

2024-2025 Action Plan

Ortiz Middle School

Laura A. Gonzalez, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- NWEA Reading - On our Winter 2023-2024 data, our 6th-8th Reading Data shows that the students are in the 56th growth percentile and in the 35th percentile for achievement.
- NWEA Math - On our Winter 2023-2024 data, our 6th- 8th grade Math data shows that the students are in the 49th growth percentile and in the 33th percentile for achievement.
- NWEA Science - On our Winter 2023-2024 data, our 6th- 8th grade Math data shows that the students are in the 60th growth percentile and in the 49th percentile for achievement.
- STAAR Assessment Math - Campus improved from 57% to 58% of students at grade level
- STAAR Assessment Reading- Campus regressed from 63% to 58% of students at grade level
- STAAR Assessment Science- Campus regressed from 56% to 44% of students at grade level
- TELPAS- Campus improved from 37% to 39% of 6th grade students at the Advanced level, 30% to 39% of 8th grade students at the Advanced level, and 7% to 16% of 7th grade students at the Advanced High level, and 5% to 14% of 8th grade students at the Advanced level,
- 2023- 2024 IRT Average improved from Round 1 to Round 4 from 7. 70 to 11. 75 with a YTD SPOT Average of 10. 38.

Needs related to improving the quality of instruction

- Using our most recent feedback form the IRT #3: The campus had an average of 11.29 proficiency ratings.
- Improve reading instruction focusing on language development of our EB students throughout pull outs from our ELD interventionist.
- Improve the overall math proficiency through effective interventions using the Zearn and IXL math platform.
- Improve structure of lesson planning and internalization with embedded effective MRSs (pacing calendar that dedicate times to readiness standards and common assessment to assess the effectiveness of instructional strategies)
- Improve team planning structure and PLC structure with a focus on MRSs implementations (stacking MRSs) and at bats (demos).
- Improve campus PDs where teachers have opportunities to share their best instructional practices
- Close the learning gaps for students in special populations (EBs, Sped. Education, Dyslexia, and 504)

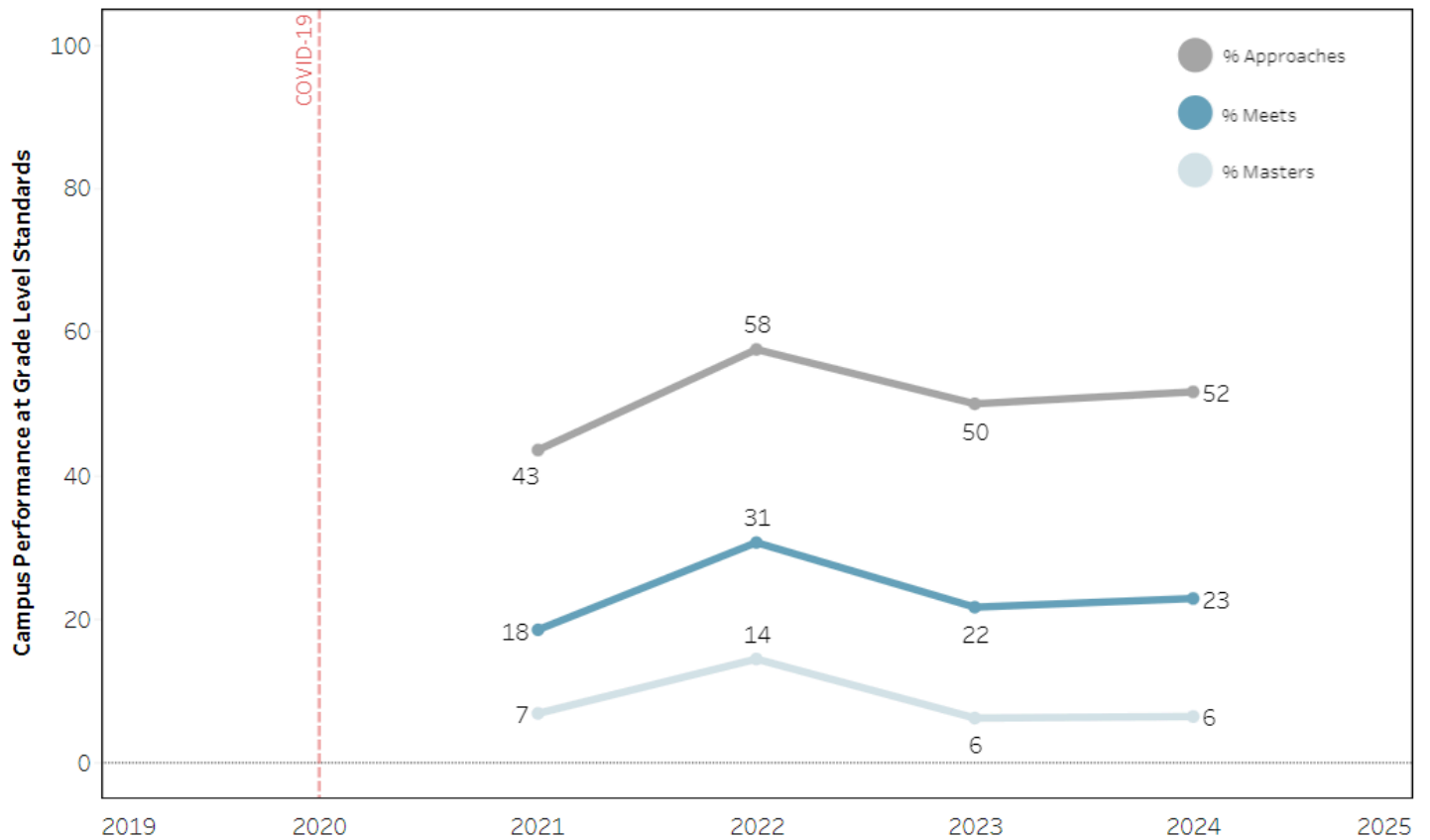
- Enrichment to help high achieving students show growth in NWEA MAP Assessments.

