

Houston Independent School District

338 Ortiz Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Every student will be provided a balanced approach to learning with an emphasis on service-learning and the arts. Ortiz will provide the opportunity for all students to participate in a performing and visual arts, become proficient in a second language, and experience service in the interest of their community.

Vision

At Ortiz Middle School, students are empowered with the skills and equitable experiences to develop as individuals who will champion for themselves and their communities.

Value Statement

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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Comprehensive Needs Assessment

Demographics

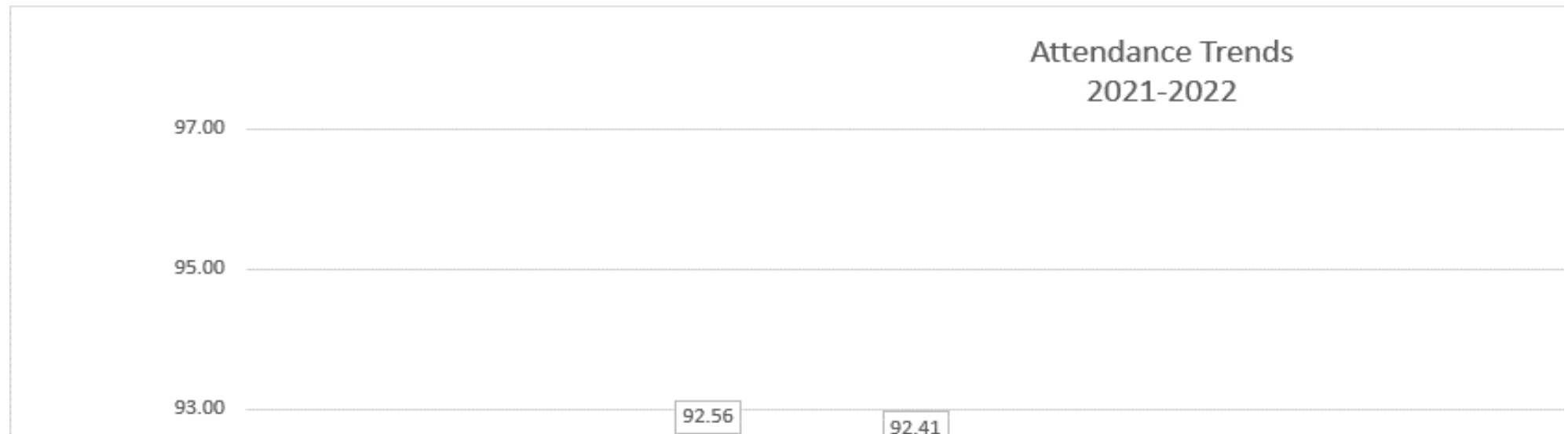
Demographics Summary

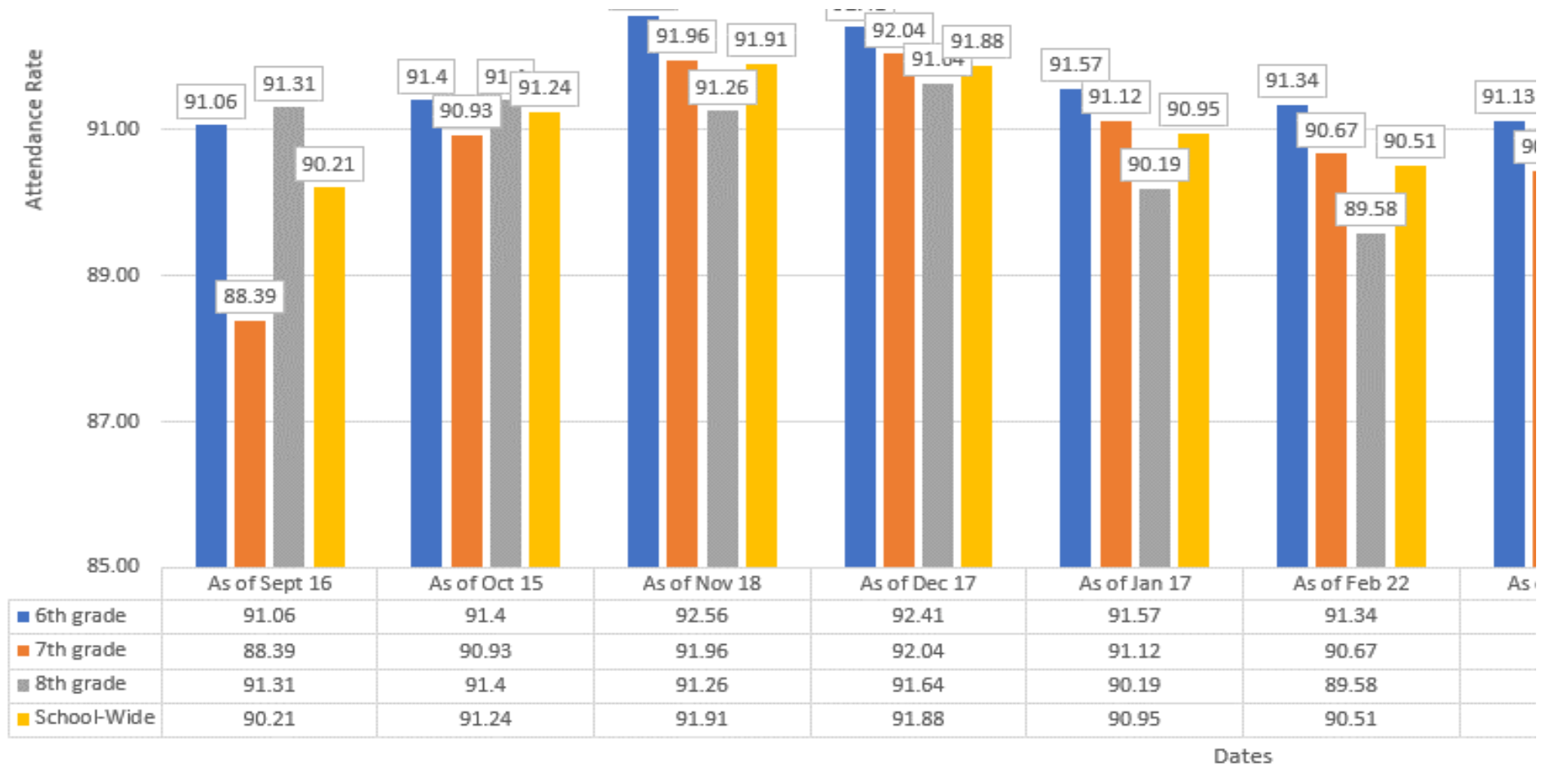
Daniel Ortiz Jr. Middle School opened its doors in Fall 2002 and we are excited to celebrate our 20th anniversary this October. As a Magnet school for the performing and visual arts, we offer a wide array of classes: band, drum line, orchestra, choir, piano, ballet folklórico, mariachi, dance, theater arts, and visual arts. Each program is leveled to meet the needs of our talented students. Student performances are held throughout the year, including winter concerts, Black History program, Noche Latina, and end-of-year concerts, plays, and dance showcases. Our visual arts students help make props and scenery for most performances. The majority of performances are held in our auditorium with a seating capacity of 400 people. The auditorium also includes dressing rooms and a prop storage area. Ortiz Middle School is also an International Baccalaureate (IB) World School, we offer students learning experiences with a global perspective, instilling in our students the desire to develop international-mindedness as guardians of the planet, and to become lifelong learners. As an IB campus, all of our students take Design (provided through our technology classes), a performing and/or visual arts class, and a language acquisition course (Spanish or French) every year of the programme. Community service is a large part of the IB school culture. Our students participate in schoolwide community service projects so that they are prepared for the development and completion of their own community service project in 8th grade.

