Campus Name: Ortiz Middle School

Campus Number: 338

Principal Name: Marlen Martinez

School Support Officer/Lead Principal Name: Click here to enter text.

Area Superintendent Name: Geovanny J. Ponce

Area School Office: Click here to enter text.

Houston Independent School District

2019 Board of Education

Diana Davila, *President*

Holly Maria Flynn Vilaseca, *First Vice President*

Elizabeth Santos, Second *Vice President*

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Houston Independent School District

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Web site: www.houstonisd.org

Employees of the District shall not discriminate on the basis of or engage in harassment motivated by age, race, color, ancestry, national origin, sex, handicap or disability, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression.

HISD Roadmap to Success for Every Student
Strategic Priorities for 2018-2019 and Beyond

Expanding Educational Opportunities

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

Ensuring Student Health, Safety and Well-being

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Transforming Academic Outreach

As we transform the academic performance of our students, it is critical to do what is necessary to support their academic efforts. From special education to literacy, we must provide the essential support needed for success.

Increasing Organizational Efficiency

The departments that support HISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Cultivating Team HISD Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

MISSION STATEMENT

Ortiz Middle School exists to…

Inspire our students to become active global citizens.

Encourage open-mindedness

Engage students in the Arts.

Develop a pathway for students to become IB graduates.

SCHOOL PROFILE

Daniel Ortiz Jr. Middle School is located at 6767 Telephone Road in the Glenbrook Valley Community. The current enrollement, by PEIMS Summer Collection 2019 - 2020, is 1038 students. Ortiz MS serves students in grades 6, 7, and 8th. The ethnic breakdown of student population is approximately 72.7% Hispanic, 22.5% African American, 1.2% White and 3% Asian/Pacific Islander. Approximately 11.9% of th students qualify for special education services and 28% are English Language learners. Ortiz offers the English as a Second Language program for ELL students, and Special Education instruction by using the Co-Teaching Model, Life skills program and the Behavior Student Center. Our school is a Title 1 school and 100% of the families are eligible for free or reduced lunch. Furthermore, 6% 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 2019 - 2020 was 95.04%. 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. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement Required* sanctions or federal sanctions as a *Focus* or *Priority* campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. 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/her 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	6	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
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(Modify or insert additional lines as needed)

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*State Requirement   ** Federal Requirement
Sources: TEC 11.253, HISD Board Policy BQ(LEGAL), and Every Student Succeeds Act (ESSA

Name of SDMC Member	Position (Add Date Term expires)	
Marlen Martinez	Principal	5/29/2020
Revordia Denson	Classroom Teacher	5/29/2020
Brandi Collins	Classroom Teacher	5/29/2020
Tina Garcia	School-based Staff	5/29/2020
Esther Maldonado	Non-Instructional Staff	7/1/2021
Gabriel Ortiz	Business Member	5/29/2020
Rudy Reyes	Community Member	5/29/2020
Vacant	Community Member	5/29/2020
Jennifer Espindola	Parent	5/29/2020
Natasha Johnson	Parent	5/29/2020
Jackie Anderson	Classroom Teacher	7/1/2021
Jasmine Davis	Classroom Teacher	7/1/2020
Maryah Shewcraft	Classroom Teacher	7/1/2020
Dorothy Johnson	Classroom Teacher	7/1/2021
Rewa Booher	School Based Staff	Click or tap to enter a date.
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Click here to enter text.	Click here to enter text.	Click or tap to enter a date.
Click here to enter text.	Click here to enter text.	Click or tap to enter a date.

Other Campus Intervention Team members (non-SDMC):

For campuses rated *D, F, and/or Comprehensive Support Campuses*:

Name	Position
Jose Covarrubia	School Support Officer/Lead Principal
Click here to enter text.	Effective Schools Framework (ESF) Facilitator/ Professional Service Provider (PSP) for some campuses still using this model. Click here to enter text.
Click here to enter text.	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to enter text.
Click here to enter text.	Other district personnel – position: Click here to enter text.
Click here to enter text.	Other: Click here to enter text.

