HOUSTON INDEPENDENT SCHOOL DISTRICT

BUILD
BRIDGE
BELIEVE

Campus Name: Ortiz Middle School

Campus Number: 338

Principal Name: Samuel Dominguez

School Support Officer Name: Patricia Palacios

Chief School Officer Name: Jason Bernal

SCHOOL IMPROVEMENT PLAN 2016-2017

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

Mission
Ortiz Middle School exists to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Ortiz graduates are active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Vision
Ortiz graduates are internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

SCHOOL PROFILE

Daniel Ortiz Jr. Middle School is located at 6767 Telephone Road in the Glenbrook Valley Community. The current enrollment is 1067 students. Ortiz MS serves students in grades 6, 7, and 8. The ethnic breakdown of the student population is approximately 73.23% Hispanic, 18.72% African American, 1.74% White, and 5.56% Asian/Pacific Islander. Approximately 8.63% of the students qualify for special education services and 22% are English language learners (ELL). Ortiz offers the English as a Second Language program for ELL students, and Special Education instruction is provided via the Co-Teaching Model, Life Skills, and the Behavior Student Center. Our school is a Title I school, and 97% of the families are classified as economically disadvantaged. Furthermore, 13% of the students are enrolled in the Gifted and Talented program and receive instruction in pre-advanced placement classes. Ninety-five percent of the students are considered At-Risk. The attendance rate for 2015-2016 was 94.9%, and the dropout rate was 0.09%. Neighborhood associations include the Glenbrook Valley Civic Club and the Meadowbrook Civic Club.

SHARED DECISION MAKING (sample language provided – modify as needed)

Organizational Structure

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

Membership Composition of the SDMC

Number of Classroom Teachers	**5**	Number of Parents (at least 2)	**2**
Number of School-based Staff (Half the number of classroom teachers)	**3**	Number of Community Members (at least 2)	**2**
Number of Non-Instructional Staff	**1**	Number of Business Members	**1**

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Revordia Denson	Classroom Teacher
Devin Williams	Classroom Teacher
Erin Mayo	School-based Staff
Alanna Johnson	School-based Staff
Gabriel Ortiz	Business Member
Jessica Brown	Community Member
Rodolfo M. Reyes	Community Member
Barbara Rivas	Parent
Jennifer Espindola	Parent
Samuel Dominguez	Principal
Jade Trader	Classroom Teacher
Terrence Eveline	Classroom Teacher
Sheila Snell-Ruth	Classroom Teacher
Lisa Boze	School-based Staff
Natasha Smith	Non-Instructional Staff

Other Campus Intervention Team members (non-SDMC):

For campuses designated for *Improvement Required*, *Focus* or *Priority* for 2016-2017:

Name	Position
Click here to enter text.	School Support Officer (SSO) or Lead Principal (LP)
Click here to enter text.	Professional Service Provider (PSP)
Click here to enter text.	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other: Click here to enter text.

NEEDS ASSESSMENT

Narrative of Data Analysis and Root Causes
(causal factors – include % of economically disadvantaged data)

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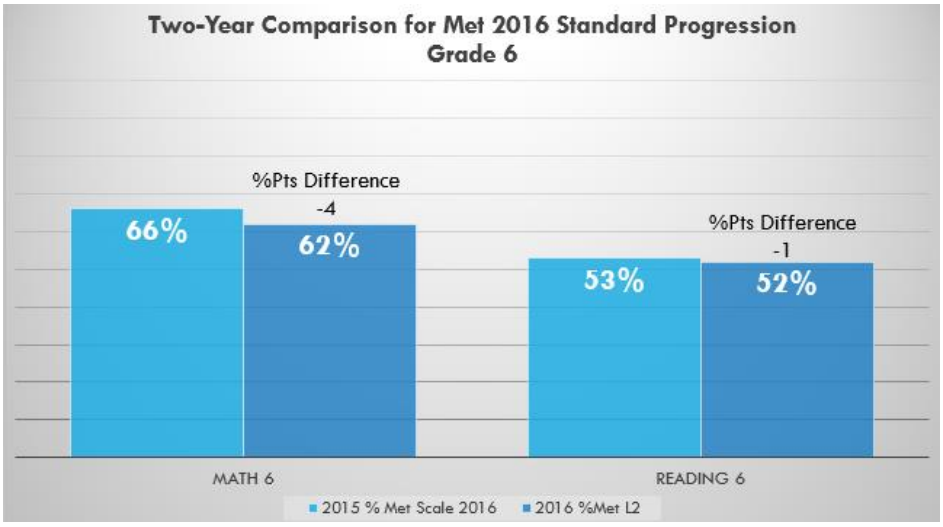