We currently serve the following student demographics:

- Approximately 850 students
- 70% At-Risk, 98.8% Economic Disadvantaged, 100% Title I
- 51% LEP, 10% SPED, 14% GT
- % Immigrant students, % Migrant students
- 81% Hispanic, 15% African-American, 1% Asian, 2% White

Campus attendance trends





Demographics Strengths

Ortiz Middle School is a comprehensive neighborhood/magnet school that has something for everyone: IB, Fine Arts, extracurricular activities, and VILS. As so, we have a very diverse campus not only in population but also in talents, strengths, and interests. This diversity in population, goals, and perspectives helps foster an inclusive environment for all.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Average YTD attendance during the 21-22 SY was 90.12%. Attendance has a direct impact on student outcomes and school finance. **Root Cause:** Lack of consistent attendance systems and attendance clerk to assist in monitoring campus attendance alongside admin team

Student Learning

Student Learning Summary

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		70	C
STAAR Performance	38	70	
College, Career and Military Readiness			
Graduation Rate			
School Progress		89	B
Academic Growth	79	89	B
Relative Performance (Eco Dis: 98.8%)	38	82	B
Closing the Gaps	72	82	B

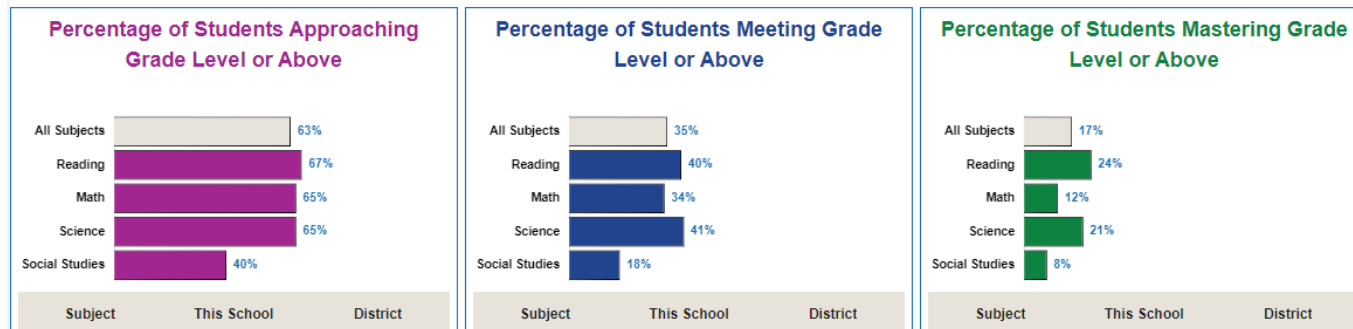
Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- X ELA/Reading
- ✓ Mathematics
- ✓ Science
- X Social Studies
- ✓ Comparative Academic Growth
- ✓ Postsecondary Readiness
- ✓ Comparative Closing the Gaps

Domain I



All Subjects	63%	69%
Reading	67%	70%
Math	65%	67%
Science	65%	68%
Social Studies	40%	70%

All Subjects	35%	43%
Reading	40%	49%
Math	34%	38%
Science	41%	39%
Social Studies	18%	44%

All Subjects	17%	21%
Reading	24%	24%
Math	12%	19%
Science	21%	17%
Social Studies	8%	26%