System evaluation (philosophy, processes, implementation, capacity)

- Eagle Academy Model and Implementation (close gaps for low achievers and enrichment for high achievers through the use of Zearn, Amplify, and IXL math and reading)
- Strength campus culture of high expectations and accountability due to new teachers joining the staff
- Team planning structure and PLC structure
- Tracking system to implement LSAE intervention instruction based on DOL data through the use of the running roster.
- Campus PDs that provide teachers with opportunities to share their best instructional practices
- Lead teachers mentor their content team, grade level, or assigned new teachers on effective practices around HQI indicators.
- New Teacher Eagle Academy: Designate monthly meetings to train teachers on High Quality Instruction.

Campus	Avg of Round 1	Avg of Round 2	Avg of Round 3	Avg of Round 4	Avg of Highest 2 IRT Scores	YTD SPOT Avg by Appraiser	YTD SPOT Avg by All
Ortiz MS	7.70	7.75	9.00	11.75	10.38	11.29	11.44

Our goal is to focus on the congruence.



Ortiz will increase to 70 (Approaches), 30 (Meets), and 18 (Masters)= 39 C in Domain 1.

SPRING 2023 & 2024 TELPAS

Grade	n (2024)	% BEGINNER		% INTERMEDIATE		% ADVANCED		& ADVANCED HIGH	
		2023	2024	2023	2024	2023	2024	2023	2024
6	204	13%	10%	42%	39%	37%	39%	8%	12%
7	185	13%	15%	50%	38%	29%	31%	7%	16%
8	161	11%	7%	53%	40%	30%	39%	5%	14%

School Action Plan

KEY ACTION ONE

Key Action One *(Briefly state the specific goal or objective.)*

Improve quality of Tier I Instruction

Grow teacher capacity to provide High Quality Instruction through observation, feedback, planning, and coaching as teachers adapt to the new educational systems and best instructional practices.

Indicators of success *(Measurable results that describe success.)*

- By January of 2025, 60% of Core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the SPOT, as measured by the monthly average spot score for the second semester.
- By May 2025, 70% of Core teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for the second semester.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Conduct quality SPOT observations including on-the-spot coaching and 5- Minute HQI Drill followed by timely feedback.
- Identify campus wide instructional needs based on High Quality Instruction Rubric and SPOTS to provide teachers with ongoing targeted professional development, PLCs, and coaching based on data.
- Coach teachers on the feedback received after each IRT visit (4 times)
- Conduct calibration walkthroughs for effective practices and alignment.
- Inspect daily classroom NES alignment and instructional expectations for proficient implementation.
- Schedule Instructional Rounds to visit High Performing campuses to enhance our instructional leadership skill set and influence our instructional program.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Participate in PLCs focused on High Quality Instructional Characteristics to provide students with consistent Quality First Instruction.
- Execute next steps provided via High Quality Instruction SPOTS upon receipt to enhance instructional practices and delivery.
- Deliver lessons that follow the gradual release model that guide students toward mastery of the DOL (demonstration of learning) and grade level objectives.
- Use student data from DOL (demonstration of learning) and formative assessment data to drive instruction and create intervention or accelerated instruction plans.
- Engage in cross curricular Demo Days to learn how instructional practices are implemented across content.
- Engage in Instructional Rounds to observe Highly Effective teachers from High Performing campuses to enhance instructional skill set.

