

Richardson Independent School District

O. Henry Elementary

2025-2026 Campus Improvement Plan



Mission Statement

O.Henry's mission is to build a positive community where diverse learners thrive academically and socially.

Vision

Every Child, Every Leader, Every Teacher, Every Day.

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

O. Henry is committed to supporting all students growing and achieving high levels of success. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

NWEA Map Data for our campus shows:
Assessment performance tables can be found in the Appendix.

Student Learning Strengths

- Students grew from fall to spring in MAP Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All students are not yet meeting growth goals

Root Cause: Lack of goal setting conversations and follow through between teachers, students, and parents.

School Processes & Programs

School Processes & Programs Summary

O. Henry Elementary teachers are highly qualified professionals who are committed to all students connecting, growing, learning and succeeding.

We believe in fostering opportunities for growth for each child and offer intervention and extensions both during the school day and before/after school to promote student success.

O. Henry Elementary offers a variety of student programs and services to support student learning, well rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:

- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Multilingual Services
- Pre-K services
- Response to Intervention
- Special Education Services
- Student Services

School Processes & Programs Strengths

Our staff is highly committed to the success of each student.

Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met.

A culture of high expectations and positive attitudes among the staff have created a supportive and collaborative culture that encourages the growth of all on our campus.

Our campus is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Processes and Programs need to continue to promote positive school culture and meet the academic needs so all students can grow and achieve success.

Root Cause: Teachers and staff are working to implement multiple programs simultaneously while implementing strong curriculum and need to focus on the main goal of growth.

Perceptions

Perceptions Summary

O. Henry Elementary is committed to providing a supportive, collaborative, and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA.

100% of teachers understand their role in implementing our key actions. O. Henry bases its action on the core beliefs of the district.

Not all demographic populations have achieved their full potential academically or behaviorally.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback




Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results




Goals




Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth



Performance Objective 1: Develop and implement a system to house goals and evidence towards goals and tools for progress measurement.




Strategy 1 Details	Reviews			
Strategy 1: 1. Ensure all students have a school/home connection (club, extra curricular, activity, an adult at school). Strategy's Expected Result/Impact: Increased family participation in school community Staff Responsible for Monitoring: All staff ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement a clear and consistent discipline management plan. Administrators and teaching staff members attend Emergent Tree discipline training and implement strategies to teach behavior expectations. Strategy's Expected Result/Impact: Positive increase on student and staff climate survey results. Decrease in office/ISS/OSS referrals Staff Responsible for Monitoring: Administrators Funding Sources: Money was taken out of budget for training - 211 - Title I, Part A - \$9,000	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Ensure that all staff are trained on digital citizenship and internet safety, as well as preventing bullying, harassment and dating violence. Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A. Ensure implementation of communication plan to inform parents of bullying incidents. Strategy's Expected Result/Impact: Students will feel safe when they come to O.Henry. Fewer office/ISS/OSS referrals Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			