Domain II

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	281	0.0	65	32.5	1,140	1,140.0	1,172.5	1,486	79
Reading / ELA	121	0.0	29	14.5	582	582.0	596.5	732	81
Mathematics	160	0.0	36	18.0	558	558.0	576.0	754	76

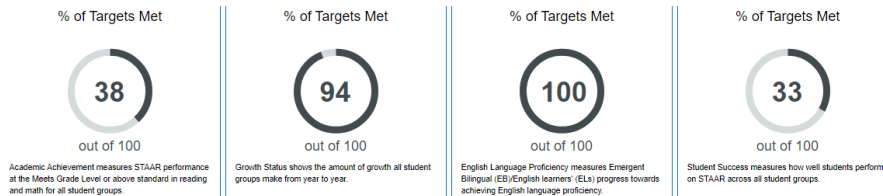
Number of Assessments

		2021-22						
2020-21		Did Not Meet	Approaches	Meets	Masters	Count		
Both Subjects								1,486
Both Subjects	Did Not Meet	171	276	0	229	80	12	768
	Approaches	37	0	49	120	108	84	398
	Meets	6		33	16	60	79	194
	Masters	1		7	26		92	126
Reading / ELA								732
Reading / ELA	Did Not Meet	71	146	0	99	29	5	350
	Approaches	11	0	20	60	43	63	197
	Meets	2		16	9	27	56	110
	Masters	1		5	15		54	75
Mathematics								754
Mathematics	Did Not Meet	100	130	0	130	51	7	418
	Approaches	26	0	29	60	65	21	201
	Meets	4		17	7	33	23	84
	Masters	0		2	11		38	51

				Value needed for:		
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	90	80	70
98.8	98.1 to 99	Middle School	38	46	36	31

Domain III

Academic Achievement	Growth Status	English Language Proficiency	Student Success
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Student Group	Academic Achievement		Growth Status		English Language Proficiency	Student Success
	ELA/Reading	Mathematics	ELA/Reading	Mathematics		
% of Targets Met	38% (6 out of 16)		94% (15 out of 16)		100% (1 out of 1)	33% (3 out of 9)
All Students	✗	✗	✓	✓	n/a	✗
African American	✓	✗	✓	✓	n/a	✓
Hispanic	✓	✗	✓	✓	n/a	✗
White	n/a	n/a	n/a	n/a	n/a	n/a
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	✗
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	✓	✗	✓	✓	n/a	✓
Emergent Bilingual (EB) / English Learners (EL)	✓	✗	✓	✓	✓	✗
Receiving Special Education Services	✓	✓	✓	✓	n/a	✓
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a	n/a
Continuously Enrolled	✗	✗	✓	✓	n/a	✗
Non-Continuously Enrolled	✗	✗	✓	✗	n/a	✗

Student Learning Strengths

- Students were able to demonstrate growth as demonstrated in Domain II Academic Growth (89/100 B) and Domain III Closing the Gaps (94% of targets were met for Growth Status).
- As a campus, our Emergent Bilinguals met the TELPAS indicator for Domain III.
- Compared to 20-21 STAAR data, all STAAR subject tests demonstrated increases in Approaches, Meets, and Masters. Overall, there was an increase of 16% of students scoring "Approaches", 14% of students scoring "Meets", and 9% of students scoring "Masters".
- As a campus, we earned 5 out of 7 state distinctions in Mathematics, Science, Top 25% Comparative Academic Growth, Postsecondary Readiness, and Top 25% Comparative Closing the Gaps

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: As a campus, our students lacked demonstrating solid mastery of TEKS to score "Meets" and "Masters" on STAAR. In our campus accountability data, Domain I Student Achievement was the only domain rated a C and in Domain III Closing the Gaps, only 38% of targets were met for Academic Achievement (scoring meets/masters in reading & math). **Root Cause:** Students are still suffering academically and social emotionally from the disruption of traditional learning methods due to COVID-19. Accelerated instruction and interventions helped students catch up to show growth, but not to excel.

School Processes & Programs

School Processes & Programs Summary

- **Instructional:** At Ortiz Middle School our instructional focus is centered around equitable and inclusive instruction. This includes effective practices that involve integrating our special population students into the general education classrooms as much as possible. Common practices seen on campus are sheltered instruction for our Emergent Bilinguals, co-taught core classes for our special education students, and project-based learning for our GT and vanguard students. We embed innovative and technical platforms to enhance student access to equitable learning through new tools, programs, and resources. Lastly, as a VILS (Verizon Innovative Learning School) campus, we strive to incorporate technology in classrooms in meaningful and high-leverage ways to address student learning needs. We have an instructional technology coach whose sole focus is to build the capacity of our teachers and deliver relevant and timely professional learning.
- **Curricular:** Our teachers are trained to provide our students with global perspective lessons through the International Baccalaureate framework. Through Professional Learning Communities (PLC), we create highly effective lessons aligned to state standards using the MYP Unit Planner to ensure the success of all our students. Data is used to track student progress and create an intervention plan that meets the needs of the students.
- **Scheduling:** This school year, we have built-in time for RTI and HB4545 interventions during the instructional day via Eagle Time. On a daily basis, students will attend intervention for reading, math, science, language acquisition support, or enrichment based on their most recent STAAR and TELPAS data. Each grade level also has its own reading interventionist to provide students with additional support in a class with a smaller student-to-teacher ratio than in their ELA classes.
- **Being a Magnet for the Performing and Visual Arts campus,** our students have an opportunity to engage in a variety of vocational classes like Band, Mariachi, Dance, Orchestra, Ballet Folklorico, Choir, Piano, Theatre, and Art. This allows us to expose our students to multiple learning opportunities that may foster their passion for the arts. Our highly qualified teachers engage our students throughout the day and showcase their talents within the community. Our extensive athletics program provides the kinesthetic skills and discipline needed to embed the philosophy of sportsmanship and community involvement.
- **Personnel:** Ortiz Middle School seeks highly effective teachers with a passion for education and a lifelong desire to develop their own instructional skills. Teachers have a sense of urgency in regard to the social-emotional well-being of all students along with providing engaging instruction within the classroom. Teachers are provided instructional coaching and professional learning to enhance skills and best practices while promoting overall professional growth. At Ortiz, a sense of family is promoted to all staff and students to help retain highly effective personnel and build the capacity of all.
- **Organizational and Administrative:** Ortiz Middle School is structured around the concept of instructional leadership. All instructional leaders are subject matter experts of their content and provide expert experience and skills to develop all staff and students. The campus culture promotes the ability to be a lifelong learner.