NEEDS ASSESSMENT

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

Performance Level	6rd Reading 2018	6rd Reading 2019	Difference %
Approaches	51%	58%	7%
Meets	23%	23%	0%
Masters	9%	9%	0%
Performance Level	6rd Math 2018	6rd Math 2019	Difference %

Approaches	65%	72%	7%
Meets	32%	33%	1%
Masters	12%	10%	-2%

Performance Level	7th Reading 2018	7th Reading 2019	Difference %
Approaches	45%	64%	19%
Meets	22%	33%	11%
Masters	8%	16%	8%
Performance Level	7th Math 2018	7th Math 2019	Difference %
Approaches	57%	71%	14%
Meets	29%	42%	13%
Masters	12%	19%	7%
Performance Level	7TH Writing 2018	7th Writing 2019	Difference %
Approaches	40%	58%	18%
Meets	18%	27%	9%
Masters	2%	10%	8%

Performance Level	8th Reading 2018	8th Reading 2019	Difference %
Approaches	57%	70%	13%
Meets	29%	37%	8%
Masters	13%	16%	3%
Performance Level	8th Math 2018	8th Math 2019	Difference %
Approaches	75%	85%	10%
Meets	43%	55%	3%
Masters	6%	22%	0%

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*State Requirement   ** Federal Requirement
Sources: TEC 11.253, HISD Board Policy BQ(LEGAL), and Every Student Succeeds Act (ESSA

Performance Level	8th Science 2018	8th Science 2019	Difference %
Approaches	58%	66%	8%
Meets	31%	37%	6%
Masters	9%	14%	5%
Performance Level	8th Social Studies 2018	8th Social Studies 2019	Difference %
Approaches	40%	50%	10%
Meets	11%	18%	7%
Masters	3%	3%	0%

Narrative of Priority Needs and Root Causes – Include Special Education Needs

Ortiz Middle School Rating is Met for the 2018-2019 school year. In Domain 1: Student Achievement the score was 70, in Domain 2: School Progress the score was 81, and in Domain 3: Closing the Gaps the score was 65. The overall score for the campus was 76.

Under Domain 3: Closing the gaps Academic Achievment Ortiz Middle School did not meet the reading target for African Americans and Hispanics but met it for Special Education. African American, Hispanic, Economically Disadvantaged, Els, and Special Education students did meet the math target. Under STAAR growth status, Ortiz did not meet Reading and Math targets for all students, including economincally disadvantaged, Els, and special education (Reading only) students. Special education students met Math target for growth status.

To meet the needs of all our students, we will be using the Renaissance 360 data to identify the students who are reading two grade levels and below. Students will be provided with small group intervention. Progress monitoring will happen every six weeks. We will continue to track each student and create goals to monitor progress. Administration will support teachers in planning for small groups and the creation of effective lessons that target the specific skills needing to be improved.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any domains rated D or F have been addressed:

Performance Domain	Rating	Subject(s) / Measure(s)?	Student Group(s) Contributing to low rating?	Needs addressed in the following SIP Goal(s):
Texas Accountability System – Domains Rated D or F				
I. Student Achievement	C	Click here to enter text.	Click here to enter text.	Click here to enter text.
II. School Progress	B	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing the Gaps	D	Reading & Math	EL population	Academic Achievement & Growth

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

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
Documentation - SPED, 504, PGP's, ESL, Failures
PLC Expectations
Lesson Planning
Backwards Planning
Data Disaggregation / Data Meetings
Technology - On Track, HUB, Grade Speed, OneSource, Renaissance 360
Handbooks
1st Day Procedures

HISD HUB:
OneSource
Sexual Harrassment
Bullying
Bloof Borne Pathogens
Child Abuse
Food Allergies
Suicide Prevention

On-going throughout the year as offered by the district and other entities:
Lesson Planning
Writing aligned objectives
Literacy in the Middle
IB Training
Job Alike for Fine Arts (East Area Schools Art Initiative)
Early Dismissal Days
Department Lead Meetings
ESL Professional Developments
Gifted and Talented Certification and 6-Hour Update
Arts Initaitive Vertical Alignment Meetings

FORMATIVE ASSESSMENT PLAN – INCLUDE TYPE AND FREQUENCY

Ortiz Middle School is creating Common Assessments aligned to STAAR. September 23rd- 27th, November 4th- 8th. DLA December 9th-13th, Renaissiance MOY January 13th-16th, February CA 24th-27th

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SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2019-2020 school year.

YES ☐   **NO** ☒

If you checked "Yes", the Waiver section below must be completed.