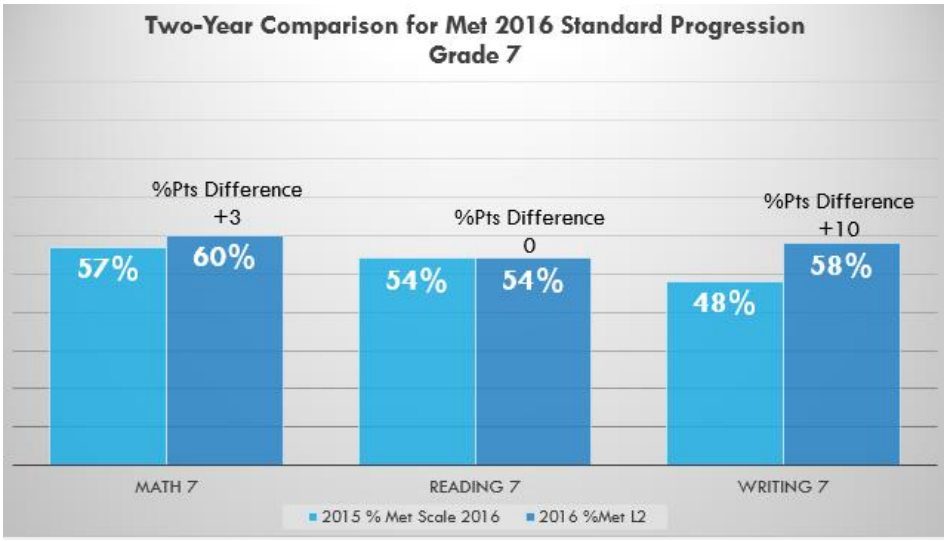

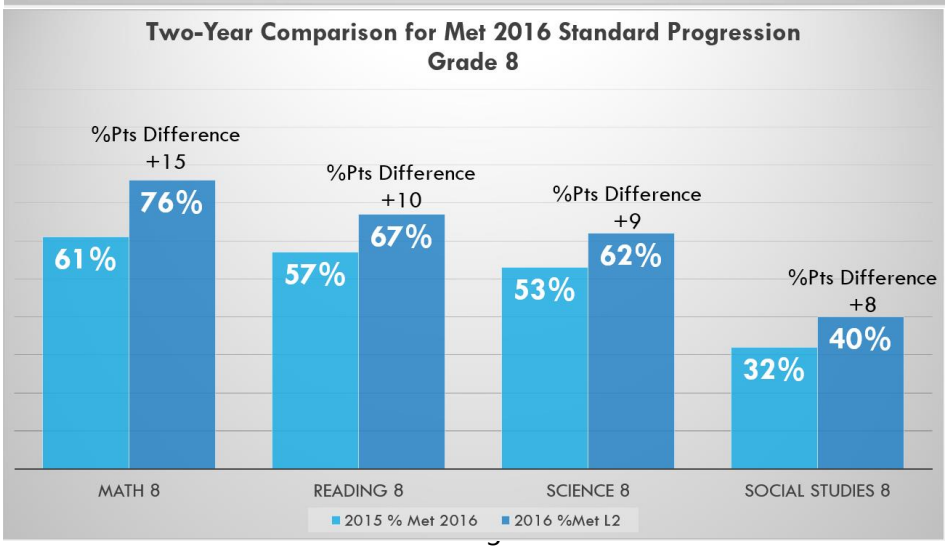

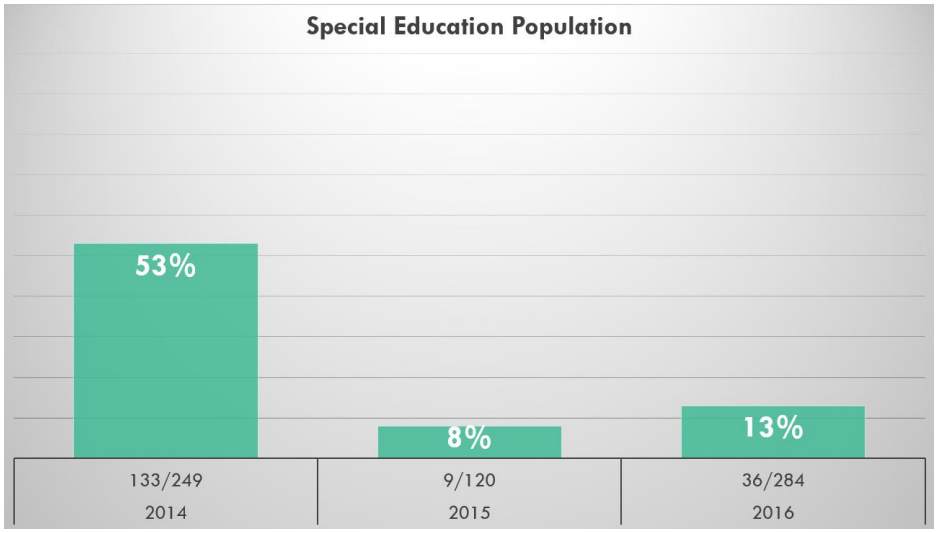

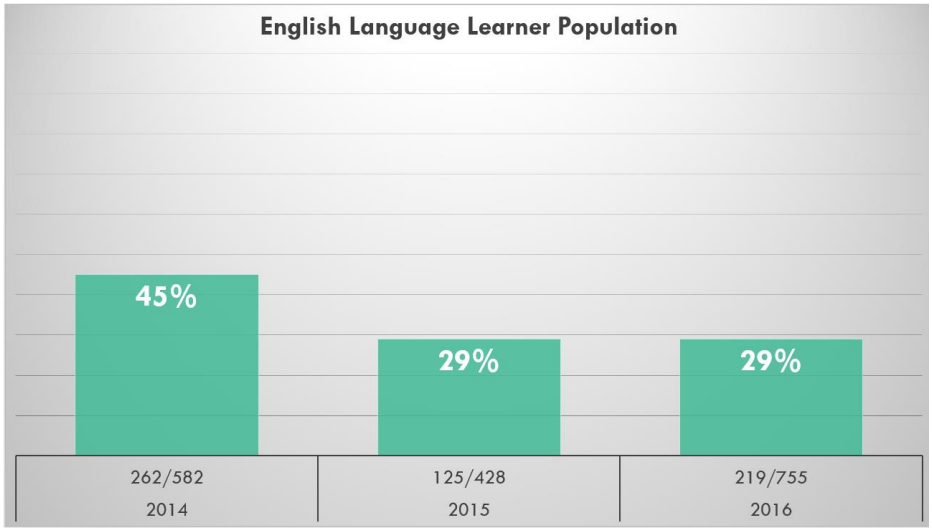

Narrative of Identified Needs – Include Special Education Needs

1. The reading skills of students in sixth and seventh grade are in need of significant improvement. Sixth grade students passed the STAAR reading test at 52% and seventh grade students passed the STAAR reading test at 54%. These two scores are well below sate and district levels.
2. The math performance levels of sixth and seventh graders need improvement. Sixth grade students passed the STAAR math test at 62% and seventh grade students passed the STAAR math test at 60%. These two scores are well below state and district levels.
3. Safety, and our student and faculty perception of safety on campus, needs to improve in particular as it relates to bullying, violence, bus safety, and gang activity.
4. Attendance in school year 2016-2017 was 94.9%. This was slightly below district goal of 95% and well below campus goal of 97%.
5. The achievement gap between our special populations, specifically ELL and SPED students, needs to improve in a dramatic form as compared to all other student groups across grade levels and across subject areas. Academic level of ELL and SPED students will increase 10% in all grade levels in all content areas by the end of the 2016-2017 school year.
6. Level III Academic Performance STAAR scores show our students are not achieving Level III performance at acceptable percentages. This is a campus priority for school year 2016.

7. Lack of parental involvement in school life and in school activities such as PTO meetings, academic events, and athletic events is a concern. We have created a committee to communicate with and encourage more parental involvement.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Index	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Yes	Social Studies	African American Special Education	Click here to enter text.
II. Student Progress	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing Gaps	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
IV. Postsecondary Readiness	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Federal System Safeguards				
Reading Performance	No	Click here to enter text.	African American Special Education ELL	Click here to enter text.
Reading Participation	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Reading Alt #2	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Performance	No	Click here to enter text.	African American Special Education	Click here to enter text.
Math Participation	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Alt #2	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.
4 Year Graduation	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.
5 Year Graduation	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.

