

O HENRY M S
O. Henry Middle School
2022/2023

In Pursuit of Excellence



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O HENRY M S

Mission

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.

Vision

Campus Mission

Vision Continued

~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.

Nondiscrimination Notice

O HENRY M S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

We are a diverse campus where students are able to learn and thrive together in an accepting, safe, and open environment. Intentional work is done around teaching students how to be accepting of others, operating as a "No Place for Hate" environment, and creating systems that are inclusive of all students and staff.

Demographics Weaknesses

Addressing the needs of emergent bilingual students and students in special education across all core subjects

Differentiating for students in needs of support (EL's, SPED, ECD)

Closing the opportunity gap between all demographics

Demographics Needs

Supporting the following students in need of academic support:
AA, Hisp, ECD, SPED, EL's

Demographics Summary

In 2021-22, 15% of the students within the African American/ Black population had one or more discipline events.

In 2021-22, 36% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

O. Henry will address the overall disciplinary actions of students in these two populations by referring to our Support Counselor, hold problem solving meetings with our students and families in order to co-create a plan with offers progress monitoring, mentoring, academic and behavioral support. Administrative and Counseling staff will share data with grade level teams and case managers on a weekly basis. Campus will co-create incentive plans to address the reductions of top infraction on the campus which include class

Comprehensive Needs Assessment

Demographics Summary (Continued)

cut, rude to other students, inappropriate use of the internet, threatening and harrasing behavior, physical aggression, and use of drugs.

Student Achievement

Student Achievement Strengths

O. Henry Middle School is among the top-performing schools within the region. This culture of excellence is emphasized both in academics and extracurricular activities.

As a school serving students from an attendance boundary encompassing central Austin , our students and families represent a variety of backgrounds. We are presented with a number of challenges in meeting the social and emotional needs of students and families, and the result of that comprehensive work is a shared value of hard work, perseverance, and high achievement.

Our growth last year included improvements
Overall Rating improving from an 81- B Rating to an 84-B Rating
School Progress improving from a 70-C to a 79-C (so close to a B)
Academic Growth improving from a 69-D to a 79-C (so close to a B)
Closing the Gaps improving from a 70-C to an 81-B

And Mathematics scores earned Distinction Designations

Student Achievement Weaknesses

- Students currently receiving special education services demonstrating achievement on state assessments in all grades, all subjects at the Meets Grade Level will increase from 36% to 60% by August 2026. (source: TAPR)
- Students identified as economically disadvantaged demonstrating achievement on state assessments for grades 6-8, reading and math, at the Meets Grade Level will increase from 30% to 60% by August 2026.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

(source: TAPR)

Student Achievement Needs

- At O. Henry we continue to strive for instructional excellence. We will continue to aim to provide data-driven, aligned instruction while providing timely feedback.
- We will continue to use Leverage Leadership to target our feedback and needed.
- Teachers at O. Henry need to pinpoint learning gaps, practice high-leverage strategies, and follow through with interventions/Accelerated Learning Plans in order to improved student groups (AA, Hisp, EB, Sped, ECD)

Student Achievement Summary

At O. Henry, we continue to see mastery gaps with our students who are AA, Hispanic, and ECD. Our data trends support growth in the area of Math but stationary movement and growth in English Language Arts. Our students who take TELPAS are improving but some students are not able to exit EL status due to the speaking portion of the assessment.

School Culture and Climate

School Culture and Climate Strengths

- Campus has implemented Social Emotional Learning program successfully with entire campus.
- SEED Model Campus
- Revised SEL/ACES Advisory program for SY 22-23
- Prepared leadership opportunities for staff and students
- Protected time in schedule for students and staff to participate in SEL activities
- SEL strategies used throughout campus

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

Staff will continue to build their trust with colleagues during Professional Learning Communities. Staff are members of a grade level PLCs, Department teams, and smaller content teams. New teachers, administrators, and counselors are also members of PLCs.

School Culture and Climate Needs

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.

School Culture and Climate Summary

In 2021-2022, we reached a 59% implementation rate. Our goal is to reach above 70% in all 11 areas. Our CSH team will form a committee to address the CSH implementation, health education, physical education program, food services, employee wellness, SEL, Community Engagement, counseling and mental health services.

Our goal is to increase participation in CSH/CATCH Family Fitness Night, Campus community evening events.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

The teachers at O. Henry Middle School are experienced and talented; they come in with many tools in their toolbox. We utilize Professional Learning Communities as well as informal collegiality to share great ideas and reflect on the level of success.