Strategy 4 Details	Reviews			
Strategy 4: Ensure educators teach and administratively verify that all "Too Good For Drug Lessons" are taught. Strategy's Expected Result/Impact: Increased student and staff ability to identify potential crisis. Increased positive student and staff climate surveys. Staff Responsible for Monitoring: Administrators Counselor Staff	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Monitor and support student immunization compliance of the student body. Strategy's Expected Result/Impact: Valid and updated student immunization records Staff Responsible for Monitoring: Nurse	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all campus AED drill in February to coincide with heart month. This is an effort to be prepared to respond quickly if a cardiac event should occur on campus. Strategy's Expected Result/Impact: ERT team will be prepared should a cardiac event occur. Staff Responsible for Monitoring: Nurse ERT	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Create transition strategies/plans for elementary school to junior high/middle school. Strategy's Expected Result/Impact: Increased student performance on district and state assessments Increased student participation in advanced junior high/middle school courses Staff Responsible for Monitoring: Counselor Administrator 6th grade teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 8 Details	Reviews			
Strategy 8: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY. Strategy's Expected Result/Impact: Assure effective student monitoring throughout the school year Track student progress to design appropriate classroom lessons Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 9 Details	Reviews			
Strategy 9: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics by 5%-10%. Strategy's Expected Result/Impact: Increased percentage of students reaching growth goals Data will be used to drive instruction. Student performance reports will be shared with parents Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 10 Details	Reviews			
Strategy 10: Increase STAAR performance for 3rd grade students in Reading to 57% and Math to 52% on 2025-26 STAAR assessments per BOT goals. This will be achieved by Implementing strategies to ensure a 3-5% growth in math and reading at all elementary grade levels particularly in 3rd grade per board goals. Strategy's Expected Result/Impact: Ensure effective implementation of Dual Language Program. Use Summitt K-12 with fidelity. Schedule staff meeting/PLC time for vertical alignment planning with lower grade teachers. Track data to drive instruction. Staff Responsible for Monitoring: Classroom teachers LAT Resource teachers Instructional coaches Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 11 Details	Reviews			
Strategy 11: Identify in a timely manner staff professional needs and provide suitable learning opportunities or resources to ensure growth for all teachers, leaders and students. Strategy's Expected Result/Impact: High quality Tier 1 instruction Increased student performance on district and state assessments Increased professional development survey feedback results Staff Responsible for Monitoring: Administrators Coaches ALT LAT	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 12 Details	Reviews			
Strategy 12: Address student groups for Targeted Support or Additional targeted support once we receive the accountability ratings & monitor performance throughout the year. Identify and progress monitor elementary students in need of intensive intervention in reading, math, behavior, and speech using Branching Minds to ensure growth of 5-10% for all students. Strategy's Expected Result/Impact: Increased student performance in identified area Staff Responsible for Monitoring: Administrators Teachers Coaches Counselors CRS Speech LAT	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 13 Details	Reviews			
Strategy 13: Campuses will identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds with fidelity. Strategy's Expected Result/Impact: Increased student performance in identified areas Staff Responsible for Monitoring: Administrators Teachers Coaches ALT ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 14 Details	Reviews			
Strategy 14: Address Title 1 components identified by needs assessment Strategy's Expected Result/Impact: Addressing the Title 1 components will result in higher student attendance, increased family engagement, and higher student performance. Staff Responsible for Monitoring: ILT Aministrators Teacher SDS Nurse Counselor Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 15 Details	Reviews			
Strategy 15: Establish and monitor two growth goals: academic and personal. Staff and students will utilize Schoology & seesw to set and track goals. Four artifacts added into the Schoology Portfolio (Grades 3-6) or Seesaw (PK -2) one per quarter. Strategy's Expected Result/Impact: All staff and students will have a platform to track their growth towards their goals. Staff Responsible for Monitoring: All staff Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 16 Details	Reviews			
Strategy 16: Implement strategies on your campus to ensure a 3-5% growth in math and reading at all elementary grade levels...particularly in 3rd grade board goal grade levels. Strategy's Expected Result/Impact: Growth on Math and reading assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 17 Details	Reviews			
Strategy 17: Increase the percentage of English language proficiency growth on TELPAS by 3-8%. Increase the percentage of Emergent Bilingual students meeting exit criteria by 3-8 % annually through the LPAC process. Strategy's Expected Result/Impact: High percentage of English language proficient students will exit the ESL program and perform higher on assessments. Staff Responsible for Monitoring: Classroom Teacher LAT Administrators Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 18 Details	Reviews			
Strategy 18: O. Henry will fully implement the new Focus attendance tools to increase the campus attendance rate from 94% in the 24-25 school year to at least 95.5% in the 25-26 school year. Strategy's Expected Result/Impact: Increased attendance rate which will result in increased student engagement and achievement. Staff Responsible for Monitoring: Classroom teachers SDS Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 19 Details	Reviews			
Strategy 19: Ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education. Strategy's Expected Result/Impact: High quality progress monitoring reports will be provided quarterly for every student with an IEP. Staff Responsible for Monitoring: Special Education Teachers Administratorsl	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 20 Details	Reviews			
Strategy 20: Implement state required bullying prevention requirements consistent with the board policies and procedures. See Appendix A. O. Henry will implement a communication plan to inform parents of bullying incidents. Strategy's Expected Result/Impact: Reduced number of bullying reports on campus Staff Responsible for Monitoring: Administrators Teachers Counselor Title I: 2.53	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 21 Details	Reviews			
Strategy 21: O. Henry plans to use State Compensatory Education funds to provide supplemental instructional tutors for students who are at risk by implementing targeted intervention programs. Strategy's Expected Result/Impact: At risk students will increase achievement. Staff Responsible for Monitoring: Coaches Administration Title I: 2.51, 2.52, 2.53 Funding Sources: State Comp funds - 199 - State Compensatory Education - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Strategies to address climate survey results.







Evaluation Data Sources: Survey data provided by the district after surveys have been completed.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Targeted strategies to reduce campus turnover by 5%.







Evaluation Data Sources: Retention data

Strategy 1 Details	Reviews			
Strategy 1: OHE will continue to participate in the Teacher Incentive Allotment program as well as continuing the RISD mentoring program. Strategy's Expected Result/Impact: Teachers have the opportunity to earn financial rewards for their work which will attract highly effective teachers and contribute to retaining them. Staff Responsible for Monitoring: Administrators Coaches Mentors TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teacher Mentors will be assigned and teachers will participate in RPM. Strategy's Expected Result/Impact: New teachers will be assigned a mentor to help them learn and adjust. Staff Responsible for Monitoring: CMS (RPM Mentor Lead) and admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 3: Administrators will ensure T-TESS calibration and inter-rater reliability among evaluators.



