

O HENRY M S

Campus Improvement Plan 2021/2022

2021/2022

In Pursuit of Excellence



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

~The O. Henry community educates the whole child: academically, socially, emotionally, physically, and artistically.

Campus Vision

O. Henry Middle School provides the opportunity and the resources to prepare students to be positive, successful, and constructive members of a global society.

Campus Values

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.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

O HENRY M S

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation (REQUIRED)) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, family nights. Include information at faculty meetings and discuss current and continuous campus activities. (Target Group: 6th,7th ,8th)	Campus Committees	every 2 weeks - May 2022		Criteria: Faculty meeting agendas, weekly bulletins, Pony Express Community newsletter, bulletin boards, call out scripts, marquee 10/31/21 - Significant Progress
2. Through the Child Study Team, implement the campus Threat Assessment Team and utilize the eCST Threat Assessment Documents to document incidents. (Target Group: All)	Administrators, Campus Committees, Counselor, Crisis Response Team, CST Chair, CST Team	August 2020-ongoing		Criteria: Criteria: List of Campus Threat Assessment team members, training logs, eCST documentations when a plan is needed. 10/31/21 - On Track

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Objective 2. (Health Education) SMART Goal:100% of O. Henry students enrolled in PE class will complete the Fitnessgram.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer the middle school Health Education course for 7th/8th grade students. This class will also serve as the campus student CATCH team. (Target Group: 7th ,8th) (Strategic Priorities: 3)	Teachers	August 2021-ongoing		Criteria: Master Schedule, minimum of 1 class per semester 10/31/21 - Completed

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Objective 3. (Physical Education and Physical Activity) SMART Goal: By the end of SY 21-22, the campus will host at least 4 guest speakers to address the health and wellness goals of Physical Education in schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite special guests to campus to show their expertise to students and staff including but not limited to Crossfit, Hiit Circuit, City of Austin, and other community partnerships (Target Group: 6th,7th ,8th)	CATCH Team, Teachers	every nine wks byMay 2022		Criteria: PE and Health Teacher Lesson Plans, pictures of events for newsletter, department meeting agenda. 10/31/21 - No Progress

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Objective 4. (Employee Wellness) SMART Goal: By the end of SY 21-22, the campus will ensure that 100% of staff have completed district and campus health courses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure staff and students receive required training related to health services.	Academic Leadership Team, Administrators, Nurse, Teacher Assistants, Teachers	October 2021-ongoing		Criteria: Run HCP reports to ensure that staff has completed all required training by October. 10/31/21 - Some Progress

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Objective 5. (Social and Emotional School Climate (REQUIRED)) SMART Goal: During the SY 21-22 students at O. Henry Middle School Student Climate Survey results in Safety and Respect will increase from 84% to 90% in relation to "my classmates will show respect to other students who are different"

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100 % of O. Henry Middle School students will participate in advisory lessons which incorporate CATCH, SEL, and AVID strategies. (Target Group: All)	Academic Leadership Team, Advisory Teachers, Counselor, Instructional Coaches, Parents, SEL Campus Coordinator, SEL Committee	August 2021-on going		Criteria: ACES lesson plans, student pre and post survey, newsletters, campus bulletin boards 10/31/21 - On Track

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Objective 6. (Family Engagement (REQUIRED)) SMART Goal: O. Henry Middle School will increase by 5% on parent climate survey from 2020-2021 who respond that they are well informed of school events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Family Academic Engagement Team, including an agenda item on all agendas, which focuses on culturally inclusive and responsive pedagogy and courageous conversations through the PTA, websites, newsletters, and family nights. Host at least 2 family nights a semester. (Target Group: All)	Academic Leadership Team, AVID Coordinator, CAC Members, Campus Committees, Campus Leadership Team, CATCH Team, Counselor, Department Chairs, PTA, Students	2x a semester		Criteria: PTA agendas, newsletters, websites, family nights, team and department agendas 10/31/21 - No Progress
2. O. Henry Middle School will host a fall and spring Fine Arts Showcase featuring student performances in our various creative and performing programs (Target Group: All)	Administrators, Department Chairs, Teachers	December 2021, April 2022		Criteria: Event Flyers, pictures from the events, program 10/31/21 - Some Progress
3. O. Henry will engage the school community through weekly newsletter, school messenger, social media to engage students and families in school events such as library book fairs, sporting events, fine arts events, carnivals, school dances, STEM nights. (Target Group: All)	Administrative Assistant, Administrators, Campus Leadership Team, Instructional Coaches	August 2021-May 2022		Criteria: Campus newsletters, event flyers, school messenger scripts, social media posts, pictures of events. 11/01/21 - Some Progress
4. Create a Campus Advisory webpage (post agendas and minutes, meeting schedule, solicit for announcements) which highlights at least 8 regular meetings a year. (Target Group: All) (Strategic Priorities: 4)	CAC Members	monthly- August 2021		Criteria: Website, CAC meeting minutes, CAC agenda 11/01/21 - On Track
5. Encourage parents and community to get involved in Career and Technical Education by being guest speakers in classrooms, offering industry visits for CRE students, serving as CTE advisory members, or assisting with CTE leadership organizations. (Target Group: All,CTE) (Strategic Priorities: 3,4)	Department Chairs, Teachers	October 2021-May 2022		Criteria: Guests agendas, lesson plans, photos, 11/01/21 - Some Progress