Among our staff strengths, the ability to retain talented teachers is key. Our strategy is to surround great teachers with other great teachers, foster a sense of mutual-dependency, and provide teachers with what they need to be successful.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

Continue to grow new to profession staff members through our cohort sessions.

Staff Quality, Recruitment and Retention Needs

Support through cohort group and mentoring
Staff check ins with principal

Staff Quality, Recruitment and Retention Summary

We will continue to focus on cultural awareness and action from an adult focus. This area was selected based on community and staff feedback to foster a campus culture of respect, prioritize customer service,

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Consistent PLC processes
- Administrative team provides timely feedback
- Professional learning is aligned with instructional needs

Curriculum, Instruction and Assessment Weaknesses

- Use of formative assessments on a daily basis
- Use data to reflect and guide instruction
- Lesson plans show evidence of differentiation and implementation in the courses.
- Design and implements targeted supports for students.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

- Professional learning plan focused on differentiation and formative assessment
- Use data to guide instruction and support high needs students
- Professional learning on Emerging Bilingual strategies.

Curriculum, Instruction and Assessment Summary

Based on the 21-22 GT CAMP, none of the 5 areas were out of compliance. In 2022-23 all areas will remain in compliance.

All GT and high-ability students are scheduled into honors courses. We communicated our advanced learning opportunities through our weekly newsletter, SEL lessons, parent engagement sessions (high school credit course, course guide, GPA calculation). At OHMS we offer open enrollment to all students and promote students taking high school credit courses in CTE, Math, and World Languages.

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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) 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. Create a Whole Child, Every Child committee made of CSH Chair, administrator, counselor, nurse, cafeteria manager, classroom teacher(s), and student(s) that meets monthly to plan and monitor campus CATCH initiatives. (Target Group: All) (ESF: 3,3.4)	CATCH Team	September 2022-May 2023		Criteria: Criteria: We will know we are successful through the documentation of meeting agendas.
2. Every faculty meeting agenda includes SEL/Whole Child Updates and weekly newsletter includes the SEL/Whole Child Every Child section. (Target Group: All) (ESF: 3,3.4)	Administrative Assistant, Administrators, SEL Campus Coordinator	weekly and monthly		Criteria: Criteria: weekly newsletters and monthly faculty agendas are kept and include the SEL/Whole Child update

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Objective 2. (Health Education) SMART Goal: Insert Fitnessgram SMART goal here.

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

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Objective 3. (Physical Education and Physical Activity) SMART Goal: Insert SMART goal for physical education and physical safety here

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

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Objective 4. (Food Services) SMART Goal: Insert SMART goal about food services here.

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

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Objective 5. (Employee Wellness) SMART Goal: Insert SMART goal here for Employee Wellness

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

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Objective 6. (Social and Emotional School Climate) SMART Goal: By the end of the 22-23 SY the SEL committee will meet weekly to design and create 37 weekly themed campuswide SEL lessons that include the following SEL tenants 1) recognizing and managing our emotions, 2) developing caring and concern for others, 3) establishing positive relationships, 4) making responsible decisions, and 5) handling challenging situations constructively and ethically, for teachers touse daily during Advisory.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize and teach the daily culturally sustaining Advisory lessons that include the following Tenants of SEL: 1. recognizing and managing our emotions, 2. developing caring and concern for others, 3. establishing positive relationships, 4. making responsible decisions, and 5. handling challenging situations constructively and ethically. (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Advisory Teachers, SEL Campus Coordinator, SEL Committee	August 15-May 26	(L)Campus BTO - \$5,000, (O)Other - \$5,000	Criteria: Criteria: Review implementation and use of SEL lessons during Advisory through weekly campus walkthroughs by SEL team and campus administrators. 100% of the campus teachers will utilize and teach SEL lessons daily in Advisory
2. Engage your campus community in No Place for Hate activities annually (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.2)	Counselor, SEL Committee	annually		
3. Implement "Peace Areas" throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3,3.3)	Counselor, Teachers	August 2022-May 2023		
4. Host family nights or book club series per semester. Ensure that it is promoted ahead of time and through all areas of communication. (Title I SW Elements: 1.1) (ESF: 3,3.3)	Counselor, Restorative Practice Associate, SEL Campus Coordinator	November, March		

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Objective 7. (Physical Environment/Sustainability) SMART Goal: Insert SMART goal here re: Sustainability. Insert strategies in this area for Food, Nature, Waste, Procurement, Transportation, Air Quality, Energy, and/or Water.