Key Action One:

Who: Teachers

What: PLCs and Professional Development

When: Aug 1 - 9 and weekly throughout the year

Where:

Ortiz Middle School

Budget

Proposed item

Description

Amount

Staff development

Ortiz/HISD staff to provide targeted PD to support student outcomes.

Covered in NES budget

Materials/resources

Various supplies, white boards, notecards, pens, copies as needed

Covered in NES budget

Purchased services

TOTAL N/A

Funding sources:

Title I - General Supplies

<div> <div>K</div> <div>E</div> <div>Y</div> <div>A</div> <div>C</div> <div>T</div> <div>I</div> <div>O</div> <div>N</div> <div>T</div> <div>W</div> <div>O</div> </div>	<div> <div> Key Action Two <i>(Briefly state the specific goal or objective.)</i> Improve Math fluency and problem solving skills 6th- 8th Grade We will increase the number of students scoring at the Meets and Masters levels or 70th percentile and above for NWEA as well as STAAR. </div> <div> Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> By Spring 2025 STAAR Administration, the percentage of 6- 8 grade students performing at Math Meets or higher will increase 10 percentage points in the Spring 2025 administration (from 22% to 32%). 60% of students in grades 6-8 will meet their expected Winter growth (RIT score) on Math NWEA/ MAP by January 2025 .Students in grades 6-8 will obtain a 5% increase on their expected Spring growth (RIT score) on Math NWEA MAP by May 2025. Ortiz will improve its accountability rating from a 72 in 2024 to a 80 by 2025. Domain I will increase from a 31(D) to a 39(C). </div> <div> Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> Train teachers in “at bats” to ensure students are getting the practice needed to develop the essential skill to perform at meets and masters on any assessment. Require teacher use of anchor charts and reference materials to support scaffolding and differentiation. Gradual release model with students exemplar. Provide on-going coaching and feedback to deliver high quality instruction every day. Require teacher implementation of annotation and labeling to solve word problems. </div> </div>
--	---

	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> Consistently ensuring all student-facing materials are adjusted, prior to first instruction, to be in alignment with the rigor of DOL. Ensure “at bats” are implemented in slide decks for authentic student engagement with content. Use MRS strategies such as 100% choral responses, whiteboards, and Think-Pair-Share to ensure full mastery of content. Make in the moment adjustments based on data gathered from student engagement strategies. Anchor charts and students individual reference materials to support scaffolding and differentiation.
--	--

	Key Action Two:		
	Who: Teachers		
	What: Effective Lesson Internalization and Intellectual Prep		
	When: Starting August 2024 and Throughout the Year		
	Where: PLCs, one on ones, Demo Days		
B	Proposed item	Description	Amount

u d g e t	Staff development		
	Materials/resources	General Supplies- Notebooks, paper, pens/pencils, Chromebooks	Covered in NES Budget
	Purchased services	Zearn Digital Learning	Covered in NES Budget
	Other		
	Other		
	TOTAL		
	Funding sources:		

KEY ACTION C T I O N T H R E E	Key Action Three <i>(Briefly state the specific goal or objective.)</i> Enhance teachers' capacity to review and implement students' individualized students educational plans.
	This year at Ortiz, we will create a culture of collaboration among SPED department and teachers to strengthen Special ED instructional programs and build teacher capacity. This collaborative effort will impact student achievement in the mastery of grade level objectives, and summative and formative assessments.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none">• 60% of SPED students will meet or exceed their Individualized Education Program (IEP) goals.• Students will show growth on MOY assessment by at least 10% from the BOY assessment.• Students will show growth on EOY assessment by at least 5% from the MOY assessment.• The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 6-8 Reading will increase by 10% from STAAR 2024 to STAAR 2025. 80% of our SPED students will show a 15% increase of their proficiency on the NWEA assessment from MOY to EOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none">• SPED Chairt will train teachers on effective use of accommodations and modifications for students monthly.• Provide on the spot coaching and feedback concerning special education teachers.• Monitor implementation and effectiveness of IEPs by SPED teachers.• Use student data to monitor progress in meeting student's IEP goals.• Engage the SPED Team in professional development planning for lesson internalization that will enhance their instructional practices.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Document student’s accommodations received on assignments on the PowerSchool and campus based Accommodations Tracker.
- Collaboration between classroom teachers and SPED department to ensure the effective
- implementation of IEPs.
- Use student data collected from the Demonstration of Learning (DOL) tracker and
- formative assessment to assist in making instructional decisions.