School Processes & Programs Strengths

Ortiz Middle School is a "trifecta" campus that has something for everyone: we provide engaging and community-centered frameworks as an International Baccalaureate World School; our campus is a Magnet for Performing and Visual Arts campus that recruits talent throughout the city; and, we are also a Verizon Innovative Learning School which provides the equitable technology and curriculum needed for the overall success of our students.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Retention and recruitment of highly qualified teachers, particularly for specialized programming (i.e. SLC, Mariachi) **Root Cause:** Limited applicant pools, lack of certifications, other districts/programs/fields provide more competitive salary & benefits

Perceptions

Perceptions Summary

Ortiz Middle School has created a culture where we "Stay Positive, Work Hard, Make It Happen" and school pride is strong through our cohort system (UH, TSU, Rice), Fine Arts, athletics, and other student extracurricular activities. Our campus prides itself in establishing strong, positive relationships among all stakeholders including students/staff and parents/community leaders. We have several systems in place that help promote school spirit and engagement with both parents and the community. These events include coffee with the principal, parent nights, wraparound information sessions, and other informational/topics the community expresses interest in. As a result, Ortiz Middle School was rated a Gold Certified School by Houston ISD Family and Community Engagement (FACE) program for the 2021-2022 school year. This school year, we are working towards the Platinum certification. It is also our goal to intently monitor students' attendance and class participation. When students are not attending or participating in their classes, there are systems in place to intervene with the student and their families to improve their individual outcomes and meet our campus goal of 94% attendance.

Due to the negative perception of public schools (the lack of perceived structure, rigor, and quality of programming), we are losing many of our students to charter schools, other magnet programs, and neighboring school districts, such as Pasadena and Pearland ISD's. It is our mission to continue to create strong campus systems for safety and instruction, strengthen campus and community relationships, and refine our recruitment practices to draw our students back to the campus. To improve communication with all stakeholders including parents, students, partners, etc., we leverage all communication platforms available to us such as School Messenger, social media, and the campus website.

Perceptions Strengths

As a campus, our strengths include the diversity of the programming we offer to students, such as the International Baccalaureate program, Fine Arts courses, and extracurricular activities; our commitment to developing sustainable systems and processes to maintain a strong mission, vision, and culture; and reflective practices as instructional leaders to determine where our campus needs to continue developing to ensure student academic and social-emotional needs are being met and we have positive student outcomes as measured by both quantitative and qualitative data.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Ortiz Middle School is experiencing a steady decline in enrollment. **Root Cause:** Ortiz Middle School is losing students to other HISD magnet schools, charter schools, and other alternative programs that have better public perceptions due to state ratings and marketing.

Priority Problems of Practice

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: After the Spring 2023 STAAR administration, the percentage of students in all grade levels scoring "Meets" in ELA/Reading STAAR will increase from 40% to 48% as compared to the Spring 2022 STAAR administration.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By May 2023, Universal Screener Renaissance 360 Reading data will demonstrate a decrease of 20% of students needing Tier II and Tier III intervention.

Evaluation Data Sources: Renaissance 360 reports

Measurable Objective 2: By March 2023, ELA/Reading Interim STAAR data will reflect at least 75% of students scoring Approaches, 50% of students scoring Meets, and 30% of students scoring Masters in all grade levels.

Evaluation Data Sources: Interim STAAR data reports, OnTrack reports, campus assessment data, Renaissance 360 reports, Summit K12 reports

Measurable Objective 3: By May 2023, the number of students scoring "Advanced" and "Advanced High" on TELPAS will increase by 15% and the number of students exiting the LEP program will increase by 10%.

Evaluation Data Sources: TELPAS data, Renaissance data, campus assessment data, Summit K12 reports, anecdotal evidence of English language acquisition through review of student writing samples and intentional class activities meant to assess oral language skills.

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: After the Spring 2023 STAAR administration, the percentage of students in all grade levels scoring "Meets" in Math STAAR will increase from 34% to 40% as compared to the Spring 2022 STAAR administration.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By May 2023, Universal Screener Renaissance 360 Math data will demonstrate a decrease of 20% of students needing Tier II and Tier III intervention.

Evaluation Data Sources: Renaissance 360 reports

Measurable Objective 2: By March 2023, Math Interim STAAR data will reflect at least 75% of students in Math 6, Math 7, and Math 8 scoring Approaches, 40% of students scoring Meets, and 20% of students scoring Masters.