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

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Objective 8. (Family Engagement) O. Henry Middle School will score at least a 70% on the Family Engagement subsection on the Coordinated School Health Report in the 22-23 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will conduct a needs assessment with our families to identify two health areas of focus. Based on the needs assessment, the CATCH team will collaborate with the counseling staff, SEL team, and PTA to provide learning and awareness around the identified need. Needs assessment complete by November. Engagement activities to be completed during the first and second semester. (Target Group: All) (ESF: 3,3.4)	Administrators, CATCH Team, Counselor, PTA	November/once semester		
2. The principal will communicate CATCH topics monthly in the Pony Express Newsletter. (ESF: 3,3.4)	CATCH Team, Principal	Monthly		

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Objective 9. (Community Engagement) SMART Goal: Insert SMART goal here about Community Engagement

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

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Objective 10. (Counseling, Mental Health & Social Services) Our campus will provide counseling services to students so that the percent of students to "yes, it is easy to talk about my problems with the adults at my school" will increase from 65% to 75% in SY 22-23.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In the first 9 weeks of school, grade-level counselors will meet with 99% of their students for "minute meetings". During these meetings, counselors will identify with students how to access them as needed. (ESF: 3,3.3)	Counselor	By November 1		
2. In collaboration with the principal, the counselors will develop clearly defined roles and responsibilities for the grade-level and SEL counselor. (ESF: 3,3.3)	Counselor, Principal	October 1		Criteria: Criteria: Document that shows each role and responsibility.
3. By October 1st, the counseling team will meet with the principal to develop a comprehensive counseling agreement for O. HenryOctober -Ju MS. (ESF: 3,3.3)	Counselor, Principal	October-June		
4. SEL Support counselor will identify students in need of tier 3 support and create group counseling sessions focused on developing coping strategies for anxiety. Additionally, we will create a group for LGBTQ+ students. Groups will meet monthly. (ESF: 3,3.3)	Counselor	October - June		

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Objective 11. (Health Services) SMART Goal: Insert SMART goal here about health services

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

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Insert SMART Goal here re: developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

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

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2) Insert SMART Goal here re: focused plan development and regular monitoring of implementation and outcomes

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

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. New teaches and teachers in need of support will attned meetings at least 1x month		monthly		Criteria: Evidence of meetings on Outlook calendar, agendas for meeting, staff attendance, and pre-planning.

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 2. (ESF Essential Action 2.2) Insert SMART Goal here re: building teacher capacity through observation and feedback cycles.

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

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Goal 4. (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 3.1) Insert SMART Goal here re: compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

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

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Goal 4. (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 2. (ESF Essential Action 3.2) Insert SMART Goal here re: Explicit behavioral expectations and management systems for students and staff

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

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Goal 4. (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 3. (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

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

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Goal 4. (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 4. (ESF Essential Action 3.4) Insert SMART Goal here re: Involving families and community

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

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Goal 4. (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 5. (Disproportionality in discipline referrals) The disparity in African American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 43% to 20% (= %pop) by August 2023. - Strategic Plan Goal #8 - Strategic Plan Goal #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement campus wide PD focused on implementing student culture routines during monthly staff meetings. (Target Group: AA) (ESF: 3,3.2)	Administrators, Counselor, Department Chairs, SEL Committee	monthly		Criteria: Criteria: We will know we are successful when staff meeting agendas include activities that model student culture strategies.
2. Implement a plan for common school-wide systems (e.g. arrival/breakfast, morning meetings, hallway transitions, in-class routines, lunch, celebrating learning, discipline referrals, etc.). Campus leadership team will monitor the implementation, seek input from teachers, students, and parents, and adjust as needed. (ESF: 3,3.2)	Administrators, Counselor, Department Chairs	August-May		Criteria: Criteria: We will know we are successful when we implement, teach, reinforce, systems with students and staff.
3. Ensure campus administration and staff have access to cultural proficiency professional learning opportunities during campus-wide professional development days in order to examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families. (ESF: 3,3.2,3.3)	Administrators, Leadership Team	quarterly		Criteria: Criteria: PD agendas

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Goal 4. (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 6. (Culturally Responsive Restorative Practices) SMART Goal: Insert CRRP SMART goal here