Key Action Three:

Who:

What:

When:

Where:

Bu

Proposed item

Description

Amount

dg et	Staff development	Embedding accommodations and support for all learners	Covered in NES budget
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		N/A
	Funding sources:		

K E Y A C T I O N	Key Action <i>(Briefly state the specific goal or objective.)</i> Ortiz MS will improve English proficiency for Emergent Bilingual students.
	Ortiz is committed to providing Emergent Bilingual students high-quality ESL instruction to help our students meet one-year progress in language acquisition. We will use Sheltered Instruction Practices to accommodate individual student needs.
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> The percentage of Emergent Bilingual students meeting a one-year progress in composite proficiency level (ex. Beginning to Intermediate) will increase by 15% from TELPAS 2024 to TELPAS 2025 (from 34%- 49%). The percentage of Emergent Bilingual students performing the Meets Grade Level Standard on the STAAR 6-8 Reading will increase by 10% from STAAR 2024 to STAAR 2025. 70% of our Emergent Bilingual students will meet their projected Growth on the NWEA assessment from MOY to EOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish</i>

F O U R	the objective?)
	<ul style="list-style-type: none"> • Utilize Summit K-12 and Spring 2024 TELPAS data to schedule continuous professional development that will impact teacher capacity to address the 4 language proficiency levels within their lesson internalization. • Identify teacher leaders that can model Shelter Instructional strategies. • Create a writing calendar with a focus on writing conventions (SCR and ECR). • Schedule ELD Interventionists to train teachers throughout the year in effective implementation of highly effective shelter instruction practices during PD Day and PLC. • Monitor the implementation of Shelter Instructional practices and provide teachers with ongoing feedback and coaching.
	<p>Specific actions – staff</p> <ul style="list-style-type: none"> • Identify proficiency levels of all Emergent Bilingual Students in their classroom to tailor instruction in each domain. • Collaborate with the ELD interventionist to ensure that they are utilizing the 4 proficiency levels within their lesson internalizations. • Identify appropriate linguistic accommodations and strategies for differentiated instruction. • Provide time allotment during LSAE and Intervention blocks for Summit K12 of at least 30 minutes twice a week. • Use language acquisition support to facilitate student discourse.

	Key Action Four:
	Who: Teachers
	What: Ensure daily language development for EBs.
	When: As evidence in lesson internalization.
	Where: PLCs and during instruction.

Budget			
	Proposed item	Description	Amount
	Staff development	Multiple staff development opportunities provided by ELD Coaches, principal and administrative team.	
	Materials/resources	General supplies	
	Purchased services	Summit K-12 & Rosetta Stone.	
	Other		
	Other		

Action Plan Rubric

School:

	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
N e e d s A s s e s s m e n t	Action plan is based on a current needs assessment; however, the authors do not provide specific data or evidence to support the need. Student academic achievement and quality instruction are not the central elements of the assessment or there is insufficient data. The action plan includes a summary of the School's needs. It is unclear whether addressing the needs outlined in the needs section will actually help raise student achievement or help the organization reach its other goals.			Action plan is based on a current needs assessment. The authors use data to determine core needs. Student achievement data inform the needs assessment. The School analyzes instructional delivery and describes professional development needs. These needs are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.			Action plan is based on a current needs assessment. The needs are prioritized. The author uses both current-year and trend data to determine core needs. Student achievement and progress monitoring data inform the needs assessment. The School also reviews data regarding the quality of instruction. It analyzes instructional deficiencies, using multiple sources of data, and describes professional development needs. Core needs take into account the principles of a turnaround school and are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
G o a l s a n d P r i o r i t i e s	The goals address School core needs and describe actions that may result in increased student achievement. However, there are too many goals or too many “priorities,” which may lead to a diffusion of effort. The goals are vague and do not provide focus. The goals are described in terms of programs instead of practices.			The goals focus on the most important actions that will lead to student achievement. The action plan addresses the School's core needs. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices, not programs.			The goals address School core needs and focus on leverage points. Goals and priorities are developed as part of the vision and the long-range plan for reform. The goals or objectives take into account the experience level of the staff, maturity of the processes already in place, and the urgency of the academic situation. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices and principles of organizational effectiveness, not programs.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>