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Objective 7. (Counseling, Mental Health & Social Services) SMART Goal: Increase % of parent responding on parent survey that they know how the counselors can help their child by 5%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with MTSS Specialists, Child Study Team, Social Emotional Learning Specialists, and Special Education Behavior Specialists to integrate positive support for campuses, classrooms, and individual students. (Target Group: 6th,7th ,8th)	Administrators, Attendance Committee, Counselor, CST Chair, CST Team, MTSS, SEL Campus Coordinator, SEL Committee	August 2021-weekly		Criteria: Cabinet meeting agendas, ACES lessons, Team Meetings, decrease in student referral data, professional learning agendas and trainings, TELL survey 11/01/21 - Some Progress
2. Ensure all staff receive services and professional learning from CSS counselors and social service specialist on the Annual Campus Crisis Response Prevention/Intervention Plan with campus crisis team. (Target Group: All)	Counselor, Crisis Response Team, MTSS	November 2021		Criteria: training log 11/01/21 - No Progress
3. Counselors will deliver two parent information sessions related to College-Career and High School readiness. (Target Group: All) (Strategic Priorities: 3)	Counselor	October 2021-April 2022		Criteria: Community survey, agenda, marketing flyers 11/01/21 - Some Progress

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Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.2) Decrease the disciplinary removal rates for all student groups by 25% for ISS, OSS, and DAEP by May 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselors will design and deliver a 10 part staff PD (each part about 15 min) focusing on Bruce Perry brain model for trauma. (Target Group: All)	Counselor	monthly through May 2022		Criteria: Every three weeks; Grade level PLC agenda, Cabinet agenda 11/01/21 - Some Progress
2. Establish Restorative Practice Committee to analyze, monitor, and provide recommendations to reduce disproportionality in discipline. Provide PD for teachers on implicit bias in relation to student discipline. (Strategic Priorities: 1,4)	Academic Leadership Team, Administrators, District Departments, Grade Level Lead, Grade Level Team, MTSS, Restorative Committee, Social Worker/Social Services Specialist	October 2021-August 2022		Criteria: Increased teacher tool set to respond to and proactively address student behaviors will result in increased learning time for students. Reduction in disciplinary referrals and student removals from learning environment. 11/01/21 - No Progress

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) By May 2022, 100% of the teachers will effectively implement the AISD Curriculum and middle school instructional expectations. Instructional coaching will be provided to teachers not meeting expectations with focused action for improvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Through on-going professional learning, including embedded PD to teachers and TA's, The use of five instructional strategies, classroom procedures, routines, are introduced, modeled, and practiced with fidelity in the classroom with consistency and fidelity in all classrooms. (Target Group: All) (Strategic Priorities: 1)	AVID Coordinator, AVID Team, AVID Trained Teachers, Department Chairs, Instructional Coaches	August 2021-May 2022		Criteria: PLC agendas, walkthrough data, PD agendas, teacher observations and walkthroughs 11/01/21 - Some Progress
2. Campus instructional leaders conduct regular walk-through and observations to ensure consistent implementation of expectations. 100% of all teachers will participate in coaching and feedback sessions (Target Group: All) (Strategic Priorities: 1,2)	Academic Leadership Team, Administrators, Teachers	September 2021-May 2022		Criteria: Walkthrough data, feedback conferences, Tiered supports 11/01/21 - Some Progress
3. Design of learning experiences include intentional use of blended learning models that include the intentional use of offline and online activities to support learning goals and student need, including time for small groups and one-to-one or individual learning with the teacher. (Target Group: All) (Strategic Priorities: 2)	Administrators, Instructional Coaches, Teachers	August 2021-May 2022		Criteria: Teacher Lesson Plans, PLC Agendas 11/01/21 - Some Progress
4. Ensure all teachers are teaching the English Language Proficiency Standards as a part of their daily core content curriculum. Teachers will add the language (ELPS) and content objectives to their instructional lesson planning. (Target Group: ESL,LEP) (Strategic Priorities: 1,2,4)	Administrators, Bilingual Specialist/Instructional Coach, Instructional Coaches	September 2021-May 2022		Criteria: PD agendas, PLC agendas, lesson plans, evidence on Frontline observation and feedback tracking 11/01/21 - Some Progress
5. The AVID site team meets at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of rigorous curriculum and advanced courses at each grade level. The AVID site team plans and implements professional learning on AVID	Academic Leadership Team, AVID Coordinator, AVID Team, AVID Trained Teachers, Instructional Coaches, Teachers	September 2021-May 2022		Criteria: PD Agendas, Faculty Meetings, PLC's, lesson plans 11/01/21 - Significant Progress