STAFF DEVELOPMENT PLANS

August PD:
Team Building
Curriculum Binders
Grade Level Meetings
TADS Update
IB Unit Planners
IB Policies
IB Approaches to Learning
IB Learner Profiles
Data and Ortiz Expectations
Thinking Maps – new teachers
Job Alike – off campus
Documentation – SPED, 504, PGP's, ESL, Failures
PLC Expectations
Lesson Planning
Backwards Planning
Data Disaggregation/Data Meetings
Technology – EdPlan, HUB, Gradespeed, OneSource, Scribesense
Literacy in the Middle
Handbooks
1st Day Procedures

HISD HUB:
OneSource
Sexual Harassment
Bullying
Blood Borne Pathogens
Child Abuse
Food Allergies
Suicide Prevention

On-Going PD:
Literacy in the Middle, June 20 – 22, 2016,
IB Training – Category 2, August 4-5, 2016
Job Alike – August 11 or August 17, 2016
lead4ward (leaders) – September 1, 2016, February 2017
lead4ward (ELA) – October 2016, February 2017
lead4ward (Math) – November 2016, January 2017
lead4ward (Sci) – November 2016, January 2017
lead4ward (SS) – October 2016, January 2017
Early Dismissal Days – Literacy in the Middle:
September 21, October 11, November 16, January 25, February 22
Department Lead Meetings
ESL PD
GT Certification and 6 hour update
Arts Initiative Vertical Alignment Meetings

SIP Part 2: Goals & Objectives

Based on the Data Analysis and Needs Assessment, the following Goals and ***Measurable*** Objectives must be developed to address the identified needs:

Goal Area I: Increase Student Achievement (HISD Goal 1)

1. Reading
2. Mathematics
3. Accountability and Federal System Safeguards
4. Index 4 Goals
    a. Dropout Prevention / Graduation Rate Improvement (MS,HS)
    b. Ninth Grade Promotion (HS)
    c. Advanced Course / Dual Credit Enrollment (HS)
    d. AP/IB Exams Participation and Scores (HS)
    e. PSAT/SAT/ACT Participation and Scores (HS)
    f. College Readiness (ES,MS,HS)
5. Attendance
6. Highly Qualified and Effective Teachers, Administrators and Paraprofessionals

Goal Area II: Improve Safety, Public Support, and Confidence (HISD Goals 3, 5)

a. Bullying Prevention
b. Child Abuse & Sexual Abuse Prevention
c. Coordinated Health Program (Elementary, Middle, and K-8 Campuses Required)
d. Dating Violence Awareness
e. Discipline Management – Safe Environments
    a. DAEP Referrals
    b. Special Education In-school Suspension
    c. Special Education Out-of-School Suspension
f. Drug, Tobacco, Alcohol Prevention
g. Suicide Prevention
h. Parent and Community Involvement

Goal Area III: Special Population Goals & Strategies

a. Gifted & Talented Program
b. Special Education Program
    a. STAAR/EOC Participation
    b. Representation
        i. Overall
        ii. African-American
        iii. Hispanic
        iv. ELL
    c. Placement in Instructional Setting 40/41
c. Economically Disadvantaged
    a. STAAR/EOC Participation
d. English Language Learners
    a. STAAR/EOC Participation
    b. TELPAS Reading and Composite Scores
e. Dyslexia Program