Evaluation Data Sources: Observation and walk-through calendar
Monitored T-TESS data for skew and correlation








Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will create a calibration calendar that includes appraiser co-observations or walk-throughs focused on specific T-TESS Domains or Dimensions that will include debrief time afterwards for the observers to discuss ratings, evidence, and feedback. Strategy's Expected Result/Impact: Observers will become fully calibrated with the ratings, evidence, and feedback provided to teachers, and teachers will receive reliable and specific feedback which will help them improve their practice. Staff Responsible for Monitoring: TIA calibration team, campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Campus administrators will attend all TIA Calibration sessions provided by RISD and watch video clips together to practice scoring. They will apply the new learning during campus appraiser meetings to practice inter-rater reliability as well as in the quality feedback they provide. Strategy's Expected Result/Impact: Appraisers will become fully calibrated with the ratings, evidence, and quality feedback provided to teachers. Teachers will have the opportunity to improve their practice which will increase student performance.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: Implement the district learning framework to provide all RISD students experiences to develop competencies aligned with the graduate profile, and highlight and produce exemplars to share with central office to create an "exemplar bank."

Evaluation Data Sources: Walkthroughs to see experiences happening in classrooms, field trips to BHS Stem Center and having the Perot Museum out, PLC sharing.




Strategy 1 Details	Reviews			
Strategy 1: Embed Lead4ward strategies into regular classroom instruction. Identify instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students, and assist in creating LF exemplars. Strategy's Expected Result/Impact: Increased student engagement and performance. Staff Responsible for Monitoring: Administrators ILT Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Embed ELLevation strategies into regular classroom instruction to provide content-based language instruction in ESL and dual language classrooms. Strategy's Expected Result/Impact: Increased student engagement and performance Increased TELPAS performance Staff Responsible for Monitoring: Administors Teachers LAT	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Implement ESL content-based model in K-6 grades. Utilize Linguistic Acquisition Teachers to support ELLevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs). Strategy's Expected Result/Impact: Increase student performance on district and state assessment (TELPAS) Staff Responsible for Monitoring: Administrators Teachers LAT	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: Implement one-way dual language program with fidelity. Follow the content language allocation plan and monitor using learning walks. Provide feedback through walkthrough analysis. Strategy's Expected Result/Impact: Increased achievement in both English and Spanish assessments Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Utilize district wide professional development days and early release days to support and train teachers on the Learner Growth Experience Strategy's Expected Result/Impact: Increased student growth. Staff Responsible for Monitoring: Coaches Administration Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 2: Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills they need to reach their individual growth goals.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Utilize district wide professional development days and early release days to support and train teachers on the Learner Growth Experience. Strategy's Expected Result/Impact: Increased quality lessons and student engagement Increased student performance Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Focused PD on understanding and using learner experiences in daily instruction. Strategy's Expected Result/Impact: Increased lesson quality, student engagement and student performance Increased percentage of students meeting growth goals Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Implement Schoology and Seesaw LMS platforms as a tool for facilitating components of the Learning Framework with training provided by the iTeam. Strategy's Expected Result/Impact: Increased staff competency with implementation of technology in lessons Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Plan for iTeam on campus support and professional learning in identified areas of growth in the BrightBytes Survey. Strategy's Expected Result/Impact: Increased staff competency with implementation of technology in lessons Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.







Performance Objective 3: Embed and monitor Lead4ward strategies into regular classroom instruction.

Evaluation Data Sources: Evidence of strategies being included on lesson plans and used in the classrooms.

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 4: Embed ELLevation strategies inot regular classroom instruction to provide content-based language instruction in ESL and dual language classrooms, as well as Summit K23 minutes and strategies.

Evaluation Data Sources: DOLs, CIAs, mClass, and MAP

Strategy 1 Details	Reviews			
Strategy 1: Professional Learning in PLCs on ELLevation and how to use the strategies with district curriculum. Strategy's Expected Result/Impact: Increased student understanding and increased student acheivement. Staff Responsible for Monitoring: Coaches, LAT, admin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement ESL content based model in K-6 grades. Use LAT to support ELLevation strategies and enure all ESL and content teachers progress, monitor and adjust to meet needs of students. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Language Acquisition Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 5: Embed the Learner Framework pieces into regular classroom instruction to provide content based opportunities for student engagement and growth.