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

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Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) In the 22-23 SY 100% of teachers will use created assessments (SCAs) aligned to state standards and the appropriate level of rigor and administer at least three to four times per year and two additional common assessments per grading cycle to determine if students learned what was taught.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct data dig process in PLCs (weekly) to examine student's areas of growth and strengths (skills, SEs, TEKS) specifically focused on our five specific student groups (AA, Hisp, SPED, ELs, ECD). (Target Group: H,AA,ECD,EB,SPED) (Strategic Priorities: 2,4) (ESF: 4,4.1)	Administrators, Instructional Leadership Team	weekly and 1x 9 weeks		Criteria: Data dig conversations are noted in PLC agendas and data is uploaded in BLEND PLC course. The data tracking document explicitly shows discussion for our five student focus groups (AA, SPED, Hisp, ELs, ECD).
2. Time for corrective instruction is built into the scope and sequence by using formative assessments data to create responsive lesson plans that meet the needs of students in need of more support or enrichment (AA, Hisp, ELs, SPED, ECD) (Target Group: H,AA,ECD,EB,SPED) (ESF: 4,4.1)	Instructional Leadership Team, PLCs, Teachers	weekly		Criteria: Common and formative assessments are linked to the lesson plan templates and adjustments in instruction are noted in lesson plan and/or PLC agendas.
3. Teachers create two common assessments and the common assessments loaded in PLC BLEND course (a minimum of two per grading cycle) (Target Group: H,AA,ECD,EB,SPED) (ESF: 4,4.1)	Instructional Leadership Team, Teachers	2 per 9 week grading		Criteria: Common assessments are posted in BLEND. Admin team and ICs to check weekly
4. Teachers create specific intervention and monitoring plans for studnets needing additional support. The studnet plans are disussed during PLC meetings and uploaded in PLC Tracker (ESF: 4,4.1)	PLCs, Teachers	weekly		Criteria: Instructional leadershi team and adminisrators will provide feedback for teachres on intervneti plans. Intevnetions plans are documetned and loaded in PLC tracker

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Goal 6. (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. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) In the 22-23 SY 100% of teachers will create and submit weekly lesson plans that include clear learning objectives, success criteria, formative assessments, higher level questioning using Costa's Levels of Thinking, and meet the specific needs of five student groups (AA, EL, SPED, ECD, Hisp).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The administrative and instructional team will perform weekly walkthroughs using the AISD WT form to check lesson alignment, objectives and success criteria are posted and students can state what they are learning. Administrative staff and Instructional Leaders see teachers using formative assessments and high leverage question strategies during the lesson. (Target Group: H,AA,EB,SPED,GT,Dys) (ESF: 5,5.1)</p>	<p>Administrators, Instructional Leadership Team</p>	<p>weekly</p>		<p>Criteria: Criteria: WT form documents evidence of questioning actively used during the lesson, formative assessment are used, and students can identify the learning objective and state success criteria.</p>
<p>2. Teachers will implement daily structured opportunities for students to engage in conversations to develop oral language and vocabulary. These language objectives will be posted daily in teacher's classroom. (Strategic Priorities: 2) (ESF: 5,5.1)</p>	<p>Administrators, PLCs</p>	<p>daily</p>		<p>Criteria: Criteria: Language objectives posted and strategies observed during walk throughs.</p>

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Goal 6. (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. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Insert SMART Goal here re: Effective classroom routines and instructional strategies

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

O HENRY M S

Goal 6. (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. (Data-driven instruction (ESF Essential Action 5.3)) Insert SMART Goal here re: Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Core PLC teams will meet at least two times a week to review lesson plans, effective instructional strategies, and compare data form formative, common, and summative assessments (Strategic Priorities: 2) (ESF: 5,5.3)		2x week		Criteria: Criteria: Adminstrative and insturctinal team will drop in to PLCs weekly. Vistis are scheduled on calendars and updates provided during instructional leadership and administrative weekly PLC meetings.

O HENRY M S

Goal 6. (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 4. (RTI for students with learning gaps (ESF Essential Action 5.4)) Insert SMART Goal here re: RTI for students with learning gaps

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

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Goal 6. (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 5. (BLENDED Learning Strategies) Insert SMART Goal here re: BLENDED learning

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

O HENRY M S

Goal 6. (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 6. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create sample speaking assessment for teachers and review in PLC (Target Group: BI,ESL,EB) (ESF: 5,5.1)	Instructional Leadership Team, Teachers	1 time per semester		Criteria: Criteria: 100% of CORE teachers have evidence of a speaking assessment used 1 time per semester in PLC Tracker.