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL)and EIC (LOCAL)
The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before. If this is a renewal waiver, a Waiver Detail Form is required and must be completed.

YES ☐   **NO** ☒

Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#2-All Schools - HISD Early Dismissal Days Waiver - Attend Full Day Instead of Releasing Early
This waiver allows a school to be exempt from the district early dismissal calendar days of September 27th, October 18th, November 8th, January 17th and February 14th of the 2019-2020 school year. Students can attend school for a full day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.

YES ☐   **NO** ☒

Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#3-All Schools - Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL)
The purpose of this waiver is to use a nine-week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine-week cycle will align and provide for consistent communication with parents. This does not waive required UIL three-week progress reporting. With a 9-week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.

YES ☐ **NO** ☒

Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#4-High Schools - Modified Schedule/State Assessment Days (State General Waiver)
This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a Waiver Detail Form is required and must be completed.

YES ☐ **NO** ☒

Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#5-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E) Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). The purpose of this waiver is to include 5 or more foreign exchange students per high school. This must be submitted as a general waiver application. The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. The districts and charter schools are required to enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.
YES ☐   **NO** ☒

Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

<u>**CUSTOM WAIVERS**</u> **– Complete for any custom waivers that were approved.**
Note: This would include the Alternate Start/End Times waiver that was granted for specific campuses

Title: Click here to enter text.

YES ☐ NO ☒	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

Title: Click here to enter text.	
YES ☐ NO ☒	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

Student Achievement: *Reading/Language Arts/Literacy

*Goal:	By the end of the year 2019 - 2020, students taking the STAAR Reading will increase the overall scores by 8% points in comparison to approach scores obtained in the 2018-2019 school year.
Strategic Priority Alignment: ***Expanding Educational Opportunities** ***Ensuring Student Health, Safety and Well-Being** ***Transforming Academic Outcomes** ***Increasing Organizational Efficiency** ***Cultivating Team HISD Talent**	Transforming Academic Outcomes
*Summative Evaluation: (Year-End)	The 2019-2020 STAAR Reading data will show an overall increase in approaches from 64% to 72%, meets from 28% to 36% and masters scores from 14% to 22%.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Universal Screener Renaissance 360 will display 70% of our students reading at or above grade-level.	Teachers will implement small group interventions for students indentified as two grade levels and below.	Teachers Administration Team District TDS	Rennaissance 360 Achieve 3000 Tutorial Labs Scholastic LLI	Administration Sept 3 - Sept 6, 2019. Appraisers and teacher will meet by end of the month to identify students using BOY. Student progress will be measured comparing BOY and EOY data.	Data collaboration Administrator Observations.

Overall passing Reading percentage on common assessments will be 75% or higher for each grade-level.	Teacher will use data to establish student and class goals, along with determining intervention grouping by using data trackers.	Teachers Administration Team District TDS	Common Assessments Data, Data Trackers, Ontrack Analysis, DLA's and Mock STAAR Data.	September October Novemeber December	Administrative coaching, walkthroughs and observations.
All Teachers will be trained on how to write aligned objectives to support Tier 1 instruction.	Department Chairs and Administration will walk teachers through creation of objectives.	Teachers Administration	Powerpoint, Bloom's	September 6, 2019	Administrative coaching, walkthroughs and observations.
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Student Achievement: *Math	
*Goal:	By the end of the school year 2019 - 2020, students taking the STAAR Math will increase the overall scores by 8% points in comparison to approach scores obtained in the 2018 - 2019 school year.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Transforming Academic Outcomes
*Summative Evaluation: (Year-End)	The 2019 - 2020 STAAR Math data will show an overall increase in approaches from 76% to 82%, meeets from 43% to 49% and masters scores from 17% to 23%.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State	*Timeline	*Formative Evaluation

			Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)		
Universal Screener Renaissance 360 will display 80% of our students at or above grade-level in mathematics.	Analyze data reports to identify TEKS ans assign groups to targeted intervention or enrichment.	Math Teachers Dean of Instruction Administration Team	STAAR Reports Heatmaps Formative Assessments Ontrack DDI Reports Renaissance 360	August 2019 - May 2020	Daily PLCs; data meetings after common assessments as per content pacing calendar.
Overall passing percentage on Math Common Assessments will be 80% or higher for each grade-level.	Collaborate with PLCs, share resources and use researched/ best practice instructional strategies. Use the IB framework to design real world, global, project-based math units for students.	Math Teachers Dean of Instruction Administration Team	Lead4ward STAAR released Items Data Reports At-Bats IB Unit Planners IN Subject Guides IB OCC	September October November December	Tuesday LP Review Student Work Walkthroughs and Observations PLC agendas and meeting minutes.
Overall passing percentage on Exit Tickets will be 80% or higher.	Utilizing the backwards planning approach and collaborative PLCs using disaggregated data; design exit tickets that are well-aligned to the objective and incorporate STAAR aligned questioning. Track TEKS and student groups to monitor and adjust instruction.	Math Teachers Dean of Instruction Administration Team	Lead4ward, HUB STAAR Released Items Data Reports At-Bats Heatmaps Formative Assessments OnTrack DDI Reports Digital Math resources	Weekly	CS's Review and Approval List of Action Steps Updated Pacing Calendars, Tuesday Lesson Plan Reviews, Walkthroughs and Observations PLC agendas and meeting minutes.

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Student Achievement: *Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)	
*Goal:	By May 2020, all subpops (African - American, Hispanic, EL, Non Cont. Enr., Eco-Dis) will meet Academic Achievement Status and Growth Status for Math and Reading.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Transformaing Academic Outcomes: Subpops
*Summative Evaluation: (Year-End)	By June 2020, ELA and Math targets will be met for all subpops.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
By October 2019, teachers will be provided with breakdown of Domain 3	DDI will present to teachers during data PLC.	Administration Team DDI	Powerpoint	October 2019	Teachers will be able to explain strategies that will be utilized to support subpops.
By October 2019, teachers will be provided with goals for Domain 3 regarding 2019-2020 school year.	DDI will support administration team in creating goals for Domain 3.	Administration Team DDI	Powerpoint Data Trackers	October 2019	Teachers will be able to explain the goal for Domain 3
70% of over-age students will show growth on Renaissance by the middle of the school year.	Small group intervention will be provided through co-teachers, interventionists, and classroom teachers.	Rivero Administration RTI/IAT Committee	LLI Kit, Closing the distance - Region 4, Imagine Math, Imagine Learning - Reading, Data Trackers, RTI Binders.	December 2019 MOY Renaissance	Weekly and Bi-weekly tracking of students.

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*State Requirement   ** Federal Requirement
Sources: TEC 11.253, HISD Board Policy BQ(LEGAL), and Every Student Succeeds Act (ESSA

All students two or three years overage will be identified.	STAAR data will be used to identify students who can be placed on an intervention track to transition into the next grade-level mid year.	Administration team Teachers	LLI Kit, Closing the Distance- region 4, Imagine Math, Imagine Learning - Reading, Data Trackers, RTI Binders.	September 15, 2019	Weely and Bi-weekly tracking of students.

Student Achievement: Post-Secondary Readiness

*Goal:	By May 2020, the percentage of students meeting masters will increase by 11% points in every content area (Reading, Writing, Math, Science and Social Studies).
Strategic Priority Alignment: ***Expanding Educational Opportunities** ***Ensuring Student Health, Safety and Well-Being** ***Transforming Academic Outcomes** ***Increasing Organizational Efficiency** ***Cultivating Team HISD Talent**	Transforming Academic Outcomes: Student Achievement
*Summative Evaluation: (Year-End)	By May 2020, reading will increase from 14% to 25%, math from 17% to 28%, writing from 10% to 21%, social studies from 3% to 14% and science from 14% to 25%.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
By October 2019, students will be given goals based off renaissance 360 and common assessments data.	Teachers will implement differentiated workstations and small groups to support students at various levels.	Administration Team Teachers	Renaissance 360 Data Trackers Professional Development- focus on small group instruction.	October 2019	BOY, MOY and EOY data from Renaissance 360
By September 2019, PLCs will focused on dissecting data, tracking small groups, At-Bats and lesson planning to allow us to meet the needs of individual students.	Teachers will track student data and create differentiated lesson plans for small groups.	Administration Team Teachers	Campus Common Assessments, District Level Assessments, Mock - STAAR	September 2019	Common Assessments, observations, Imagine Learning.