GOAL AREA 1 – Student Achievement: Reading

Priority Need:	Low STAAR scores in 6th & 7th grade reading
Critical Success Factor(s):	Improve academic performance
Goal:	At the end of school year 2016-2017, 6th & 7th grade reading STAAR scores will be at least 7% higher compared to 2016 reading STAAR scores.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Analyze and use data to drive instruction in the classroom	Reteach low objectives Spiral content through Do Nows and Exit Tickets	Teachers Co-Teachers Administration	STAAR Common assessments District assessments	Daily PLC's Common assessments every three weeks	Teach – test – reteach – retest every three weeks
Teach literacy strategies that are research-based	Literacy In the Middle District-wide initiative	Teachers Co-Teachers Administration	Class libraries HUB lessons	Daily independent reading, Daily PLC's	Administrative coaching, walkthroughs, and observations
Differentiate instruction for struggling readers	Small group instruction Flexible grouping	Teachers Co-Teachers Administration	STAAR Common assessments District assessments	Ongoing	Administrative coaching, walkthroughs, and observations
Increase academic rigor and critical thinking	Implement 2 global focused IB Unit Planners	Teachers Co-Teachers Administration	IB Middle Year Program	Ongoing	Administrative coaching, walkthroughs, and observations
Targeted tutorials based on data.	Targeted tutorials will be held for struggling readers	Teachers Co-Teachers Administration	Data driven tutorial lessons, STAAR resources, academic vocabulary	After school tutorials Saturdays tutorials	Student progress; student assessment; comparison of student data

GOAL AREA 1 – Student Achievement: Math

Priority Need:	Low STAAR scores in 6th and 7th grade math
Critical Success Factor(s):	Improve academic performance
Goal:	At the end of school year 2016-2017, 6th & 7th grade math STAAR scores will be at least 10% higher compared to 2016 math STAAR scores; 6th grade from 62% to 72%, 7th grade from 60% to 70%.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Use data to drive instruction in the classroom; spiral and scaffold lessons on low TEKS	Data-driven instruction	Teachers, administrators	Data from STAAR, common assessments, District assessments, exit tickets	Daily PLC's; data meetings after each common assessment, every 3-4 weeks.	Teach – test – reteach – retest cycle. Use data to monitor effectiveness/student achievement.
Use researched/best practices campus-wide instructional strategies.	Teach Like a Champion IB Unit Planners and Approaches to Learning IB Learner Profiles IB Subject Guides	Teachers, administrators	Teach Like a Champion IB Subject Guides Ibo.org OCC – IB Online Curriculum Centre	Weekly grade level meetings; monthly vertical alignment meetings; Weekly IB PLC's (Fridays).	Administrative walkthroughs and observations. PLC agendas and meeting minutes.
Use common problem solving strategy campus-wide.	UPS check (Understand, Plan, Solve, Check for reasonableness)	Teachers	UPS Check examples; Thinking Maps, 4-square common rubric, teacher modeling; IB Learner Profiles	Used weekly in lessons; discussed daily in PLC's. Student products every three weeks.	Student work/products showing successful use of UPS check to solve real-life problems correctly and justify work.
Targeted tutorials based on data.	Tutorials for specific TEKS targeted for specific students who are low in TEK based on data.	Department leads, math teachers, department leads, administrators	Scribesense and EdPlan data, data-driven tutorial lessons, IB subject guides, hands-on learning, project-based learning, academic vocabulary	After school beginning in September; Saturdays beginning in the Fall.	Exit ticket data to show student achievement and growth.
Use IB framework to deliver curriculum. Students will become global learners and graduates.	IB MYP Programme and resources.	IB Coordinator, Administrators, Teachers	IB Training IB Subject Guides Ibo.org OCC – IB Online Curriculum Centre	2016 – 2017 school year Authorization Visit Spring 2017	Teachers will use IB framework to design real world, global, project-based lessons for students. Students will maintain a portfolio of their work/products and complete community service project.

GOAL AREA 1 Student Achievement: Performance Index - Student Achievement/Student Progress/Closing Gaps/Postsecondary Readiness (mandatory, if not met)

Priority Need:	Low percent of student achieving Level III Performance in the STAAR test
Critical Success Factor(s):	Improve Academic Achievement
Goal:	By the end of school year 2016-2017 students at all grade levels and all testing subjects will achieve Level III Performance in STAAR scores at a level 15% higher than STAAR scores in school year 2015-2016

Measureable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Identify 15% of students in every class to prepare to move up to the next performance level	Identify students who are close to achieving a higher performance level and guide through tutorials a higher level of achievement	Dean of Instruction Grade Level Assistant Principal, Department Chairs, Teachers	STAAR Data Common assessment Data Historical Academic Performance Data Ed Plan Data Snapshots Data	Identify students in September and have monthly checks to ensuring students are progressing towards the goal.	Analysis of STAAR Test scores and Common Assessments.
Offer Advance Tutorials to students seeking a higher level of achievement	Create tutorials for students who, although have mastered required TEKS, want to perform at higher levels of achievement.	Principal Dean of Instruction Department Chairs Teachers	Provide additional materials and salary for teachers working overtime in this project	Starting in October and continuing until students take the STAAR Test	Teachers should create and maintain a tracking device recording student performance in specific TEKS and progress towards achieving a higher performance level
Inform Parents about STAAR Test levels of achievement	Parents who are knowledgeable about STAAR scores should be an asset in guiding and helping students achieve at higher academic levels.	VIPS Coordinator Title I Coordinator Principal Dean of Instruction Teachers	Have monthly meetings with parents of the students targeted to perform at higher levels.	Start in October and continue until STAAR Test	Greater parent participation in academic issues related to their students level of academic achievement
Public recognition of students attaining higher performing levels	Have a ceremony where students and parents are recognized for achieving higher academic levels. Celebrate publicly academic achievement as a way to create a climate of academic excellence in our campus	Principal Dean of Instruction Assistant principals Department Chairs Teachers	Use of the auditorium Schedule time after school hours Overtime pay for supporting personnel Awards (medals, diplomas, etc.) Food and drink	The ceremony should take place after analysis of STAAR scores.	Greater percent of students achieving level II Performance in the STAAR Test.