Evaluation Data Sources: DOLs, CIAs, mClass, and MAP

Strategy 1 Details	Reviews			
Strategy 1: Identify instructional opportunities in teacher created classroom experiences for the defined priority foal strands for staff and students, and assist in creating Learner Framework exemplars. Strategy's Expected Result/Impact: Increased student engagement and increased student achievement. Staff Responsible for Monitoring: Coaches and administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 6: Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum. Monitor implementation and work with C&I through any concerns as they arise.

Evaluation Data Sources: DOLs, CIAs, mClass, and MAP

Strategy 1 Details	Reviews			
Strategy 1: Professional learning on using district curriculum resources. Discussions of lessons in PLCs, and monitoring of lesson plans and execution. Strategy's Expected Result/Impact: Increased student engagement and increased student achievement. Staff Responsible for Monitoring: Coaches Administrators Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 7: Provide career inspiration, exploration, and discovery in Pre-K - 6th grades (CTE/CCMR alignment)

Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027 (RISD Board goal)

Strategy 1 Details	Reviews			
Strategy 1: Provide career inspiration, exploration, and discovery in PreK - 6th grades. Strategy's Expected Result/Impact: Increased exposure and knowledge about a variety of career paths. Staff Responsible for Monitoring: Counselor Administrators Classroom Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 8: HQIM implementation in K-5 Math using Bluebonnet math.

Evaluation Data Sources: DOLs, exit ticket data, and CIAs in math as well as the Region X Bluebonnet coach.

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 9: Ensure all K-6 elementary teachers complete their 30 hours of G/T foundational training or 6 hours update trainings approved by the campus ALT.






Evaluation Data Sources: Strive enrollment
GT activities collected by the ALT

Strategy 1 Details	Reviews			
Strategy 1: Elementary ALT will approve 6 hours update trainings and provide assistance to staff. Strategy's Expected Result/Impact: Meeting needs of G/T students. Staff Responsible for Monitoring: ALT Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 10: Utilize iTeam on campus to support and provide professional learning in identified areas of growth the BrightBytes survey

Evaluation Data Sources: BrightBytes survey
iTeam partner

Strategy 1 Details	Reviews			
Strategy 1: Plan with iTeam to provide professional development and support for identified growth areas. Strategy's Expected Result/Impact: Improvement on designated areas of BrightBytes surveys. Staff Responsible for Monitoring: iTeam TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 11: Implement with fidelity the Data Driven Instruction protocol and weekly data meetings specifically as it relates to the priority area of 3rd grade Math and Reading.

Evaluation Data Sources: DOLs, MAP, mClass, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide a systemic data and monitoring process to analyze student data and provide academic supports for students' TEKS misconceptions and increase students' academic achievement rates. Strategy's Expected Result/Impact: Increased academic achievement and increased teacher capacity. Staff Responsible for Monitoring: Coaches Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.




Performance Objective 12: Implement with the fidelity the PLC protocol and weekly instructional focus planning meetings as it relates to 3rd grade Math and Reading specifically.

Evaluation Data Sources: DOLs, CIAs, MAP, and mClass

Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement by hosting parent and family events including Curriculum Night, Multicultural Night, Parent/Child Growth Goal Setting Camp, and Open House.

Evaluation Data Sources: Family Engagement, Volunteer Engagement including Verkada data, Community Engagement including increase in partner outreach efforts and programs.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate multiple opportunities for family/parent engagement through flexible scheduling of programs, assemblies and events. Strategy's Expected Result/Impact: Increased participation Increased communications Increased family engagement at 75% or greater Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Facilitate communication with school community and parents using various tools - Finaliste messages, Campus Newsletter/Smore, Campus Social Media and website, School Marquees, and leveraging relationships with community groups, volunteers, and business partners. Strategy's Expected Result/Impact: Increased community engagement and participation with school Increased positive parent surveys Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Increase engagement with campus staff using the RISD Insider to increase communications between central office and the greater RISD community to support overall campus branding efforts. Strategy's Expected Result/Impact: Increased messaging and engagement through the use of Talking Points, S'more, and Finals site. Staff Responsible for Monitoring: RISD Insider ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			



No Progress



Accomplished



Continue/Modify









Discontinue

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1: Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Facility Services and the Energy & Sustainability Department to optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Utilize district walk through checklist for the learning environment both inside and outside. Strategy's Expected Result/Impact: Improved learning environment, ie neat, clean, and in working order. Staff Responsible for Monitoring: Facilities administrators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for O. Henry Elementary

Total SCE Funds: \$3,821.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Funds are used to provide books and materials for teaching students skills using on grade level materials, who have not performed on STAAR assessments.

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Greta Morrison	Campus Math Specialist		100
Mimi Healey	Campus Reading Specialist		100