Schedule additional instruction support with weekly session with TDS's	Teacher will backwards plan to align and create rigorous lessons.	TDS Administration Teachers Department Chairs	Campus common assessments District planning guides and resources. Pearson elevated	Septemeber 7 September 14 September 21 September 28	Lesson Plan submissions Common assessment Observations
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Student Achievement: *Attendance	
*Goal:	By the end of school year 2019 -2020, we will achieve a yearly attendance rate of 97%.
Strategic Priority Alignment: ***Expanding Educational Opportunities** ***Ensuring Student Health, Safety and Well-Being** ***Transforming Academic Outcomes** ***Increasing Organizational Efficiency** ***Cultivating Team HISD Talent**	Achieve attendance rate of 97% for the 2019-2020 school year
*Summative Evaluation: (Year-End)	Yearly attendance rate will be greater > 97%

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Identify students with attendance issues per grade level.	Identify students as soon as the unexcused absences occur per grade level. Create attendance check - in and folders for each teacher. (1st period) Call for students who are not at school.	Administrators Teachers SIR Clerks Wrap around specialist	Chancery report system Truancy Court Judge Documentation Personnel Support School Attendance Committee	2019 -2020 School Year	Consistent weekly DRIP meetings to follow up, reevaluate, adjust attendance charts and reports. *Be aware of our attendance rate.
Weekly DRIP meetings to discuss truant cases, policies and procedures to file truancy.	Review existing policies and procedures. Students with chronic absences will receive	Administrators Teachers SIR Clerks Wrap around specialist	Chancery report system Truancy Court Judge Documentation Personnel support School Attendance Committee	2019 - 2020 school year	Consistent weekly DRIP meetings to follow up, reevaluate, adjust attendance charts and reports.

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*State Requirement   ** Federal Requirement
Sources: TEC 11.253, HISD Board Policy BQ(LEGAL), and Every Student Succeeds Act (ESSA

	an attendance contract.				* Be aware of our attendance rate.
Mentor chronic cases to prevent dropouts and take accurate attendance daily.	One on one mentoring, group mentoring, parent education. Freeze ADA period. Establish procedures for taking attendance on special occasions i.e. field trips and performances.	Administrators Teachers SIR Clerks Wrap around Specialist	Chancery report system School Faculty Paraprofessionals Clerks Attendance rosters School attendance committee	2019 -2020 school year	Consistent weekly DRIP meeting to follow up, reevaluate, adjust attendance charts and reports. Monitor ADA/teacher compliance. *Be aware of our attendance rate.
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Improve Safety, Public Support, and Confidence: *Violence Prevention & Safety
(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)

*Goal:	By the end of school year 2019-2020, the number of student behavior infractions will decrease from 990 to 495.
Strategic Priority Alignment: ***Expanding Educational Opportunities** ***Ensuring Student Health, Safety and Well-Being** ***Transforming Academic Outcomes** ***Increasing Organizational Efficiency** ***Cultivating Team HISD Talent**	Ensuring Student Health, Safety and Well-Being
*Summative Evaluation: (Year-End)	Staff will implement Restorative practice and circles into their classroom to decrease student behavior infractions.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Number of students will walking off campus without authorization will decrease.	Students will be tracked and checkins will be created.	Counselor Wrap around specialist	Attendance trackers Attendance contracts	August 2019 - May 2020	Monitoring of students
All students identified as in need will be provided counseling services throughout the school year.	Teachers/ staff who become aware of a need for counseling in will refer student(s) to school counselor.	Administrators Teachers Support staff Counselor	Referrals to counselors; counselor logs; referrals for out of district services (if needed)	August 2019 - June 2020	Counselor referrals Behavior agreements
Teachers and staff will implement Restorative practices. All students will receive social emotional support using restorative discipline methods.	Culture committee will train all teachers and provide support on implementation of circles.	Administrators Teachers Support staff Counselor	Student discipline report, behavior tracker	Weekly	Walkthroughs to monitor implementation of circles.