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Objective 1. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) By May 2022, 100% of the teachers will effectively implement the AISD Curriculum and middle school instructional expectations. Instructional coaching will be provided to teachers not meeting expectations with focused action for improvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
instructional strategies. (Target Group: All) (Strategic Priorities: 1,3,4)				

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Data-driven instruction (ESF Essential Action 5.3)) By May 2022, 100% of teachers will be able to analyze student data in order to implement effective reteaching and intervention plans with fidelity. Data sets may include student work samples, common assessments, and district made short cycle assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. in SY 21-22, 100% of teachers of STAAR tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and student expectations within 48 hours of assessment (Target Group: All) (Strategic Priorities: 1,2)	Academic Leadership Team, Assistant Principal, Instructional Coaches, PLCs, PLCs - Instructional, Teachers	August 2021-June 2022		Criteria: Data PLC meetings, data trackers, intervention plans 11/01/21 - On Track
2. Teachers analyze common assessment data in PLC's two times per six weeks to ensure students are growing and identifying interventions and enrichments accordingly. (Strategic Priorities: 1,2,4)	Administrators, Instructional Coaches, Instructional Specialists/Coaches, Teachers	August 2021-May 2022		Criteria: Common Assessment Data tracker forms, intervention plans, PLC agendas, lesson plans 11/01/21 - Some Progress

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 3. (Support for Students with Special Needs) By the end of the SY 21-22, 100% of campus IEPs will be in timeline compliance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain evidence that accommodations and/or modifications have been effectively applied during instruction and assessment. (Target Group: SPED) (Strategic Priorities: 1,2)	Special Education Staff, Teacher Assistants, Teachers	August 2021-May 2022		Criteria: Progress monitoring logs 11/01/21 - Some Progress
2. Develop a system for monitoring consistent implementation of BIP fidelity, to include evidence of the provision of IEP accommodations and IEP Behavioral strategies. (Target Group: SPED) (Strategic Priorities: 1,4)	Administrators, General Ed and Sped Teachers	August 2021-May 2022		Criteria: IEP implementation, BIP, decrease in discipline for Sped students, progress monitoring notes in Frontline Accelify. 11/01/21 - Some Progress
3. Perform monthly systems checks to determine if case managers are adhering to compliance timelines. (Target Group: SPED)	Administrators, Special Education Staff, SpEd Department Chair	August 2021-May 2022		Criteria: IEP timelines, monitoring sheets 11/01/21 - Significant Progress

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Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment (REQUIRED)) SMART Goal Semester 1: Campus enrollment will increase from 814 to 830 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide monthly school tours to bring in community and highlight success and strengths. Campus events to include Fine Arts Showcase, STEM nights, Open House, and Course fair offered throughout the reecruiting season. (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members, Parents, PTA	Sept 2021-December 2022		Criteria: Monthly calendar school tours, data on parent learning walks 11/01/21 - Some Progress

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Goal 5. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service (REQUIRED)) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Facility and Operations and Campus Communication (website) section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. O. Henry staff will respond to parents withing 48 hours and documented in eCst. (Strategic Priorities: 4)	Administrative Assistant, Administrators, Attendance Clerk, Campus Committees, Counselor, Teachers	August 2021-ongoing		Criteria: CARES survey results, Community Survey 11/01/21 - Some Progress
2. All front office staff will participate in CARES training provided by the district. (Target Group: All) (Strategic Priorities: 4)	Office Staff	October 2021		Criteria: HCP Transcript 11/01/21 - On Track

