - Pending 10/07/20 - Pending
2. Admin provides each teacher with (written/electronic) feedback within 48 hours. Feedback includes actionable items to address growth (Strategic Priorities: 1)	Administration, Administrative Team	weekly		Criteria: feedback sheet sent by email 06/08/21 - Some Progress (S) 06/08/21 - Some Progress 12/18/20 - On Track 11/06/20 - Pending 10/07/20 - Pending

O. Henry Middle School

Goal 2. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common assessments will be given in all grade levels and content areas (not electives) minimally two times per six weeks. One assessment will be created by the district and one created by the campus. PLCs will each develop their own assessment calendar.	PLCs	6 weeks		Criteria: Evidence: assessment calendar; campus-created common assessments 06/08/21 - Significant Progress (S) 06/08/21 - Completed
2. Professional Learning Plan focuses on identified needs: AVID using WICOR strategies, writing across the curriculum, culturally responsive teaching, SEL and Ruler, and new teacher supports.	Principal	weekly, quarterly		Criteria: PD team notes, Professional Learning Plan, agendas from PLC and Team meetings, Cabinet and Admin Team Notes 06/08/21 - Significant Progress (S) 06/08/21 - Significant Progress

O. Henry Middle School

Goal 2. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 2. (Common assessments) Common Assessments will be given in all grade levels and content areas (not electives) minimally two times per six weeks. One assessment will be created by the district and one created by the campus. Each PLC will develop their own assessment calendar.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

O. Henry Middle School

Goal 2. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 3. (Professional Learning Plan) Professional learning plan focuses on identified needs: AVID using WICOR strategies, writing across the curriculum, culturally responsive teaching, SEL, and supports for new teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

O. Henry Middle School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (Target Group: All,H,ECD,LEP) (Strategic Priorities: 2)	Administration, Department Chairs, Instructional Coaches	weekly		<p>Criteria: Common assessments, iReady, analyzing data.</p> <p>Monitoring of PLC implementation to include TEKS analysis, creation of common assessments, data analysis of results, creation of high-quality lesson plans with differentiated strategies to increase student performance.</p> <p>06/08/21 - Discontinued (S) 10/22/20 - Pending</p>

O. Henry Middle School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and monitor flexible instruction time. Students are identified for targeted reteach groups based on common assessment data analysis, resulting in increased learning and student performance. (Target Group: H,ECD,LEP) (Strategic Priorities: 2)	Administrative Team, Department Chairs, Grade Level Lead, Grade Level Team, Instructional Leadership Team, Instructional Specialists/Coaches, Teachers			Criteria: Reduction of student failure rate, increased academic achievement. 06/08/21 - Some Progress (S)
2. The special education department will utilize innovative academic tools to assist students with decoding, inferencing, estimation, predictions. (Target Group: SPED) (Strategic Priorities: 2)		May 2021		Criteria: The ELA department will support reading proficiency through iReady, Reader/Writers notebook, sustained self-reading, virtual library visits, teach specific reading strategies, and language acquisition. The Math department will utilize iReady, Dreambox to routinely review and monitor data. 06/08/21 - Some Progress (S)
3. Provide professional development and coaching in partnership with Seidlitz on the 7 Steps to a Language Rich Classroom and other applicable trainings. (Target Group: All,H,ECD,ESL) (Strategic Priorities: 1,2)		May 2021		Criteria: Professional Learning Agendas, 06/08/21 - On Track (S)
4. We will develop the whole child, cultivating the social and emotional skills by increasing student positive responses on the climate survey in the area of student to student interaction from 86% to 90%. (Target Group: All) (ESF: 5.2)	SEL Campus Coordinator, SEL Committee, Students			06/08/21 - Pending (S)
5. Each campus administrator conducts 5-8 walkthroughs weekly and shares feedback within 48 hours with staff members. (Target Group: All,H,ECD,LEP) (Strategic Priorities: 1,2)	Administrative Team	weekly		Criteria: WT form, email evidence 06/08/21 - Some Progress (S)

O. Henry Middle School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers analyze common assessment data in PLCs two times per six weeks, to ensure students are growing and identify interventions and enrichment accordingly. (Target Group: All,H,ECD,LEP) (Strategic Priorities: 2)	Administrators	minimum 2 times per six w		Criteria: Evidence: Common Assessment Data Review forms 06/08/21 - Some Progress (S)
2. Teachers track progress of individual students (SEs/skills/TEKS) in order to identify students that would benefit from intervention and enrichment. (Target Group: All,H,ECD,LEP) (Strategic Priorities: 1,2)	Administrators, Teachers	minimum 2 times per six w		Criteria: Resource/data/content binders/electronic folders 06/08/21 - No Progress

O. Henry Middle School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 4. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

O. Henry Middle School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 5. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will prepare every student for success after high school through a variety of experiences and learning pathways by increasing the percent of students responding on the student climate survey that indicates they have participated in a college-career readiness session. (Target Group: All) (Strategic Priorities: 3)	AVID Team, AVID Trained Teachers, Counselor			Criteria: AVID College and Career guest speakers to increase awareness of different types of jobs and post-secondary education options. 06/08/21 - Pending

O. Henry Middle School

- Goal 4.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.
- Objective 1.** (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. AVID team meets at least one time per month	AVID Team			Criteria: meeting minutes 06/08/21 - Completed
2. AVID site team plans and provides training during PD/DOI Days, Faculty meetings	AVID Team			Criteria: PD/DOI Days, Faculty meeting agendas 06/08/21 - Some Progress (S)