GOAL AREA 1 – Student Achievement: Federal System Safeguards – (mandatory, if not met)

Priority Need:	Did not meet State Performance Status System Safeguards in Social Studies; did not meet Federal Performance Status System Safeguards in Reading or Math.
Critical Success Factor(s):	Improve Academic Achievement
Goal:	Ortiz will meet all State and Federal Performance Status System Safeguards in 2017.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Implement master courses from the Hub in Social Studies.	Social Studies teachers will use master courses from the Hub to teach SS curriculum in all grades.	SS District specialist, SS teachers, department leads, administrators	The Hub	2016 – 2017 school year.	Student achievement and improvement on common assessments; individual student data trackers.
Targeted tutorials based on data.	Tutorials for specific TEKS targeted for specific students who are low in TEK based on data.	Department leads, math teachers, department leads, administrators	Scribesense and EdPlan data, data-driven tutorial lessons, IB subject guides, hands-on learning, project-based learning, academic vocabulary	After school beginning in September; Saturdays beginning in the Fall.	Exit ticket data to show student achievement and growth.
Identify 15% of students in every class to prepare to move up to the next performance level	Identify students who are close to achieving a higher performance level and guide through tutorials a higher level of achievement	Dean of Instruction Grade Level Assistant Principal, Department Chairs, Teachers	STAAR Data Common assessment Data Historical Academic Performance Data Ed Plan Data Snapshots Data	Identify students in September and have monthly checks to ensuring students are progressing towards the goal.	Analysis of STAAR Test scores and Common Assessments.
Use data to drive instruction in the classroom; spiral and scaffold lessons on low TEKS	Data-driven instruction	Teachers, administrators	Data from STAAR, common assessments, District assessments, exit tickets	Daily PLC's; data meetings after each common assessment, every 3-4 weeks.	Teach – test – reteach – retest cycle. Use data to monitor effectiveness/student achievement.
Daily PLC's for teachers	Teachers will meet daily to plan lessons, share instructional strategies, disaggregate data, create common assessments, and collaborate using backwards planning	Teachers, department leads, instructional specialists, administrators	Student data, instructional resources	2016 – 2017 school year.	Assessments are aligned and follow teach-test-reteach-retest cycle; lessons are student-centered and engaging; student progress is evident; individual student data trackers

GOAL AREA 1 – Student Achievement: Attendance

Priority Need:	Low attendance rate in school year 2016
Critical Success Factor(s):	Improve School Climate
Goal:	By the end of school year 2016-2017, we will achieve a yearly attendance rate of 97%.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Identify students with attendance issues	Identify students early on in the school year	Teachers Mr. Dominguez Ms. Boze´ Ms. Benitez Ms. Solis Grade Level AP's Grade Level Clerks Mayor's office support personnel.	Chancery reporting system. Mayor's office support personnel. School attendance committee.	August - September 2016	Ongoing Bi-Weekly Meetings to evaluate and adjust Attendance Charts and reports
DRIP bi-weekly meetings to identify new cases or changing circumstances	Closely examine new and existing school policies and procedures	Teachers Mr. Dominguez Ms. Boze´ Ms. Benitez Ms. Solis Grade Level AP's Grade Level Clerks	Chancery reporting system. Mayor's office support personnel. School attendance committee.	August-May 2017	Ongoing Bi-Weekly Meetings to evaluate and adjust Attendance Charts and reports
Identify resources in the community	Build strong community partnerships	Mr. Dominguez Ms. Boze´ Ms. Benitez Ms. Solis Grade Level AP's Mayor's office support personnel.	HISD Strategic Partners Department East Area Schools Magnet Coordinators East End Chamber of Commerce	August-May 2017	Increased community partnership participation
Personalize care for extreme potential drop out attendance concern student is connected to a caring adult	mentoring	Ms. Booher	School faculty and staff	September-May 2017	Ongoing Bi-Weekly Meetings to evaluate student's absent behavior

Goal Area 2 - Improve Safety, Public Support, and Confidence: Student Discipline – Reducing Disproportionality in Out of School Suspension

Priority Need:	Reducing the numbers of bullying referrals
Critical Success Factor(s):	Improve School Climate
Goal:	By May 25, 2017, 75% of Ortiz students will have received good citizenship recognition using the IB attributes.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
100% of the students will be trained on bullying prevention.	Bullying Prevention	Administration	HISD Hub course.	September 16, 2016	Student certificates
100% of the faculty will be trained on bullying prevention.	Bullying Prevention	Administration	HISD Hub course	August 31, 2016	Teacher certificates
100% of teachers will be trained to use the IB attributes.	Weekly announcements will be made naming an attribute of the week.	Administration	IB program	By May 25, 2017	Less student referrals
100% of the students will be introduced to the IB attributes.	Weekly announcements will be made naming an attribute of the week recognized for practicing the IB attributes	Administration/ teachers, counselor	IB program	By May 25, 2017	Amount of certificates distributed to students.