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

O HENRY M S Site Base

Name	Position
Fillpot, Camie	Campus User
Mcmillon, Serena	Campus Administrator
Tagle, Angelica	Administrative Assistant
Shackelford, Michael	Instructional Coach
Price, Rachel	Counselor
Stangle, Melissa	Counselor
Torres, Cristina	Counselor
Smith, Kristin	Special Education Department Chair
Lindberg, Lisa	CATCH Coordinator
Cohen, Macie	AVID Teacher, Site Coordinator
Dillenberger, Jessica	EL teacher, AVID teacher
Tierney, Tim	Attendance Specialist
Ciesla, Karen	Math Instructional Coach, Teacher
Monger, Virginia	Math Department Chair
Hibbard, Leslie	Science Department Chair
Boltz, Jennifer	CAC Chair, Fine Arts Dept Chair
Simms, Mike	Social Studies Dept Chair
Morgan, Alyssa	ELA Department Chair
Sandel, Amalia	Registrar
Borders, Luke	CTE Dept Chair

SY 21-22 CIP/TIP Comprehensive Needs Assessment - O. HENRY MIDDLE SCHOOL

Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Level 1: Strong School Leadership and Planning</i>	<i>Level 2: Strategic Staffing</i>	<i>Level 3: Positive School Culture</i>	<i>Level 4: High-Quality Instructional Materials and Assessments</i>	<i>Level 5 (5.1): Effective Instruction</i>	<i>Level 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	4	4	4	4	4	3

3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
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4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

Focus Area for Improvement	Rationale
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	Roles and responsibilities are clearly defined with weekly PLC and walkthrough calendar. Need to continue to develop predetermined goals. Feedback cycle is in place but not as frequent as planned and this system needs to be tightened.
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	The use of student work and holding bi-weekly data meetings is a campus goal. Shifting our narrative and practice from what has been taught to evidence of what the student is learning will be a part of weekly PLC and embedded professional learning. Administration and Instructional Coaches will continue to grow the coaching feedback cycle.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - O. HENRY MIDDLE SCHOOL

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	74	39	100	80	100	58	100	50	71	25	92	94
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

O. Henry will benefit from forming a CSH Committee to create goals and monitoring. Specifically, we will focus on CSH Implementation, Employee Wellness, and Community Engagement. We will continue to focus on SEL Implementation through the forming of a campus and community committee.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - O. HENRY MIDDLE SCHOOL

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	885	43		9	20		352	1	45	141	5	434		24	37	3	416		34	40	5
2018-2019	860	47		11	20	1	333	1	34	97	7	427	2	9	40		417		22	51	4
**2019-2020	942	44		9	7												469		24	17	4
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	885	469	1	45	170	4	266	1	57	147	7	94		17	68	2					
2018-2019	860	413	3	33	109	4	260	1	37	98	6	130		18	46	1					
**2019-2020	942	473	1	46	90	4	252	1	49	62	6	141		25	37						

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

What are the top 3 reasons students get referrals?

The top 3 reasons students get referrals are for disruptions, altercations with other students, drug use. Our campus goal to respond to student referrals is to provide teachers and students with the opportunity to build strong relationships through our modified first day schedule, our advisory program, and embedded SEL. Historically our students were removed from the learning environment through in school and home suspension causing the student to get further behind. This also impacted our relationships with our families and overall student attendance.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - O. HENRY MIDDLE SCHOOL

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Grade	2020		2021		2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
6			17	53%	53%	24%	25%	33%
7			10	80%	80%	20%	50%	38%
8			3	*	*	*		47%
All								

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

Students having the opportunity for speaking and peer to peer conversations in the classroom improved our results. Our teachers also spent time training and supporting the students on the on-line testing platform prior to the assessment so they were familiar with the tools.

SY 20-21 STAAR Results (Reading, Math, Writing, Science, and Social Studies).

	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																										
Math	06	112	45	65	22	5	1	25				48	40	48	17	2	59	50	81	27	8	32	37	31	6	3
Math	07	87	51	64	44	25	2	29				30	44	43	20	13	53	58	75	55	28	24	41	33	8	4
Math	08	220	45	81	47	16	7	58	43	29	14	55	32	58	25	7	148	53	91	55	20	35	32	51	34	11
Math	All	419	46	74	40	15	10	43	40	30	20	133	37	51	21	7	260	53	86	48	19	91	36	40	18	7
Reading	06	123	43	70	40	17	1	25				52	41	60	29	12	64	44	78	48	22	32	36	41	16	2

SY 21-22 CIP/TIP Comprehensive Needs Assessment - O. HENRY MIDDLE SCHOOL

Reading	07	113	38	81	56	35	3	38				44	40	66	45	18	60	36	90	65	48	30	37	60	30	13
Reading	08	75	23	60	48	33	4	36				31	24	39	29	13	37	22	84	68	51	23	26	35	22	13
Reading	All	311	34	71	48	28	8	35	25	13	13	127	35	57	35	14	161	34	84	59	39	85	33	46	22	11
Writing	07	107	35	63	45	10	3	33				41	37	44	27	7	58	35	74	55	12	30	37	30	17	3
Science	08	69	22	59	43	23	4	36				29	23	41	17	14	34	20	82	71	32	22	25	41	18	5
Social Studies	08	70	22	49	33	13	4	36				34	26	29	15	6	31	18	74	58	23	26	29	23	8	4