Evaluation Data Sources: Interim STAAR data reports, OnTrack reports, campus assessment data, CarnegieMath data, Carnegie Learning MATHia reports, Renaissance 360 reports, Carnegie instructional coaches feedback

Measurable Objective 3: By March 2023, Algebra I Interim STAAR EOC data will reflect at least 100% of students in Algebra I scoring Approaches, 100% of students scoring Meets, and 100% of students scoring Masters.

Evaluation Data Sources: Interim STAAR data reports, OnTrack reports, campus assessment data, CarnegieMath data, Carnegie Learning MATHia reports, Renaissance 360 reports, Carnegie instructional coaches feedback

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.






Goal 1: By the end of the 2022-2023 school year, 100% of 8th graders will be accepted to at least one magnet high school program and identify how their program will help them meet their CCMR indicator.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach






Measurable Objective 1: By the end of January 2023, 100% of 8th grade students will complete Naviance modules to support the district goals for college and career readiness.

Evaluation Data Sources: Naviance completion reports

Strategy 1 Details		Reviews			
Strategy 1: Project Explore advisor will meet with students weekly during Eagle Time to complete modules. Strategy's Expected Result/Impact: 100% of 8th grade students will participate in completing the modules. Staff Responsible for Monitoring: Project Explore Advisor, 8th Grade Administrator, Counselor Action Steps: 1. Meet with Project Explore Advisor. 2. Create timeline to complete modules. 3. Schedule advisor to meet with students. TEA Priorities: Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

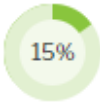




Measurable Objective 2: By April 2023, 100% of 8th graders will apply and at least 65% will be accepted to at least one magnet high school program of their choice.

Evaluation Data Sources: Evidence of applications submitted by Phase I and II.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be provided with presentations on the different programs the high schools provide to assist them to connect to the one they feel will support them to be successful in high school and receive assistance in completing the application process. Strategy's Expected Result/Impact: Students enrolling in high school for Fall 2023 and continuing their education. Staff Responsible for Monitoring: Magnet Coordinator, Leadership Team, Counselor, Project Explore Advisor Action Steps: 1) Provide students with presentations and information. 2) Reach out to families to support the process. 3) Provide evening open labs to support with the magnet application. TEA Priorities: Connect high school to career and college				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: By May 2023, 100% of 8th graders will know which high school they will attend and what programming they offer in alignment to CCMR.

Evaluation Data Sources: Student survey responses, HS prep assembly certificate of completion

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will learn the basic components of CCMR (i.e. earning a certification, passing an AP exam, earning an Associate's degree) and how it relates to the program of their choice and high school graduation requirements. Strategy's Expected Result/Impact: Students will begin high school with prior knowledge of high school graduation requirements and opportunities available to them through their magnet programming. Staff Responsible for Monitoring: Magnet Coordinator (previously HS graduation coach), Principal (previously HS administrator that worked closely with CCMR), 8th grade administrator, Counselor Action Steps: 1) Have students apply to magnet programs and track their application status 2) Provide students with HS prep assembly with student-friendly explanations of a PGP and what is a CCMR indicator and its benefits 3) Have students complete survey to indicate what HS they will attend and note what they can expect to earn in terms of CCMR TEA Priorities: Connect high school to career and college				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: 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 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: After the Spring 2023 STAAR administration, the percentage of students receiving special education services in all grade levels scoring "Meets" in ELA/Reading STAAR will increase from 37% to 45% as compared to the Spring 2022 STAAR administration.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By May 2023, Universal Screener Renaissance 360 Reading data will demonstrate a decrease of 20% of students receiving special education services needing Tier II and Tier III intervention.

Evaluation Data Sources: Renaissance 360 reports

Measurable Objective 2: By March 2023, ELA/Reading Interim STAAR data will reflect at least 65% of students receiving special education services scoring Approaches, 45% of students scoring Meets, and 15% of students scoring Masters in all grade levels, as compared to Spring 2022 STAAR data (54% Approaches, 37% Meets, 14% Masters for Current SPED in all grade levels for ELA/Reading)

Evaluation Data Sources: Interim STAAR data reports, OnTrack reports, campus assessment data, Renaissance 360 reports

Board Goal 5: N/A - Additional Campus Goals






Goal 1: ATTENDANCE: By the end of the 2022-2023 school year, the campus's year-to-date attendance will increase from 90.12% to 94% as compared to the 2021-2022 school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency






Measurable Objective 1: By the end of the 2022-2023 school year, the campus's year-to-date attendance will increase from 90.12% to 94% as compared to the 2021-2022 school year.

Evaluation Data Sources: PowerSchool reports, A4E attendance reports

Strategy 1 Details		Reviews			
Strategy 1: Collaborate with grade-level administrators and the attendance clerk to ensure there are clear systems to address students who have 3 unexcused absences in one or more classes, so the campus can develop a personal intervention plan for those students. Strategy's Expected Result/Impact: Students will meet state attendance requirements, improve academic performance, and improve the overall YTD attendance rate for the campus Staff Responsible for Monitoring: Attendance Clerk, Grade Level Clerks, Leadership Team, Wraparound Specialist, Counselor TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Measurable Objective 2: Every student who has more than 3 unexcused absences during ADA time will be required to have a parent conference (in-person, virtual, phone) for a personalized intervention plan.