O. Henry Middle School

Goal 4. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Design and complete the 20 Day challenge	Administrators, Attendance Clerk			Criteria: ACES lesson, announcements, newsletter, on campus calendar 06/08/21 - No Progress

O. Henry Middle School

Goal 4. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 3. (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers use BLEND in classrooms: PageView goals at 4000	Technology Team	Ongoing		Criteria: % of teachers using BLEND: MS 50% of goal measured thru Blend PageView Spreadsheet 06/08/21 - Completed
2. Use BLEND Campus Community Course to share announcements, events, and deadlines with parents		Ongoing		Criteria: % of Parents using BLEND thru Parent BLEND tour 06/08/21 - Completed (S)

O. Henry Middle School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration and staff become aware of the intersections of identity and how to create an identity-safe school environments for students, staff, and families (Target Group: All) (Strategic Priorities: 4)	Administration, Staff	January 2021		Criteria: Students, staff, and families feel connected to the campus and there is a decrease in bias-laden language. 06/08/21 - On Track (S) 10/07/20 - Pending
2. Campus administration and staff examine personal bias and learn language to interrupt microaggressions toward students, staff, and families in order to create identity safe schools (Target Group: All) (Strategic Priorities: 4)	Administration, Staff	January 2021		Criteria: Campus TELL Survey results show an increase in belonging, safety, and connection to the campus for students, staff, and families. 06/08/21 - On Track (S) 11/06/20 - Pending 11/06/20 - Pending
3. Campus administration and staff examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families in order to create identity-safe schools (Target Group: All) (Strategic Priorities: 4)	Administration, Staff	May 2021		Criteria: Campus TELL Survey results show an increase in belonging, safety, and connection to the campus for students, staff, and families. 06/08/21 - On Track (S)
4. Campus administration and staff attend Austin ISD CP&I Professional Learning opportunities to build capacity to understand the intersections of identity and how to create an identity-safe school environment for students, staff, and families. (Target Group: All) (Strategic Priorities: 4)	Administration, Staff	May 2021		Criteria: Campus administration and staff attend Austin ISD CP&I Professional Learning opportunities to build their capacity to create identity-safe school environments and interrupt microaggressions. 06/08/21 - Completed (S)

O. Henry Middle School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (Coordinated School Health) Coordinated School Health

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

O. Henry Middle School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 3. (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

O. Henry Middle School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 4. (Nutrition) Nutrition

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

O. Henry Middle School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 5. (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

O. Henry Middle School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 6. (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SY 20-21 CIP Developers List

Name	Position
Fillpot, Camie	Assistant Principal
McMillon, Serena	Assistant Principal
Shackelford, Michael	Instructional Coach
Ciesla, Karen	Math Instructional Coach, Teacher
Hibbard, Leslie	Science Department Chair
Monger, Virginia	Math Department Chair
Simms, Mike	Social Studies Department Chair
McCulloch, Brittany	English Department Chair, CALT
Dillenberger, Jessica	ESL Teacher, AVID
Cohen, Macie	AVID teacher

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	81		District SCA	85		District Benchmark	85		Campus Common Assessment	85		85
		All	All	Reading	Meets	STAAR	56		District SCA	60		District Benchmark	60		Campus Common Assessment	60		60
		All	All	Reading	Masters	STAAR	33		District SCA	33		District Benchmark	33		Campus Common Assessment	33		33
		All	All	Mathematics	Approaches	STAAR	84		District SCA	88		District Benchmark	88		Campus Common Assessment	88		88
		All	All	Mathematics	Meets	STAAR	57		District SCA	60		District Benchmark	60		Campus Common Assessment	60		60
		All	All	Mathematics	Masters	STAAR	24		District SCA	26		District Benchmark	26		Campus Common Assessment	26		26
		All	All	Science	Approaches	STAAR	83		District SCA	85		District Benchmark	85		Campus Common Assessment	85		85
		All	All	Science	Meets	STAAR	60		District SCA	65		District Benchmark	65		Campus Common Assessment	65		65
		All	All	Science	Masters	STAAR	33		District SCA	35		District Benchmark	35		Campus Common Assessment	35		35
		All	All	Social Studies	Approaches	STAAR	70		District SCA	75		District Benchmark	75		Campus Common Assessment	75		75
		All	All	Social Studies	Meets	STAAR	41		District SCA	50		District Benchmark	50		Campus Common Assessment	50		50
		All	All	Social Studies	Masters	STAAR	25		District SCA	30		District Benchmark	30		Campus Common Assessment	30		30
		All	All	Writing	Approaches	STAAR	78		District SCA	80		District Benchmark	80		Campus Common Assessment	80		80
		All	All	Writing	Meets	STAAR	54		District SCA	57		District Benchmark	57		Campus Common Assessment	57		57
		All	All	Writing	Masters	STAAR	22		District SCA	25		District Benchmark	25		Campus Common Assessment	25		25
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ECD	Reading	Meets	STAAR	27		District SCA	33		District Benchmark	33		Campus Common Assessment	33		33
		All	Hispanic	Reading	Meets	STAAR	35		District SCA	37		District Benchmark	37		Campus Common Assessment	37		37
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ECD	Mathematics	Meets	STAAR	30		District SCA	36		District Benchmark	36		Campus Common Assessment	36		36
		All	EL	Mathematics	Meets	STAAR	30		District SCA	40		District Benchmark	40		Campus Common Assessment	40		40
4. Domain 3 Focus 3	ELP Component	All	Els	TLPAS	All	TLPAS	0		District SCA			District Benchmark			Campus Common Assessment			10