GOAL AREA 2 - Improve Safety, Public Support, and Confidence: Safety

Priority Need:	Reducing the number of In School Suspension referrals
Critical Success Factor(s):	Improve School Climate
Goal	Improve School safety by having 100% of our teachers on duty everyday

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Teachers will report to assigned areas after school from 3:15-3:30	Assign teachers to specific areas as needed.	Administrators	School map with assigned locations.	By September 16, 2016	Daily monitoring by using a check list.
Discipline Management	Positive behavior reinforcement will be used across the grade levels.	Administration, teachers and counselors.	Positive behavior form, Teach Like a Champion.	Through-out the 2016-2017 year	Discipline referrals will be reduced.
100% of the teachers will monitor hallways during transitions.	Teachers will stand outside their classroom doors.	Administrators	Administrative daily monitoring log	August 2016-May 25, 2017	Daily monitoring by using a check list.

GOAL AREA 2 - Improve Safety, Public Support, and Confidence: Parent and Community Involvement

Priority Need:	Low parent and community involvement in school events and meetings
Critical Success Factor(s):	Increase Family and Community Engagement
Goal:	In school year 2016-17, we will increase parent attendance at school meetings and events by 50% compared to parent attendance for the 2015-16 school year.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Increase parent participation at Parent Advisory Committee (PAC) meetings	Send notification of PAC meetings in various formats (flyers, marquee, website) Structure PTO meetings to have a focus on content areas	Rewa Booher PAC members/officers Webmaster	Core and Elective Teachers	Four meetings a year	Increased membership in PAC Sign in sheets
Communicate school data, expectations, student progress/growth	Principal Meet and Greet	Administration	Data, supplies, available stakeholders	Once a month (morning and afternoon sessions)	Increased parent involvement Sign-in Sheets
Increase parent/ community awareness of Magnet program offerings and application process	Magnet Night Magnet Newsletter	Magnet Coordinator Administration Magnet Coordinator	Office of School Choice	September - May	Increased parent involvement Sign-in Sheets
Increase parent/ community awareness of IB program philosophy and requirements	Coffee, Tea, and IB parent informational meetings IB Newsletter	IB Coordinator Administration IB Coordinator	Manager, Advanced Academics/IB Programmes	Four meetings a year (two in the fall, two in the spring) September - May	Increased parent involvement Sign-in Sheets
Share campus culture and showcase student talent and skills to increase parent participation at school events	Invite parents to Open House, Black History Month program, Asian New Year Celebration, Noche Latina program, and Performing and Visual Arts concerts and showcase	Administration Committee Members	Teachers Students Band Choir Orchestra Drama Dance	September – May	Increased parent involvement Sign-in Sheets

GOAL AREA 2 - Improve Safety, Public Support, and Confidence: Coordinated Health Program (ES, MS and K-8 Campuses)

Priority Need:	Parents and students have limited knowledge and access to Health programs in the community.
Critical Success Factor(s):	Increase access to health programs.
Goal:	In the school year 2016-2017, we will provide access to available health programs to 100% of eligible students.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
100% of eligible students in need of eyeglasses will be screened and provided eyeglasses.	Coordinated health program.	Nurse, teachers, administrators	Free Eyeglasses Program	Throughout 2016-2017	Eyeglasses field trips.
100% of students will be trained on the effects of cyberbullying	Cyberbullying prevention	Administrators	HISD training, NetSmartz program	By December 9th, 2016	Student certificates
100% of eligible students in need of immunizations will be provided immunizations	Coordinated health program	Nurse, administrators	Baylor College of Medicine Immunization program	Throughout 2016-2017	Immunization visits
100% teachers will be trained on suicide prevention.	Suicide prevention	Administrators	HISD training	By August 19, 2016	Certificates

GOAL AREA 3: Special Populations – Special Ed., Gifted and Talented, ELL, Econ. Disadvantaged, Dyslexia, At-Risk, etc.

Priority Need:	Low Special Ed. and ELL STAAR scores 6th, 7th, & 8th. ; increasing the number of Level III student
Critical Success Factor(s):	Increase academic performance, Improve teacher Quality
Goal:	At the end of school year 2016-2017 6th, 7th, & 8th grade special population STAAR scores will be 10% higher than the 2016 STAAR scores.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Monitor CA data and rigor level to provide meaningful feedback to teachers of ELL students and Sped students	-Provide professional development - Common Planning -use of Literacy libraries	Administration Department Chairs Teachers	Region IV HUB Teacher specialist Master Schedule	September 2017-May 2017	Common Assessment results/Retest results STAAR Results PD training completion reports
Lesson plan alignment to CA's	Beginning of Year training and material (PLCs & Pre-Service weeks)	Administration Department Chairs Teachers	Content Specialist HUB Content Binders	September 2017-May 2017	Common Assessment Data MOY/EOY data
Increase academic vocabulary in all content areas for ELL learns & Sped students	Word walls Ortiz Literacy Plan LIM program	Administration Department Chairs Teachers	HUB ELL & Sped Accommodations	September 2017-May 2017	Lesson activities TELPAS results Students moving/exiting levels in the ELL program
Increase the number of students taking PAP courses and HS credit courses	Provide a more rigorous curriculum using IB framework to increase student achievement and prepare students for advanced courses	Teachers, Administrators, IB Coordinator	IB Training IB Subject Guides Ibo.org OCC – IB Online Curriculum Centre	September 2017-May 2017	The number of students qualifying for PAP and HS credit courses will increase from 2016 school year to 2017 school year