Evaluation Data Sources: PowerSchool reports, A4E attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with attendance clerk, grade level clerks, and grade level admin to schedule, hold, and document conferences. Strategy's Expected Result/Impact: Parents/guardians will help support students to improve their attendance and the overall YTD attendance rate for the campus Staff Responsible for Monitoring: Attendance Clerk, Grade Level Clerks, Leadership Team, Wraparound Specialist, Counselor TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Students will not have 5 or more unexcused absences per semester in any single class.

Evaluation Data Sources: PowerSchool reports, A4E attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with grade-level administrators and the attendance clerk to ensure there are clear systems to address students who have 4 unexcused absences in one or more classes, so the campus can develop a personal intervention plan for those students. Strategy's Expected Result/Impact: Students will meet state attendance requirements, improve academic performance, and improve the overall YTD attendance rate for the campus Staff Responsible for Monitoring: Attendance Clerk, Grade Level Clerks, Leadership Team, Wraparound Specialist, Counselor TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






Goal 2: DISCIPLINE: By the end of the 2022-2023 school year, the number of PEIMS disciplinary incidents will decrease from 223 PEIMS incidents during the 21-22 SY to 200 PEIMS disciplinary incidents (approximately 10% decrease).

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: By the end of the 2022-2023 school year, the number of PEIMS disciplinary incidents will decrease from 223 PEIMS incidents during the 21-22 SY to 200 PEIMS disciplinary incidents (approximately 10% decrease).

Evaluation Data Sources: A4E & PowerSchool reports to monitor progress and data on behavior data.

Strategy 1 Details		Reviews			
Strategy 1: All teachers will use tiered interventions to address student behavior and SEL curriculum developed by campus culture committee throughout the school year every Monday during Eagle Time. Strategy's Expected Result/Impact: Decrease the number of disciplinary incidents and improve students' coping and social skills Staff Responsible for Monitoring: Leadership Team, Counselor, Campus Culture Committee (teacher-driven) Action Steps: - Provide professional development for all staff regarding SEL curriculum and restorative practices. -SEL instructional rounds to monitor implementation during Eagle Time. - Instructional coaching provided by Effective Practice Teacher (Career Pathways) leaders. -SEL curriculum and individual/group counseling held in Eagles Nest (In School Suspension) - Restorative circles will be implemented by grade level administrators and counselor to address and prevent student interpersonal conflict. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals






Goal 3: VIOLENCE PREVENTION: By the end of the 2022-2023 school year, the number of PEIMS Code 41 (mutual combat) incidents will reduce from 27 during the 21-22 SY to 20 Code 41 incidents (approximately 25% decrease).

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: By the end of the 2022-2023 school year, the number of PEIMS Code 41 (mutual combat) incidents will reduce from 27 during the 21-22 SY to 20 Code 41 incidents (approximately 25% decrease).

Evaluation Data Sources: Number of police event numbers for Ortiz MS, A4E & PowerSchool reports to monitor progress and data on behavior data.

Strategy 1 Details	Reviews			
Strategy 1: Students will engage in restorative practices while in ISS and upon return to campus after OSS to help students reflect on behavior and develop a plan of action for behavioral change Strategy's Expected Result/Impact: Decrease the number of disciplinary incidents and improve students' coping and social skills Staff Responsible for Monitoring: Leadership Team, Counselor, ISS staff member TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 4: SPECIAL EDUCATION: Teachers will maintain accurate student data in EasyIEP for 100% of the special education, 504, and IAT students to ensure students are provided services with fidelity.

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Teachers will maintain accurate student data in EasyIEP for 100% of the special education, 504, and IAT students to ensure students are provided services with fidelity.

Evaluation Data Sources: Easy IEP reports, PowerSchool IAT data, district compliance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach






Measurable Objective 1: By the end of the 2022-2023 school year, at least 40% of Emergent Bilinguals will reclassify by one proficiency level to decrease the number of long-term EBs in the ESL program.

Evaluation Data Sources: TELPAS reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Use PLC throughout the school year to implement sheltered instruction strategies, in all core subjects, using HISD's literacy routines</p> <p>Strategy's Expected Result/Impact: Increase teachers' capacities to address the learning needs of Emergent Bilinguals to positively impact their language acquisition as measured by TELPAS</p> <p>Staff Responsible for Monitoring: LPAC Administrator, SI coach, Leadership Team</p> <p>Action Steps: -PLC- conduct literacy routine training on Get to Know Me/ Writing Language Objectives. -Conduct calibration walks focusing on SI strategies -Identify teachers in need of additional support from SI coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				






Measurable Objective 2: After the Spring 2023 STAAR administration, the percentage of students labeled as Gifted and Talented scoring "Masters" will increase by 8% in all STAAR subject tests.

Evaluation Data Sources: STAAR data, Individual Student GEP's, Renzulli, Renaissance 360, Campus Assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with the GT coordinator to ensure all identified GT students are in all MYP/VG core classes, especially in STAAR-tested areas. Teachers will be GT certified and implement differentiation strategies as aligned to T-TESS Dimension 2.4 to ensure students are being challenged appropriately Strategy's Expected Result/Impact: Increase the percentage of students labeled as Gifted and Talented scoring "Masters" in all STAAR subject tests by 8% and prepare students for the rigor of AP/IB/Dual Credit coursework in high school. Staff Responsible for Monitoring: GT Coordinator, Content Area Teachers, Campus Leadership Action Steps: Ensure all GT teachers are properly trained in differentiating instruction to provide rigorous lessons for GT students, use SEL strategies to properly motivate GT students to continue to excel, and implement district curriculum (i.e. Carnegie Math) with fidelity to challenge and progress monitor students. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: By the end of the 2022-2023 school year, all students receiving Dyslexia-support services will increase at least one level on their goal and progress monitoring.

