

SY 23-24 School Action Plan

Campus	Ortiz Middle School
Principal	Alejandra E. Ortega
Grades Served	6 th through 8th
Enrollment	870

The timeline for School Action Plan submission can be found below:

Now-July 15: Principals work with campus teams to complete the first version

July 15: Submit draft to Division Superintendent and/or ED via email

July 15-August 15: Work with ED to solicit and incorporate feedback and finalize version for submission
August 15: Final submission for SY 23-24

Overall Feedback:

Strengths
<ul style="list-style-type: none"> ● Focus areas are on largest levers to pull for student success ● Specific actions aligned to the key action and indicators of success ● Specific actions center on multi-faceted approach to development (PLC, RTC and 1-on-1 coaching, PD) ● Systems approach to power moves are integrated in the key actions
Growth
<ul style="list-style-type: none"> ● Add 1-2 student outcome or academic growth/achievement indicators of success for each key action (e.g. MAP, STAAR, etc.) ● Add EOY targets to any indicator of success that does not have them

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

Develop the capacity of math teachers in internalizing the Carnegie Math Curriculum to deliver high-quality instruction that is engaging and scaffolded to meet the academic needs of all students.

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

- By the end of December 2023, nine out of nine core math teachers will implement Carnegie Math as a high-quality instructional material with fidelity as evidenced by their lesson plans (i.e. annotated Teacher Implementation Guides) and spot observations
- Out of 18 walkthroughs of math classrooms conducted by the end of November, 70% of teachers will receive a rating of proficient or higher in Dimension 2.2 Content Knowledge and Expertise and Dimension 1.4 Activities. This percentage will increase to 90% by March 2024
- After the Spring 2024 STAAR Administration, the percentage of students in all grade levels scoring “Meets” in Math STAAR will increase from 20% to 35% as compared to the Spring 2023 STAAR Administration.

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

1. School leaders will attend professional development led by Houston ISD on Carnegie Math by September 2023
2. School leaders will calendar PLC professional development sessions that address the key actions. These PLC meetings will include explicit modeling of high-impact instructional strategies, such as sheltered instruction and multiple-response strategies, that support each action step
3. School leaders will build the capacity of the math department chair to facilitate PLCs and conduct coaching walks in math classrooms
4. School leaders will train teachers on the spot observation form as a tool used for coaching and feedback
5. School leaders will engage in weekly instructional rounds using the spot observation form. This process will allow for alignment within the instructional leadership team as it relates to instructional look-fors, calibration on spot observation feedback and ratings.
6. School leaders will coach teachers in real time and provide clear, concise feedback to teachers using a real-time coaching based on the spot observation form. They will train teachers on this during August Preservice.
7. Campus Instructional Technologist and school leaders will train teachers on MathIA implementation, including how to assign specific lessons, monitor student progress while it is actively being used, analyze data reports, and fit MathIA as a part of small group instruction during independent practice or as a station
8. School leaders will create a system for monitoring student performance and achievement data

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

1. Math teachers will engage in professional development during pre-service on the lesson internalization process that is required to effectively implement the Carnegie curriculum
2. Math teachers will engage in weekly at-bat sessions during PLC to model the Engage and Develop portion of the lesson
3. The math department chair will facilitate PLCs and conduct coaching walks in math classrooms
4. Math teachers will craft high-quality demonstration of learning questions that are aligned to the lesson objective and framed to reflect STAAR questions
5. Math teachers will deliver instruction clearly and concisely while maintaining student engagement and momentum

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

Develop ELAR teachers' capacity to provide the highest quality of instruction that supports the critical characteristics of the Science of Reading.

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

- By the end of December 2023, at least seven out of nine core ELAR teachers will be skilled at delivering high quality instruction using the gradual release model as evident in their walkthrough and observation data. Specifically, ELA teachers will be able to explicitly model the targeted skill being taught using strategies that support high levels of student-teacher interaction. By March 2024, nine out of nine core ELAR teachers will be skilled at delivering high quality instruction using the gradual release model as evident in their spot observation form data.
- Out of 18 walkthroughs of reading classrooms conducted by the end of November, 70% of teachers will receive a rating of proficient or higher in Dimension 2.2 Content Knowledge and Expertise and Dimension 1.4 Activities. This percentage will increase to 90% by March 2024.
- After the Spring 2024 STAAR Administration, the percentage of students in all grade levels scoring "Meets" in Reading Language Arts STAAR will increase from 30% to 45% as compared to the Spring 2023 STAAR Administration.

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

1. School leaders will attend professional development on the Science of Reading to deepen their knowledge and understanding by September 2023.
2. School leaders will plan and deliver effective professional development during pre service modeling HISD characteristics of effective instructions, highlighting the use of multiple response strategies.
3. School leaders will calendar PLC professional development sessions that address the key actions. These PLC meetings will include explicit modeling of high-impact instructional strategies that support each action step
4. School leaders will build the capacity of the ELAR department chair to facilitate PLCs and conduct coaching walks in math classrooms
5. School leaders will engage in weekly instructional rounds using the spot observation form. This process will allow for alignment within the instructional leadership team as it relates to instructional look-fors, and calibration on spot observation ratings
6. School leaders will coach teachers in real time and provide clear, concise feedback to teachers using a real-time coaching based on the spot observation form. They will train teachers on this during August Preservice.
7. School leaders will create a system for monitoring student performance by TEKS using their DOL and assessment data

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

1. ELAR teachers will engage in a professional learning during pre-service on the gradual release instructional delivery model
2. ELAR teachers will engage in weekly at-bat sessions during PLC to model effective content delivery and teaching strategies
3. ELAR department chair will facilitate PLCs and conduct coaching walks in math classrooms
4. ELAR teachers will plan lessons that are aligned with the State Standards and Grade Level
5. ELAR teachers will design learning activities that are aligned with the lesson objective
6. ELAR teachers will craft high-quality demonstration of learning questions that are aligned to the lesson objective and framed to reflect STAAR questions
7. ELAR teachers will deliver instruction clearly and concisely while maintaining student engagement and momentum

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

Grow staff capacity to serve special populations with the appropriate instructional support to provide equity in their learning.