2021 STAAR	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	06	31	37	31	6	3	9	28	22	0	0	21	46	38	19	5	22	47	59	9	1
Math	07	24	41	33	8	4	8	42	38	0	0	16	59	25	13	0	16	48	31	19	6
Math	08	35	32	51	34	11	12	39	25	25	0	16	29	38	25	6	29	48	62	28	10
Math	All	91	36	40	18	7	29	35	28	10	0	53	41	34	19	4	67	48	64	19	6
Reading	06	32	37	31	6	3	11	33	36	18	1	21	47	38	19	5	19	38	47	21	5
Reading	07	30	37	60	30	30	14	54	71	43	14	15	45	47	13	7	16	38	38	19	13
Reading	08	23	26	35	22	13	6	26	33	1	1	14	26	14	14	14	14	27	36	29	14
Reading	All	85	33	46	22	11	31	38	52	26	6	50	38	34	16	8	49	34	41	22	10
Writing	07	30	37	30	17	3	15	58	13	13	0	17	53	29	24	12	14	33	21	7	7
Science	08	22	25	41	18	5	4	18				14	26	14	7	0	15	31	40	33	13
Social Studies	08	26	29	23	8	4	6	26	17			15	28	20	7	7	15	29	33	20	7

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)? While our participation rate overall on campus was not high compared to our student enrollment, the historically underserved student groups continue to underperform compared to the white population.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	10%	8.11%	8%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	10.9%	11.8%	11.3%

Advanced Academics reflection questions:

SY 21-22 CIP/TIP Comprehensive Needs Assessment - O. HENRY MIDDLE SCHOOL

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?

Counselors review the course selections for students, students are encouraged to enroll in high school credit classes.

How are you communicating with all families about GT and/or advanced learning opportunities?

Parent newsletter, course guide, choice sheet selection

How do you support a culture that provides advanced learning opportunities to all students?

AVID, open enrollment, promotion and retention in high school credit courses.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	O	E		E	E	E		E	E	E		E	O	E		E	E	E	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	16%	18%	18%
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	100%	100%	100%
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			

Special Populations reflection:

Some of these data sets were not available

SY 21-22 CIP/TIP Comprehensive Needs Assessment - O. HENRY MIDDLE SCHOOL

Growth 50%	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Continuing Enrollment	Not Continuing Enrollment	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	280	6	118	144	0	6	0	6	72	31	40	<25	238	42			
Growth Score	47%		39%	53%					38%	48%	36%		48%	42%			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N	N					N	N	N	N	N	N	0	8	0

Math #PM Tests	386	9	126	238	0	5	0	8	84	34	45	<25	340	46			
Growth Score	35%		24%	40%					20%	15%	38%		36%	25%			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N			N	N				N	N	N	N	N	N	0	8	0
Total															0	16	0

Domain 3 Campus Reports

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

Students were scheduled into additional electives focusing on the CORE literacy strategies. Professional learning plan with focus on literacy strategies in all subjects and elective areas.

*EL Current and Former

SY 21-22 CIP/TIP Comprehensive Needs Assessment - O. HENRY MIDDLE SCHOOL

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	834	816	904	910
	Students in enrollment area	481	473	601	411
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate			90	87
	Managing Student Conduct			76	85
	Principal Leadership			82	84

Reflection Questions: Why do you think families are transferring to other AISD schools?
 What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Enrollment to O.Henry has been on the rise to the increased development of our elective programming which is comparable to our magnet and academy programs in AISD. OHMS has been open to transfers and we have an increase population of students from all over Austin attending. One challenge is that we are losing some of our feeder school students to the magnet programs and to private schools. In some cases, the 6th graders are able to play sports at the private schools and affluent families are choosing to go there for smaller class sizes and sports.

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website		X		
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				

SY 21-22 CIP/TIP Comprehensive Needs Assessment - O. HENRY MIDDLE SCHOOL

Grounds		x		
Safety Protocols		x		
Signage	x			
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>Many families still go to the campus website for information. This is the forward facing tool and needs a major update with current and relevant information. Our signage for visitors and parking is very weak and needs major improvement.</p>				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - O. HENRY MIDDLE SCHOOL

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

O. Henry Middle School

2021-2022 Literacy/Biliteracy Instructional Plan

These items are required in all campus plans.