SIP Part 3: Special Funding Goals

Goal Area: Title I, Part A – 8 Required Components of Schoolwide Planning

1. **Comprehensive Needs Assessment** All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards. PL 107-110 §1114(b)(1)(A) ; PL 107-110 §1115(d)(2)(A)
    - **The reading skills of students at grade level 6 and 7 are in need of significant improvement.**
    - **The math performance levels of 6th and 7th graders need improvement.**
    - **Safety, and our student and faculty perception of safety on campus, needs to improve in particular as it relates to bullying, violence, bus safety, and gang activity.**
    - **In the school year 2015-2016 the school attendance was 94.9% which did not meet district goals for middle schools.**
    - **The achievement gap between our special populations, specifically ELL and SPED students, needs to improve in a dramatic form as compared to all other student groups across grade levels and across subject areas.**
    - **Level III Academic Performance STAAR scores show our students are not achieving Level III performance at acceptable percentages. This is a campus priority for school year 2016.**
    - **Lack of parental involvement in PTO meetings, academic events, and athletic events is a concern.**

    Schoolwide Reform Strategies List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on scientifically-based research to increase achievement for each sub-group on state tests. PL 107-110 §1114(b)(1)(B) ; PL 107-110 §1001(9)
    1) **Implementing the International Baccalaureate Program campus wide**
    2) **Implementing the Performing and Visual Arts Magnet Program as a way to increase academic achievement**
    3) **Planning and delivering data driven instruction**
    4) **Providing time for teachers to have Professional Learning Communities meetings daily**

2. **High-Quality and Ongoing Professional Development** Explain the process to provide high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development must include the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. PL 107-110 §3115(c)(2)(D) ; PL 107-110 §1114(b)(1)(D)
    - **Process of high-quality professional development: All our core teachers attend year-long trainings by Lead4ward and also Literacy in the Middle. These two programs are offered by the district.**
    - **Process of ongoing professional development: Lead teachers are allowed additional time in their daily schedules to work with new and struggling teachers. Lead teacher receive training during the summer and during the school year to effectively support new teachers and to provide in-campus professional development throughout the school year.**

3. **Strategies to Increase Parental Involvement** Identify at least four (4) strategies specific to your campus to increase parental involvement activities. PL 107-110 §1118
    1) **International Arts Festival in the Fall semester**
    2) **International Food Festival in the Spring semester**

3) **Asian New Year Celebration; Black History Month Celebration; Noche Latina**
4) **Magnet and IB News Letter**

4. **Ensure Smooth Transition for Students (PRIMARY/ES)** Explain plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. **(SECONDARY)** Identify transition activities for students as they enter each level (intermediate, middle, high school) and as students exit special programs (e.g. Bilingual, ESL & Special Education) PL 107-110 §1114(b)(1)(G) ; PL 107-110 §1115(c)(1)(D)
   - **(PRIMARY/ES) Preschool transition: NA**
   - **(SECONDARY) Transition activities: Spring Break Camp for incoming students; Summer Camp for incoming students; IB Camp for students new to IB**

5. **Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments** In addition to state performance data, describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. PL 107-110 §1114(a)(1)(H)
   - **Describe measures: Teachers design common assessments in intervals of three to four weeks. They have access to the district-provided snapshot assessments as an additional source of information. The data generated is analyzed by three methods: school provided analysis in excel format; Ed Plan, and ScribeSense. Teacher meet daily in PLC's to analyze the data and to inform the instructional decisions needed for the short term and long term academic plan**

6. **Effective, Timely Additional Assistance** Address activities to identify and ensure effective, timely assistance for all students not meeting state standards. PL 107-110 §1115(b)(2)(B) ; PL 107-110 §1114(b)(1)(I)
   - **Process to identify students: Administrators hold data meetings to analyze summative and formative data to identify students in need of academic intervention. Teachers meet daily to analyze summative and formative data to identify individual students in need of academic support and the specific areas in which students need additional support**
   - **Activities to ensure effective and timely assistance: Saturday Tutorials every Saturday from 9:00 AM to 12:00 PM; Weekdays tutorials from 3:30 to 5:00 PM; Teacher initiated tutorials after school hours; Ongoing intervention plans as needed**

7. **Coordination and Integration of Federal, State and Local Services Programs** State the strategies to coordinate programs/services/funds under NCLB to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met. PL 107-110 §1112(b)(1)(E) ; PL 107-110 §1114(b)(1)(J)
   - **Strategies to increase program effectiveness: First, administrators meet weekly with the school's business manager to ensure funds are being used according to federal, state, or local requirements and according also with their respective purpose. Second, we coordinate the different programs in order not to duplicate the services or materials provided by each program. Third, we evaluate the effectiveness of the services we are offering with these funds by making an analysis of cost vs. academic progress.**

Goal Area: State Compensatory Education (standard language provided, update data)

Total amount of State Compensatory Education (SCE) funds: $87,439.00

Are personnel positions funded with SCE funds? (Yes/No): Yes

List position titles funded (whole or partial funding) with SEC funds: Teacher, ESL, Secondary; Teacher 4-8 Generalist

Total number of FTE's funded with State Compensatory Education funds: 1.23

Brief description of how these funds are utilized on your campus: This Fund is used to enhance the Title I School Program by funding the salary of one ESL Teacher working with ELL students. We are also funding 23% of the salary for an additional math teacher working with seventh grade students which is one of the area identified in our needs assessment.