Evaluation Data Sources: Documentation of student goals in EIEP.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Requiring Dyslexia Teachers to attend Professional Development throughout the school year to ensure students are provided with differentiated instruction that will ensure students are showing growth. Strategy's Expected Result/Impact: Increase teacher's capacity on serving Dyslexia Students in order to show measurable growth per student. Staff Responsible for Monitoring: SPED administrator, SPED department chair, Leadership Team Action Steps: Conduct observations of teachers during Dyslexia support and provide coaching as needed. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT: By the end of the 2022-2023 school year, the number of parents/guardians attending campus meetings and events, such as Meet the Teacher, Open House, Coffee with the Principal, and Title I meetings will increase by 10%.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach






Measurable Objective 1: Expand Ortiz Middle School's online traffic (e.g. number of followers, clicks on posts, comments, etc.) on social media platforms, such as Facebook and Twitter, to further engage with parents, students, and community members by 20%

Evaluation Data Sources: Parent & community feedback; Page "insights"/statistics on Facebook & Twitter; increased participation in events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Regularly update the school website and social media with district & campus updates and relevant campus information in both English and Spanish to meet student & family needs (e.g. upcoming events & performances, food/supply distributions, SAFs, etc.)</p> <p>Strategy's Expected Result/Impact: Families and communities will be regularly updated on campus events and news</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal with access to social media accounts</p> <p>Action Steps: Principal and Assistant Principal will continue to post quality content regularly on the campus social media accounts and align content with that on the campus website and School Messenger calls and continue to encourage families to follow the accounts for updates.</p> <p>TEA Priorities: Improve low-performing schools</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: Increase the number of parents/guardians attending campus meetings and events, such as Meet the Teacher, Open House, Coffee with the Principal, and Title I meetings, by 10%

Evaluation Data Sources: Parent & community feedback, sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure parents and families are aware of upcoming campus events through School Messenger and social media and they are able to attend at scheduled times.</p> <p>Strategy's Expected Result/Impact: Increase the number of parents/guardians actively engaging on campus with staff</p> <p>Staff Responsible for Monitoring: Campus leadership team, Title I Coordinator</p> <p>Action Steps: Update student demographic information to have the latest contact information; advertise campus social media accounts whenever possible to increase the number of followers and expand audience; contact families that have blocked the campus phone number per the School Messenger completion reports via different methods (e.g. home visits) and ask for updated information; provide incentives for attendance (e.g. food distribution, dinner, raffles, etc.)</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 7: MANDATED HEALTH SERVICES: Ortiz Middle School will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grade 7), Hearing Screening (Grade 7), Type 2 Diabetes (Grade 7), Spinal Screening (Grade 6), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Ortiz Middle School will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grade 7), Hearing Screening (Grade 7), Type 2 Diabetes (Grade 7), Spinal Screening (Grade 6), Medication Administration and AED Maintenance Checks.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by campus nurse

Strategy 1 Details		Reviews			
Strategy 1: Health screenings, data entry, and state reporting requirements will be completed by a certified school nurse in compliance with district deadlines. Strategy's Expected Result/Impact: Preventive care will be provided to students to ensure their health and well-being. Staff Responsible for Monitoring: Nurse Hedrick, Leadership Team TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals







Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: Ortiz Middle School will increase health program awareness on campus through Physical Education and/or extracurricular activities for the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: The campus will embed IB units in all Physical Education classes that will focus on nutrition, health, and disease prevention. Strategy's Expected Result/Impact: Increase students' awareness on nutrition, health, and disease prevention. Staff Responsible for Monitoring: PE instructors, IB Coordinator, Appraiser over PE instructors TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: In collaboration with the Houston Food Bank, Ortiz Middle School will provide students and their families with free, healthy foods bi-weekly during the 2022-2023 school year. Strategy's Expected Result/Impact: Improve the dietary habits of students and their families to promote health and wellness Staff Responsible for Monitoring: Wraparound Specialist, Counselor, Leadership Team TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable): After the Spring 2023 STAAR administration, the percentage of 8th grade students scoring "Meets" in US History STAAR will increase from 18% to 30% as compared to the Spring 2022 STAAR administration.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: US History teachers will use data from formative and summative assessments to plan for and drive instruction in addition to utilizing the backwards design for learning

Evaluation Data Sources: Analyzing student writing samples and student work in PLC's, exit tickets, formative assessment data, walk-throughs, and observations.

Measurable Objective 2: US History teachers will create and implement daily data captures aligned to STAAR to measure student TEKS mastery and adjust instruction and intervention groups accordingly

Evaluation Data Sources: Analyzing student writing samples and student work in PLC's, exit tickets, formative assessment data, walk-throughs, and observations.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by teachers, staff, leadership team, and community stakeholders. While Ortiz Middle School has met the state standard for the 2021-2022 school year as a B-rated campus, much growth can still be made. Student achievement will increase with the campus initiatives and strategies outlined with SMART goals. Through rich professional learning experiences, capacity amongst teachers will be built to directly impact student achievement.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, administrators, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- The administrative team began the process of developing our SIP by collaboratively discussing possible root causes for our problems of practice.
- We then sought input from our business manager, teacher leads, and department chairs to gain their insight and input.
- As the SIP was developed, it was routinely reviewed and revised.
- The final SIP document was shared with our SDMC for their review and approval.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes a review during regularly scheduled PLC meetings throughout the school year and by the administration team and business manager and/or other stakeholders at least twice each semester.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents and the community in the front office and campus website. It is available in English and Spanish.