Focus 1: Build Educator Capacity to Provide High-Quality Literacy Instruction through Professional Learning, Follow-up Coaching, and On-going Support				
Action	Timeline	Person(s) Responsible	Resources	Evidence of Success
Communicate the common literacy instructional expectations for all Austin ISD middle school teachers.	August 17 2021	Principal Instructional Leadership Team	Literacy/Biliteracy Instructional Agreements in AISD	Professional learning and communication records. Lesson plans PLC Meeting Notes PD Professional Development
Provide professional learning to achieve the following: <ul style="list-style-type: none"> • understanding the literacy instructional expectations • mastering the instructional strategies needed to implement the framework 	August 16, 2021-Ongoing	Instructional Leadership Team	student work formative assessment campus data	Embedded PD in PLCs Lesson Plans Workshop Agendas
Incorporate literacy instructional expectations in scripting of instructional delivery	August 2021 - May 2022	Instructional Leadership Team Teachers	IPGs Blueprints	Written lesson plans. Evidence of consistent implementation in walkthroughs.

Conduct literacy focused, cross-content leadership team learning walks at least once per grading cycle.	September 2021 - May 2022	Principal	Learning walk schedule	Evidence of completed learning walk Campus learning walk summary
Focus 2: Ensure Students Receive Immediate and Targeted Support as Needed				
Provide professional learning for all core teachers focused on supporting students with dyslexia.	September 2021-May 2022	Principal Assistant Principal Instructional Coach Literacy Team		Faculty meeting agendas
Implement data-driven instruction plans, analyzing formative assessment data, and developing and implementing necessary reteach plans for each student.	August 2021-ongoing	Principal Assistant Principal Instructional Coach Literacy Team	student work formative data summative data short cycle assessment MAP	PLC Agendas Lesson plans Student work
Implement data-driven instruction plans, analyzing short cycle assessment data, and developing and implementing necessary intervention plans for each student.	August 2021-ongoing	Principal Assistant Principal Instructional Coach Literacy Team	student work formative data summative data short cycle assessment MAP	PLC Agendas Lesson plans Student work Data analysis tools
Ensure that the reading specialist completes the Reading by Design professional learning.	August 30, 2021	Principal Reading Specialist	Austin ISD or Region Service Center Professional Development	Evidence of completed professional learning.
Ensure that at least one administrator completes the	September 30, 2021	Principal Designated	Region IV Service Center Professional Development	Evidence of completed professional learning.



Reading by Design administrator professional learning.		Administrator		
Plan for all identified students to receive instruction from the reading specialist.	August 2021 - May 2022	Principal Special Education Chair and 504 Coordinator Lead Scheduler	IEPs 504 Plans	Students scheduled appropriately.
Focus 3: Developing a School Community Focus on Literacy/Biliteracy				
Identify teacher leaders and plan for them to model literacy expectations in department meetings and faculty meetings.	August 2021	Principal Assistant Principal Instructional Coach Literacy Team		PD agendas, PLC Agendas, Faculty Meeting Agendas, Lesson Plans
Host parent and community literacy events each grading cycle.	August 2012-May 2022	Librarian ELAR Administrator ELAR Dept. Chair		Meeting Agendas, photographs of the events, flyers, media
Develop a campus-wide reading challenge and tracking system.		Librarian		TBD

O. Henry Middle School Literacy/Biliteracy Expectations

ELAR Literacy Expectations

All O. Henry Middle School ELAR teachers will support listening/speaking/hearing/thinking **daily** by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [QSSSA](#), Kagan and other cooperative learning strategies, and/or accountable talk.
- Using appropriate [AVID language scripts](#), [AVID language functions](#), accountable talk, and/or [Costa's question stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development through vocabulary preview, attention to cognates, graphic organizers like Frayer Models, [Total Physical Response \(TPR\)](#), and/or [List/Group/Label](#).
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.
- Incorporating at least one [AVID inquiry strategy](#) during each day of instruction.

All O. Henry Middle School ELAR teachers will develop reading **daily** by:

- Address learning objectives that support ELPS in all lesson plans
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.
- Modeling and practicing appropriate comprehension skills and strategy daily (Think-Alouds, [See, Plan, Do, Reflect](#), TAAMIO, RAFT, GIST, compare and contrast, [WIN](#), etc.).
- Exposing students to different types of texts (informational, canonical literature, multimedia, raw data, field notes, journals, letters, novels, current event readings, etc.)***

All O. Henry Middle School ELAR teachers will develop writing **daily** by:

- Creating weekly opportunities for students to process thinking through writing using [Write-Arounds](#), [Think, Ink, Pair, Share](#), “Talk, Read, Talk, Write,” or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quickwrites](#), [Learning Logs](#), etc.)
- Use mentor texts to teach grammar and composition.