Goal Area: Mandated Health Services

1. **Immunization Monitoring**

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Nurse Edna Hedrick

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2015 (include an estimate of number of students that must be screened): NA

2. **Vision Screening at Grades: PK, K, 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Edna Hedrick

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened): NA

3. **Hearing Screening at Grades: PK, K, 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Edna Hedrick

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened): NA

4. **Type 2 Diabetes Screening at Grades: 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Edna Hedrick

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened): NA

5. **Spinal Screening at Grades: 6, 9**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Edna Hedrick

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2016 (include an estimate of number of students that must be screened): NA

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis: Nurse Edna Hedrick

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2015-2016: NA

EXECUTIVE SUMMARY
SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2016-2017

Campus Name: Ortiz Middle School

School, Students, and Community

Daniel Ortiz Jr. Middle School is located at 6767 Telephone Road in the Glenbrook Valley Community. The current enrollment is 1067 students. Ortiz MS serves students in grades 6th, 7th, and 8th. The ethnic breakdown of the student population is approximately 73.23% Hispanic, 18.72% African American, 1.74% White, and 5.56% Asian/Pacific Islander. Approximately 8.63% of the students qualify for special education services and 22% are English language learners (ELL). Ortiz offers the English as a Second Language program for ELL students and the Special Education instruction is provided via the Co-Teaching Model, Life Skills, and the Behavior Student Center. Our school is a school-wide Title I school, and 97% of the families are classified as economically disadvantaged, Furthermore, 13% of the students are enrolled in the Gifted and Talented program and receive instruction in pre-advanced placement classes. 95% percent of the students are considered At-Risk. The attendance rate for 2013-2014 was 94.9%, and the dropout rate was 0.09%. Neighborhood associations include the Glenbrook Valley Civic Club and the Meadowbrook Civic Club.

Areas in Need of Improvement

Based upon a careful analysis of the data we identified seven areas needing improvement. Our goals correlate with these academic needs.

1. The reading skills of students in sixth and seventh grade are in need of significant improvement. Sixth grade students passed the STAAR reading test at 52% and seventh grade students passed the STAAR reading test at 54%. These two scores are well below state and district levels.
2. The math performance levels of sixth and seventh graders need improvement. Sixth grade students passed the STAAR math test at 62% and seventh grade students passed the STAAR math test at 60%. These two scores are well below state and district levels.
3. Safety, and our student and faculty perception of safety on campus, needs to improve in particular as it relates to bullying, violence, bus safety, and gang activity.
4. Attendance in school year 2015-2016 was 94.9%. This was slightly below district goal of 95% and well below campus goal of 97%.
5. The achievement gap between our special populations, specifically ELL and SPED students, needs to improve in a dramatic form as compared to all other student groups across grade levels and across subject areas. Academic level of ELL and SPED students will increase 10% in all grade levels in all content areas by the end of the 2016-2017 school year.
6. Level III Academic Performance STAAR scores show our students are not achieving Level III performance at acceptable percentages. This is a campus priority for school year 2016.
7. Lack of parental involvement in school life and in school activities such as PTO meetings, academic events, and athletic events is a concern. We have created a committee to communicate with and encourage more parental involvement.

Major Goals for School Year 2016-2017

From the seven priority needs we developed the following school goals for the current school year.

- **Reading Goal**
  At the end of school year 2016-2017, 6th & 7th grade reading STAAR scores will be at least 7% higher compared to 2016 reading STAAR scores.
- **Math Goal**
  At the end of school year 2016-2017, 6th & 7th grade math STAAR scores will be at least 10% higher compared to 2016 math STAAR scores.
- **Safety Goal**
  Improve School safety by having 100% of our teachers on duty everyday
- **Attendance Goal**
  By the end of school year 2016-2017, we will achieve a yearly attendance rate of 97%.
- **Achievement Gap Goal**
  At the end of school year 2016-2017 6th, 7th, & 8th grade Special Population STAAR scores will be 10% higher than the 2016 STAAR scores.
- **Level III Academic Performance Gap**
  By the end of school year 2016-2017 students at all grade levels and all testing subjects will achieve Level III Performance in STAAR scores at a level 15% higher than STAAR scores in school year 2015-2016
- **Parent Involvement Goal**
  In school year 2016-17 we will increase parent attendance at school meetings and events by 50% compared to parent attendance for the 2015-16 school year.

Major Initiatives to be implemented in School Year 2016-2017

- **Magnet Program**
  School year 2016-2017 will be the first year our campus will implement the Magnet program in Performing and Visual Arts. To that effect, we will increase the number and variety of courses offered to our students in the Fine Arts Department. One of the main goals will be to achieve higher levels of academic performance through greater involvement in the visual and performing arts.
- **International Baccalaureate Program**
  This year we will continue to implement the IB program in the design and delivery of instruction. In order to create an international mindfulness in our campus we will continue to promulgate the IB learner profile among students and faculty. We will have the IB authorization visit in April 2017.

SIP APPROVAL 2016-2017

School Name: Ortiz Middle School

Principal Name: Sam Dominguez

This School Improvement Plan (SIP) for Ortiz Middle School was developed according to the procedures described in this document. The final draft of the plan was submitted to the Shared Decision Making Committee (SDMC) on 9/7/2016 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. The plan was presented to the professional staff for a vote of approval by secret ballot on 9/9/2016 The plan received at least two-thirds approval. I attest that if this school is under a designation as Required Improvement, Focus, or Priority, an on-site needs assessment has been conducted in compliance with TEC §39.106(b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

_____ _____

Principal Date

Signatures below indicate review and approval of this document.

_____ _____

PTO/PTA or other Parent Representative Date

_____ _____

SDMC Teacher Representative Date

_____ _____

School Support Officer Date

_____ _____

Chief School Officer Date

_____ _____

Professional Service Provider (for IR, Focus, or Priority Schools) Date