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. Implementing the instructional Baccalaureate Program campus-wide.
2. Implementing the Performing and Visual Arts Magnet Program to increase academic achievement.
3. Planning and delivering data-driven instruction.

4. Provide time for teachers to have Professional Learning Communities meetings daily.
5. Implementing and tracking after-school and Saturday tutorials.

2.5: Increased learning time and well-rounded education

Our master schedule allows classes to consist of 58-minute blocks with a 40-minute daily intervention block. Our Language and Literature and Math courses, in all grade levels, are double-blocked, including 8th grade US History and Science to maximize instructional time and prepare students for promotion readiness. Our campus is an IB school that empowers our certified teachers to expose our students to a global perspective with real-world experiences.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging state academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs
- Small group instruction based on student data needs
- Reading intervention courses offered for every grade level
- Daily intervention block built into the master schedule

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes a review during regularly scheduled PLC meetings throughout the school year and by the administration team and business manager and/or other stakeholders at least twice each semester.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

- The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy: Parents, Teachers, Administration, SDMC members
- The PFE was distributed on the campus website and social media accounts
- The languages in which the PFE was distributed include English and Spanish
- Four strategies to increase Parent and Family Engagement include:
 - Monthly Calendars to communicate upcoming events.
 - Our Fine Arts Department will host in-person and/or virtual performances
 - Provide our families with Parental Tech Nights
 - Community IB Project Presentatio

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

Date and Time1A	<input type="text" value="9/21/2022"/>		<input type="text" value="5 PM"/>	<input type="text" value="00"/>
Date and Time1B	<input type="text" value="10/25/2022"/>		<input type="text" value="9 AM"/>	<input type="text" value="00"/>
Date and Time2A	<input type="text" value="11/1/2022"/>		<input type="text" value="9 AM"/>	<input type="text" value="30"/>
Date and Time2B	<input type="text" value="12/6/2022"/>		<input type="text" value="9 AM"/>	<input type="text" value="30"/>
Date and Time3A	<input type="text" value="1/17/2023"/>		<input type="text" value="9 AM"/>	<input type="text" value="30"/>
Date and Time3B	<input type="text" value="1/18/2023"/>		<input type="text" value="5 PM"/>	<input type="text" value="00"/>
Date and Time4A	<input type="text" value="3/28/2023"/>		<input type="text" value="9 AM"/>	<input type="text" value="30"/>
Date and Time4B	<input type="text" value="3/29/2023"/>		<input type="text" value="5 PM"/>	<input type="text" value="00"/>

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alba Lopez	Teacher, Math	Title I	
Maria Mata	Teacher, Math	Title I	

Campus Administrator

Committee Role	Name	Position
Administrator	Alejandra Ortega	Principal
Administrator	Andre Torres	Assistant Principal
Administrator	Yasmeen Khaliq	Assistant Principal
Administrator	Zulema Reyna	Teacher Specialist
Administrator	Rewa Booher	Teacher Specialist
Non-classroom Professional	Nathaniel Rennalls	Instructional Technologist
Administrator	Olivia Holub	Teacher Specialist

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Alejandra Ortega	Principal
Administrator	Yasmeen Khaliq	Assistant Principal
Administrator	Andre Torres	Assistant Principal
Non-classroom Professional	Zulema Reyna	Teacher Specialist
Non-classroom Professional	Rewa Booher	Teacher Specialist
Classroom Teacher	Takeesha Breed	Classroom Teacher
Community Representative	Daniel Garcia	Community Representative
Classroom Teacher	Joseph Fusilier	Classroom Teacher
Classroom Teacher	Ana Gonzales	Classroom Teacher; Co-Taught/Inclusion Courses - SPED Rep
Classroom Teacher	Lanh Le	Classroom Teacher
Classroom Teacher	Elias Nogueras	Classroom Teacher; Co-Taught/Inclusion Courses - SPED Rep
Parent	Aracely Quintanilla	Parent
Parent	Maria Fernandez	Parent
Non-classroom Professional	Olivia Holub	Teacher Specialist
Paraprofessional	Samantha Maldonado	Clerk
Community Representative	Joe Gutierrez	Community Representative
Business Representative	Faisel Shabbir	Business Representative

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

SIP APPROVAL 2022-2023

School Name and Campus #: Ortiz Middle School #338

Principal Name: Alejandra E. Ortega

School Office: Middle Schools Office

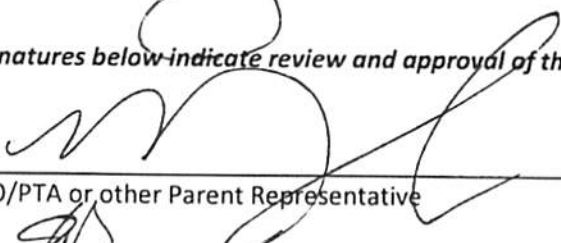
Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/27/2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

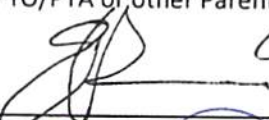

Principal

9/27/22
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

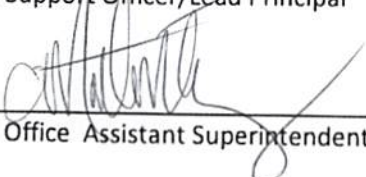
9/27/22
Date


SDMC Teacher Representative

9/27/22
Date


School Support Officer/Lead Principal

9/29/22
Date


School Office Assistant Superintendent

10/3/22
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date