O HENRY M S

Goal 6. (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 7. (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional team and SPED PLC will review data tracking reports for individual students. (ESF: 5,5.3)	Administrators, Instructional Leadership Team, Special Education Staff, SpEd Department Chair	bi-weekly		Criteria: Criteria: Instructional Leadership Team and Administrators will review student data reports. Reports must be present and team will document students needing instructional support and/or enrichment in agendas

O HENRY M S

Goal 6. (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 8. (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

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

O HENRY M S

Goal 6. (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 9. (Advanced Academics) Insert SMART goal here re: Advanced Academics

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

O HENRY M S

Goal 6. (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 10. (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

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

O HENRY M S

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Students with 504 services) SMART Goal: Insert 504 SMART goal here

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

O HENRY M S

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 2. (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to ____% (= %pop) by August 2022. - Strategic Plan Goal #8

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

O HENRY M S

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 3. (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Insert ARD SMART goal here

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

O HENRY M S

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 4. (STAAR Alt 2 Participation) SMART Goal: Insert STAAR Alt2 participation goal here

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

O HENRY M S

Goal 8. (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. (Attendance and Dropout Prevention) SMART Goal: SY 21-22 attendance rates for African American students (__%), Hispanic students (__%), and Emergent Bilingual students (__%) will increase by ___ percentage points when compared to SY 20-21.

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

O HENRY M S

Goal 8. (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. (Career and Technical Education (CTE)) Insert SMART CTE goal here

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

O HENRY M S

Goal 8. (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. (GEAR-UP) Insert GEAR UP smart goal here

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

O HENRY M S

Goal 8. (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 4. (Support for Students with Special Needs) Insert SpEd SMART Goal here - focus on graduation

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

O HENRY M S

Goal 8. (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 5. (AVID) Insert AVID SMART goal here

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

O HENRY M S

Goal 9. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from ____ to ____ 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. We will include reminders to register in the Pony Express Newsletter and on social media.	Administrative Assistant, Administrators, Registrar	January-March 2023		Criteria: Criteria: We will know we are successful when we have 85% of our families registered by June 1st.

O HENRY M S

Goal 10. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Communications 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. (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Administrators, Attendance Clerk, Campus Committees, Counselor, Teachers	August 2022- June 2024		Criteria: Criteria: CARES survey results, Community Survey

O HENRY M S

Goal 11. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

O HENRY M S

Goal 11. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

O HENRY M S Site Base

Name	Position
Malott, Marlo	Principal
Billeud, Gena	Parent
Fyda, Kate	Parent, PTA Rep
Manning-Acebo, Jessica	Parent
Roberts, Gretchen	Parent
Salinas, Amy	Parent
Wood, Daniel	Parent
Merritt, Chris	Business Rep
Boltz, Jennifer	Fine Arts Department Chair
Cook, Paula	ELA Rep
Devereaux, Duane	Social Studies Rep
Davis, Dawn	Science Department Rep
Castillo, Gerard	CTE Dept Rep
Carter, Brandon	Math/Sped Dept Rep
Hopkins, Mary	Non teaching professional rep
Horvath, Robbie	Librarian
Horvath, Robbie	Librarian

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

2022 STAAR	SCA 1	SCA 2	SCA 3	2023 STAAR Goal
85				90
B	--	--	--	A

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	79				85
Grade	C	--	--	--	B

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	81				84
Grade	B	--	--	--	B

Student Achievement Components

	2022 Value	SCA 1	SCA 2	SCA 3	2023 STAAR Goal
TAAR Performance Approaches	80				85%
STAAR Performance Meets	53				60%
STAAR Performance Masters	31				40%
STAAR Performance Raw Score	55				62
STAAR Performance Scaled Score	85				91

School Progress Components

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	71				75
Academic Growth Scaled Score	79				85
Academic Growth Grade	C	--	--	--	B
Economically Disadvantaged %	28.2	28.2	28.2	28.2	28.2
Economically Disadvantaged % Grouping	28.1 to 29	28.1 to 29	28.1 to 29	28.1 to 29	28.1 to 29
Relative Performance Raw Score	55				62
Relative Performance Scaled Score	70				67
Relative Performance Grade	C	--	--	--	D

Closing the Gaps Components

Academic Achievement			Growth		
2022 Values:	10	out of 16	2022 Values:	11	out of 16
SCA 1:	0	out of 0	SCA 1:	0	out of 0
SCA 2:	0	out of 0	SCA 2:	0	out of 0
SCA 3:	0	out of 0	SCA 3:	0	out of 0
2023 Goals:	13	out of 16	2023 Goals:	14	out of 16

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **O Henry**

Campus Number: **227901047**

Template by Campus & District Accountability

OVERALL SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	84				88
Grade	B	--	--	--	B

English Language Proficiency

2022 Values:	1	out of	1
SCA 1:	--	out of	1
SCA 2:	--	out of	1
SCA 3:	--	out of	1
2023 Goals:	1	out of	1

Student Success

2022 Values:	8	out of	12
SCA 1:	0	out of	0
SCA 2:	0	out of	0
SCA 3:	0	out of	0
2023 Goals:	10	out of	12