

Daniel Ortiz, Jr. Middle School

SDMC Meeting No. 3



FEBRUARY 28, 2023 / 4:15 PM / PLC ROOM

MINUTES

- Ms. Ortega opened the meeting at approximately 4:15 PM. Ms. Ortega thanked the members for their commitment to the SDMC and began the PowerPoint presentation.
- Ms. Ortega reviewed the current campus data. Current year-to-date attendance is 91.46%; there have been 339 PEIMS discipline incidents, and we currently have 885 students enrolled on campus.
- Ms. Ortega reviewed current campus staff vacancies and expressed the need for a special education teacher assistant. She explained that the dance teacher and assistant principal positions would not be posted and filled until the 23-24 school year. Ms. Ortega said there was a silver lining in these vacancies as they would receive funds back into our GF1 budget string and allow us to make necessary purchases to upgrade the campus.
- Ms. Ortega shared with the SDMC that Ortiz MS has been selected as a part of the second cohort of Opportunity Culture campuses for the 23-24 school year. She elaborated that this would provide the campus with at least two (2) multi-classroom leaders (MCLs) to support, coach, and teach alongside other teachers. Ms. Ortega explained that MCLs would need to have at least three (3) years of teaching experience; would receive a stipend between \$15,000 to \$25,000; would be tied to the accountability data of the teachers they support; would teach part-time and coach part-time; and would have to go through a screening process with HISD as a part of the application process. Ms. Ortega also explained that there is a design team as a part of Opportunity Culture to help draft their vision and plan for how Opportunity Culture would look at Ortiz Middle School and said that she mentioned the SDMC and the Culture Committee as great candidate pools for members. She opened joining the Design Team to the SDMC; Ms. Le and Mr. Noguerras volunteered to be a part of it. The following questions were posed:
 - Would a teacher need to be SPED certified or hold any additional certifications to be an MCL? Response: No, they would need to meet the three (3) year experience requirements and attend professional learning.
 - How much principal discretion is held to make a hiring decision for MCLs? Response: Limited discretion as the screening process seems centralized and candidates must be approved and entered in a district-wide MCL pool before a principal can interview them.
- Ms. Ortega provided updates from her recent budget workshop on February 15th. She explained that Houston ISD is currently facing a \$215 million deficit but that there are several proposed solutions to address it. Ms. Ortega first reviewed the solutions that would not directly impact Ortiz Middle School, the reduction in the small-school subsidies, the reduction in the High School Allotment (HSA), and the \$20 million cut from the central office. She then explained that ADA attendance would be a major concern as the hold harmless would be removed for the 2024 fiscal year and drops in attendance will affect our budget.

- Ms. Ortega then reviewed the budget changes that will directly impact the campus, including potential cuts to Title I, the sunseting of ESSER funds by June 2024, and the removal of the ADA hold harmless. Ms. Ortega shared some of the current attendance interventions currently in place that need to be continued and improved, such as attendance contracts, parent conferences, home visits, and opting for ISS instead of OSS for level 2 and 3 disciplinary infractions that do not impact campus safety. Ms. Ortega then returned to the previous conversation of not filling current vacancies. She explained that these funds will go towards safety upgrades on campus, such as upgraded gates for the staff parking lot and artwork to provide some privacy to the cafeteria windows; salaries for hourly positions and substitute teachers; and supplies, such as new graphing calculators for Algebra I, instruments, and general daily supplies.
- Next, Ms. Ortega explained they could make up for some of their budget shortfalls through their magnet budget and coding students appropriately. She mentioned only 174 out of 885 students were coded magnet this school year and that a part of getting students coded as a magnet student is to have them complete a magnet application once Phase 2 opens. Ms. Holub explained to the committee that the application process can be tedious based on the assistance she provided students and families throughout Phase 1. Ms. Holub then asked the committee for ideas to get the majority of current 6th and 7th graders applying to our magnet program.
 - Ms. Le suggested having workshops after school and on Saturdays and offering some sort of incentive, such as food or vaccines and community resources.
 - Mr. Noguerras asked if the application could be completed on paper so a packet could be sent home with students. Ms. Holub explained that the application is online but data could be entered manually; however, only two people on campus have access to Salesforce for data entry.
 - Mr. Fusilier recommended that it was to be completed on campus by the students during Eagle Time and asked if that would be possible. Ms. Holub said that it could be done, but students would need to have access to all of their information as well as a working personal email account.
 - Ms. Holub thanked the committee for their recommendations.
- Ms. Ortega then reviewed key points of the 23-24 draft master schedule and opened the floor for discussion:
 - Option 1 of the Master Schedule: moving Eagle Time to the start of the school day. It would provide clerks with time to contact the families of students marked absent during that period before ADA time to boost our daily attendance. Mr. Torres indicated tardiness among staff may have an impact on who is showing up on time. Ms. Fernandez explained that with the new sign-in system, TimeClock Plus (TCP), being implemented district-wide, it may change chronologically absent and/or tardy staff members.
 - The options that are available during Eagle Time. Ms. Ortega explained that HB4545 interventions will continue to be implemented, but there are other options to explore, including math intervention to support Carnegie implementation, Summit K-12 by Emergent Bilingual proficiency levels, practice time for the performing art groups, dyslexia interventions, and enrichment. Ms. Ortega asked what enrichment activities would look like and whether should it be an option. Mr. Fusilier asked for clarification about the options and said enrichment should be available. Ms. Le asked for students assigned to their Eagle Times to be students they teach in their core classes. Mr. Noguerras stated that he liked the idea of sorting the EB

students and providing them with targeted interventions based on their proficiency levels. Ms. Gonzales agreed with the need for enrichment classes to do project-based learning.

- Ms. Ortega then brought up our current housing/cohort system. She explained there were mixed feelings based on survey data and the SDMC echoed these sentiments. Ms. Ortega then stated that her goal was for the cohorts to be more intentional to better meet the needs of special populations and reviewed what the breakdown could look like:
 - TSU house: Beginner & intermediate emergent bilingual students
 - UH house part 1: SPED (meeting the 30% maximum) and advanced emergent bilingual students
 - UH house part 2: Non-SPED/Non-EB students and advanced high emergent students with the intent to exit them
 - Rice: GT students and other students identified as pre-AP
- Other issues/concerns brought forth by the committee:
 - Mr. Nogueras asked Ms. Ortega for feedback on the presentations on the student reporting system made by the Culture Committee. Ms. Ortega explained that she has not received anything besides the reporting form and the flyer. Mr. Nogueras and Ms. Le said they would follow up with the Culture Committee.
- No other issues were brought forth from the committee. The meeting adjourned at 5:15 PM