MATH Literacy Expectations

All O. Henry Middle School Math teachers will support listening/speaking/hearing/thinking **daily by:**

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [QSSSA](#), Kagan and other cooperative learning strategies, and/or accountable talk.
- Using appropriate [AVID language scripts](#), [AVID language functions](#), accountable talk, and/or [Costa’s question stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development through vocabulary preview, attention to cognates, graphic organizers like Frayer Models, [Total Physical Response \(TPR\)](#), and/or [List/Group/Label](#).
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.
- Incorporating at least one [AVID inquiry strategy](#) during each day of instruction.

All O. Henry Middle School Math teachers will develop reading **daily by:**

- Address learning objectives that support ELPS in all lesson plans
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.

All O. Henry Middle School MATH teachers will develop writing **daily by:**

- Creating weekly opportunities for students to process thinking through writing using [Write-Arounds](#), [Think, Ink, Pair, Share](#), “Talk, Read, Talk, Write,” or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quickwrites](#), [Learning Logs](#), etc.)

SCIENCE Literacy Expectations

All O. Henry Middle School SCIENCE teachers will support listening/speaking/hearing/thinking daily by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [QSSSA](#), Kagan and other cooperative learning strategies, and/or accountable talk.
- Using appropriate [AVID language scripts](#), [AVID language functions](#), accountable talk, and/or [Costa's question stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development through vocabulary preview, attention to cognates, graphic organizers like Frayer Models, [Total Physical Response \(TPR\)](#), and/or [List/Group/Label](#).
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.
- Incorporating at least one [AVID inquiry strategy](#) during each day of instruction.

All O. Henry Middle School SCIENCE teachers will develop reading daily by:

- Address learning objectives that support ELPS in all lesson plans
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.
- Modeling and practicing appropriate comprehension skills and strategy daily (Think-Alouds, [See, Plan, Do, Reflect](#), TAAMIO, RAFT, GIST, compare and contrast, [WIN](#), etc.).
- Exposing students to different types of texts (informational, canonical literature, multimedia, raw data, field notes, journals, letters, novels, current event readings, etc.)***

All O. Henry Middle School SCIENCE teachers will develop writing daily by:

- Creating weekly opportunities for students to process thinking through writing using [Write-Arounds](#), [Think, Ink, Pair, Share](#), “Talk, Read, Talk, Write,” or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quickwrites](#), [Learning Logs](#), etc.)

SOCIAL STUDIES Literacy Expectations

All O. Henry Middle School SOCIAL STUDIES teachers will support listening/speaking/hearing/thinking daily by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [QSSSA](#), Kagan and other cooperative learning strategies, and/or accountable talk.
- Using appropriate [AVID language scripts](#), [AVID language functions](#), accountable talk, and/or [Costa's question stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development through vocabulary preview, attention to cognates, graphic organizers like Frayer Models, [Total Physical Response \(TPR\)](#), and/or [List/Group/Label](#).
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.
- Incorporating at least one [AVID inquiry strategy](#) during each day of instruction.

All O. Henry Middle School SOCIAL STUDIES teachers will develop reading **daily by:**

- Address learning objectives that support ELPS in all lesson plans
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.
- Modeling and practicing appropriate comprehension skills and strategy daily (Think-Alouds, [See, Plan, Do, Reflect](#), TAAMIO, RAFT, GIST, compare and contrast, [WIN](#), etc.).
- Exposing students to different types of texts (informational, canonical literature, multimedia, raw data, field notes, journals, letters, novels, current event readings, etc.)***

All O. Henry Middle School SOCIAL STUDIES teachers will develop writing **daily by:**

- Creating weekly opportunities for students to process thinking through writing using [Write-Arounds](#), [Think, Ink, Pair, Share](#), “Talk, Read, Talk, Write,” or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quickwrites](#), [Learning Logs](#), etc.)

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WORLD LANGUAGE Literacy Expectations

All O. Henry Middle School WORLD LANGUAGE teachers will support listening/speaking/hearing/thinking daily by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [QSSSA](#), Kagan and other cooperative learning strategies, and/or accountable talk.
- Using appropriate [AVID language scripts](#), [AVID language functions](#), accountable talk, and/or [Costa's question stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development through vocabulary preview, attention to cognates, graphic organizers like Frayer Models, [Total Physical Response \(TPR\)](#), and/or [List/Group/Label](#).
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.
- Incorporating at least one [AVID inquiry strategy](#) during each day of instruction.