Indicators of success	<p>The action plan delineates indicators of success for each goal or objective. The indicators of success are not specific or measurable (or observable). There are too many indicators or the indicators do not allow for an assessment of progress before the end of the school year.</p>	<p>The action plan delineates indicators of success for each goal or objective. The indicators of success are specific and measurable (or observable). The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The number of indicators is not overwhelming and will not lead to a diffusion of effort.</p>	<p>The action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable (or observable), and rigorous. The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The indicators are written in a way that would allow an independent, outside observer to assess progress. The indicators of success challenge the organization, but are attainable. The number of indicators is not overwhelming and will not lead to a diffusion of effort.</p>
------------------------------	---	---	--

	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Specific Actions	The action plan outlines actions people in the organization will take in order to accomplish the goals and indicators of success. The actions are not specific or cannot easily be observed or monitored. It is not clear whether completing the actions will ensure attainment of the indicators of success.			The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. These actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success.			The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. This section of the action plan is written with a preponderance of action verbs. Specific actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success. Where appropriate, the action plan includes when and by whom the specific steps will be completed. The specific actions include steps to train the staff if necessary.		
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Concise	The school's or department's action plan and the district action plan do not work in reinforcing ways. There is little attempt to understand and include the district priorities in the organization's action plan. There is perfunctory mention of the district-level indicators of success to which the school or department will be held accountable.			The action plan is designed to work in concert with the district action plan. It supports or reinforces the district's key actions while still addressing the unique needs of the school or department. The action plan addresses district-level indicators of success for which the organization will be assessed.			Relevant central office departments are consulted and the specific actions of the plan will be supported by or reinforce the work of those departments. Where appropriate, the school's or department's action plan specifically refers to the district's key actions. The action plan addresses district-level indicators of success for which the organization will be assessed. The action plan focuses on leverage points and these points overlap the ones outlined in the district plan.		

s t r i c t P l a n									
	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Sy st e m s T h i n k i n g	The action plan pays little attention to system components or to the connections between the various departments in carrying out the action plan. The staff development plan, budget items, and the action plan are not tightly aligned. The action plan focuses on programs rather than practices. It does not incorporate actions to monitor progress or provide feedback.			The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. The action plan identifies specific staff development that is needed to effectively implement the plan. The staff development plan, budget items, and the action plan are tightly aligned. The action plan focuses on practices and leverage points.			The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. Relevant central office departments are consulted and the plan allows the departments to work in reinforcing ways. Goals and actions address major system components: philosophy, processes, implementation, and leadership capacity. The action plan outlines programs and initiatives in a systemic way, including steps to explain the rationale and philosophy, and actions to monitor progress and provide feedback. Staff development plans, budget items, and the action plan are tightly aligned.		

Progress on Action Plan Rubric

	Unsat		Progressing		Proficient		Exemplary		
	1	2	3	4	5	6	7	8	9
Progress on Action Plan	<ul style="list-style-type: none">• The principal does not provide a copy of the action plan that is color-coded or the highlighted copy is incomplete.• There is evidence that the assessment of progress has not been conducted accurately and rigorously.• There are several red items or the red items significantly impede overall accomplishment of the key action or the principal cannot provide a satisfactory rationale for not accomplishing the specific action or indicator.• Specific actions outlined in the action plan and the observations of instruction and staff actions in general are inconsistent.• The staff has difficulty explaining their role in carrying out the school’s key actions.			<ul style="list-style-type: none">• The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Specific actions are highlighted.• There is evidence that the assessment of progress has been conducted accurately.• There are more than two red items; however, the items do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator.• There is general consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. Some behaviors or actual actions “on the court” are inconsistent with the assessment of progress.• Most of the staff can explain their role in carrying out the school’s key			<ul style="list-style-type: none">• The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Both indicators of success and specific actions are highlighted.• There is evidence that the assessment of progress has been conducted accurately and rigorously.• There are no more than two red items and, if there are red items, they do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator.• There is great consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general.• The staff can explain their role in carrying out the school’s key actions.		

		actions.	
--	--	----------	--