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

- Consistently have 98% or higher IEP compliance as evidenced by weekly district SPED compliance reports
- After the Spring 2024 STAAR administration, the percentage of students receiving special education services in all grade levels scoring "Meets" in Reading Language Arts STAAR will increase from 18% to 25% as compared to the Spring 2023 STAAR administration.
- By the end of the 2023-2024 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
- Increase the number of students that are eligible for Gifted and Talented (GT) programming by 10%

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

1. School leaders will create and implement a master schedule that ensure co-teachers have common planning times with core subject teachers
2. School leaders have created systems around student schedules to ensure students are receiving the appropriate support based on their specific needs on day one (i.e. clearly designated co-taught sections with only 30% of the class section being identified as receiving Special Education services, identifying Emergent Bilingual students by language proficiency levels and leveraging ESL-certified teachers, pre AP classes aimed at GT and yet-to-be identified GT students)
3. School leaders will provide support, professional learning, and coaching to SPED case managers on inputting data for EasyIEP to be at 100% compliance
4. School leaders will monitor EasyIEP Progress Monitoring to ensure it is entered every week
5. School leaders will build the capacity of grade-level team leads to facilitate PLCs focused on students' academic and non-academic needs to provide/connect with support and interventions. Students identified as needing academic interventions will be recommended to IAT.
6. School leaders will complete Gifted and Talented professional development to satisfy the initial 30-hour state requirement and 6-hour refresher course by September 2023.
7. School leaders will develop a testing plan that aligns with district and state requirements; the testing dates will be included on the school's master calendar
8. School leaders will design and host a Gifted and Talented (GT) Expo in alignment with the 8th Grade IB MYP Community Project. This event will serve as a marketing opportunity to share information with students and their families about GT testing and

showcase student products as an International Baccalaureate World School for the Middle Years Programme (IB MYP).

9. School leaders will plan and deliver effective professional development during August Preservice on the development and implementation of IB Unit Planners.

HOUSTON INDEPENDENT SCHOOL DISTRICT

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

1. SPED case managers will log Progress Monitoring and update goals weekly
2. SPED department chair will regularly monitor SPED case managers' EasyIEP data entry and provide support as necessary
3. Core subject teachers refer to IEPs and LPAC Instructional Accommodations Checklist when designing lessons for students
4. Core subject and Co-Teachers collaboratively lesson plan during their shared conference periods
5. All core subject teachers will complete Gifted and Talented professional development to satisfy the initial 30-hour state requirement and 6-hour refresher course by September 2023.
6. Grade-level lead teachers will lead culture-focused PLCs to discuss and develop solutions for student attendance, behavioral, and academic needs and track them in a shared spreadsheet at least every three (3) weeks. This will assist with RTI/IAT referrals, GT identification, etc.
7. The campus IB Coordinator will train teachers on the components of the 8th Grade IB MYP Community Project to ensure they support students and that it is completed on time and with fidelity

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

Develop and implement consistent campus systems to provide a safe learning environment focused on student learning and achievement.

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

- By the end of the 2023-2024 school year, the campus's year-to-date attendance will increase from 91.95% to 95% as compared to the 2022-2023 school year
- By the end of the 2023-2024 school year, the number of PEIMS disciplinary incidents will decrease from 562 PEIMS incidents during the 2022-2023 school year to 450 PEIMS disciplinary incidents (approximately 20% decrease)
- By the end of the first six weeks grading cycle (end of September 2023), grade-level leads and grade-level administrators will successfully train and implement culture focused PLCs to address student needs and put preventative measures in place

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

1. School leaders will develop and implement tiered behavioral interventions aligned with the Houston ISD Student Code of Conduct
2. School leaders will be visible in populated common spaces and enforce campus duty posts for staff to ensure student safety daily
3. School leaders will provide professional development for all staff regarding social emotional learning curriculum and restorative practices
4. School leaders will build the capacity of grade-level team leads to facilitate PLCs focused on students' academic and non-academic needs to provide/connect with support and interventions
5. School leaders will provide time and data to the campus attendance clerk, wraparound specialist, juvenile case manager, and counselor to conduct drop-out prevention (DRIP) meetings
6. School leaders will review campus expectations and district attendance policy with students in their grade level meetings and in Open House with families by mid-September 2023

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

1. All teachers will be trained in and use tiered interventions to address student behavior
2. Grade-level lead teachers will lead culture-focused PLCs to discuss and develop solutions for student attendance, behavioral, and academic needs and track them in a shared spreadsheet
3. The campus counselor will provide teachers with weekly SEL lessons to deliver in their Eagle Time classrooms
4. The campus counselor will provide individual and group counseling

5. The campus attendance clerk will place students with excessive absences (i.e. more than 3 absences in a grading cycle) on an attendance contract. The campus attendance clerk will meet with the student, parent, and grade-level administrator to implement the contract
6. The grade level clerks will work with the attendance clerk to conduct attendance calls to absent students after ADA attendance has been documented