All O. Henry Middle School WORLD LANGUAGE teachers will develop reading **daily by:**

- Address learning objectives that support ELPS in all lesson plans
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.
- Modeling and practicing appropriate comprehension skills and strategy daily (Think-Alouds, [See, Plan, Do, Reflect](#), TAAMIO, RAFT, GIST, compare and contrast, [WIN](#), etc.).
- Exposing students to different types of texts (informational, canonical literature, multimedia, raw data, field notes, journals, letters, novels, current event readings, etc.)

All O. Henry Middle School WORLD LANGUAGE teachers will develop writing **daily by:**

- Creating weekly opportunities for students to process thinking through writing using [Write-Arounds](#), [Think, Ink, Pair, Share](#), “Talk, Read, Talk, Write,” or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quickwrites](#), [Learning Logs](#), etc.)

ELECTIVE Literacy Expectations

All O. Henry Middle School ELECTIVE teachers will support listening/speaking/hearing/thinking **daily by:**

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [QSSSA](#), Kagan and other cooperative learning strategies, and/or accountable talk.
- Using appropriate [AVID language scripts](#), [AVID language functions](#), accountable talk, and/or [Costa's question stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development through vocabulary preview, attention to cognates, graphic organizers like Frayer Models, [Total Physical Response \(TPR\)](#), and/or [List/Group/Label](#).
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.
- Incorporating at least one [AVID inquiry strategy](#) during each day of instruction.

All O. Henry Middle School ELECTIVE teachers will develop reading **daily by:**

- Address learning objectives that support ELPS in all lesson plans
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.
- Modeling and practicing appropriate comprehension skills and strategy daily (Think-Alouds, [See, Plan, Do, Reflect](#), TAAMIO, RAFT, GIST, compare and contrast, [WIN](#), etc.).
- Exposing students to different types of texts (informational, canonical literature, multimedia, raw data, field notes, journals, letters, novels, current event readings, etc.)

All O. Henry Middle School ELECTIVE teachers will develop writing **daily by:**

- Creating weekly opportunities for students to process thinking through writing using [Write-Arounds](#), [Think, Ink, Pair, Share](#), “Talk, Read, Talk, Write,” or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quickwrites](#), [Learning Logs](#), etc)



***** These items may be weekly or biweekly in Physical Education and Fine Arts courses.**

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf1I7AIIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

2022 Summative Goals (column R):

Ensure all summative goals in Column R are greater than or equal to the 2019 or 2021 Results in column F.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1.

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name: O. Henry Middle School																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	81%	SCA 1	81%	75%	SCA 2	83%		SCA 3	85%		STAAR	
	All	All	Reading	Meets	56%	SCA 1	56%	42%	SCA 2	58%		SCA 3	60%		STAAR	
	All	All	Reading	Masters	33%	SCA 1	33%	26%	SCA 2	35%		SCA 3	33%		STAAR	
	All	All	Math	App.	84%	SCA 1	84%	77%	SCA 2	86%		SCA 3	88%		STAAR	
	All	All	Math	Meets	57%	SCA 1	57%	51%	SCA 2	59%		SCA 3	60%		STAAR	
	All	All	Math	Masters	24%	SCA 1	24%	42%	SCA 2	26%		SCA 3	26%		STAAR	
	All	All	Science	App.	83%	SCA 1	83%	90%	SCA 2	85%		SCA 3	85%		STAAR	
	All	All	Science	Meets	60%	SCA 1	60%	59%	SCA 2	62%		SCA 3	65%		STAAR	
	All	All	Science	Masters	33%	SCA 1	33%	45%	SCA 2	35%		SCA 3	35%		STAAR	
	All	All	SocStu	App.	70%	SCA 1	70%	75%	SCA 2	72%		SCA 3	75%		STAAR	
	All	All	SocStu	Meets	41%	SCA 1	41%	43%	SCA 2	43%		SCA 3	50%		STAAR	
	All	All	SocStu	Masters	25%	SCA 1	25%	33%	SCA 2	27%		SCA 3	30%		STAAR	
	All	Emer. Bilingual	Reading	Meets	38	SCA 1	38	0%	SCA 2			SCA 3			TELPAS	36%
Scorecard	All	African American	All	Meets		SCA 1		*	SCA 2		0%	SCA 3		0%	STAAR	36%
	All	Hispanic	All	Meets		SCA 1		15%	SCA 2		0%	SCA 3		0%	STAAR	41%
	All	Emer. Bilingual	All	Meets		SCA 1		0%	SCA 2		0%	SCA 3		0%	STAAR	37%
	All	Special Education	All	Meets		SCA 1		0%	SCA 2		0%	SCA 3		0%	STAAR	29%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
#DIV/0!	#DIV/0!		