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*State Requirement   ** Federal Requirement
Sources: TEC 11.253, HISD Board Policy BQ(LEGAL), and Every Student Succeeds Act (ESSA

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Improve Safety, Public Support, and Confidence: *Parent and Community Involvement	
*Goal:	By May 2019-2020, parents will be provided with 10 family and community engagement activities.
Strategic Priority Alignment: ***Expanding Educational Opportunities** ***Ensuring Student Health, Safety and Well-Being** ***Transforming Academic Outcomes** ***Increasing Organizational Efficiency** ***Cultivating Team HISD Talent**	Ensuring Student Health, Safety and Well-Being
*Summative Evaluation: (Year-End)	By May 2019-2020, Ortiz Middle School will receive the Gold recognition through FACE.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Support parents through resources the Houston Public Library provides.	Provide ESL classes to parents.	Wraparound specialist Administration	Communication log Schedule	Weekly basis	Successful ESL classes for parents.
Provide parents with monthly strategies to support students at home.	Provide instructional classes to parents through FACE.	FACE Wraparound specialist Counselor Administration	Communication log Schedule	Monthly	Click here to enter text.

Create an active PTO/PTA.	Recruit parents to become part of PTO/PTA.	FACE Wraparound speialist Counselor Administration	Communication log Schedule	November 8th	Click here to enter text.
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Improve Safety, Public Support, and Confidence: *Coordinated Health Program (ES, MS and K-8 Campuses)

*Goal:	In school year 2019-2020, we will provide access to availbale health programs and materials to improve understanding to 100% of eligible students.
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Ensuring Student Health, Safety and Well-Being
*Summative Evaluation: (Year-End)	100% of eligible students and families will receive materials and access to health programs.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
100% of qualifying students in need of eyeglasses will be screened and provided eyeglasses.	Coordinated health program.	Nurse Administrators Teachers Wrap around Specialist	Free Eyeglasses Program	Ongoing throughout school year.	Fall and Spring eyeglass field trips.
100% of students will be trained on the effects of cyberbullying and safe internet practices.	Cyberbullying prevention / internet safety.	Administrators	HISD training. Net smartz program PBIS Program Restorative Practice	December 2019	Student certificates Student sign in sheets.
100% of eligible students in need of immunizations will be provided opportunities for immunizations.	Coordinated health program	Nurse Administrators Wrap around specialist	Available Immunization Programs	Ongoing throughout school year.	Immunization visits.
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Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.	
*Goal:	By the end of 2019-2020 school year, the percent of SPED and EL students that will meet target for ELA/Reading Academic Achievment and Growth will increase by 10% points.
Strategic Priority Alignment: ***Expanding Educational Opportunities** ***Ensuring Student Health, Safety and Well-Being** ***Transforming Academic Outcomes** ***Increasing Organizational Efficiency** ***Cultivating Team HISD Talent**	Transforming Academic Outcomes
*Summative Evaluation: (Year-End)	By end of year, the percent of ELs meeting target will increase from 25% to 35% for ELA Academic Achievement and from 59% to 69% for Growth. SPED students meeting the Growth target will increase from 50% to 60%.

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Monitor data and scaffolding to provide meaningul feedback to teachers.	Provide sheltered instruction professional development through Multilinugal Dept.	Administration Teachers	Subs, specific trainings to support staff	September 27th ELLevation PD October 25th Get to Know Me and Huddle & Let's Talk & Do I Really Get it?	Implementation of strategies to support language.
Cohesive lessons aligned to STAAR.	Modeling on how to create aligned objectives.	Administration Department Chairs Teachers	Powerpoint, Bloom's, Lead4ward	September 6th September 7th	Evidence through walkthroughs and observations
Increase academic vocabulary in all content areas for EL learners and SPED students.	Usage of word walls and anchor charts.	Administration Dean of Instruction Department Chairs	Professional development Teaching S.S to Els Nov. 13th Teaching Science to Els Nov. 18th	Monitoring implementation on weekly basis	Walkthrough and observation feedback

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SIP Part 3: Special Funding Goals

Goal Area: ****Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance**

Note: As a Schoolwide Title 1 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 school 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' needs as identified in your Comprehensive Needs Assessment.**

     > The areas of growth and focus for the 2019-2020 school year will be ELA and Social Studies. Only 58% of incoming 7th graders passed STAAR in 2018-2019. In 8th grade Social Studies, only 50% of students passed the STAAR. We will also be focusing on increasing the Meets and Masters by 11% points in every content area.

   - **Indicate the programs and resources that are being purchased out of Title I funds.**

     > Title 1 funds are used to pay the salaries of two reduction size in class teachers. Title 1 funds are also used to pay over time for after-school and Saturday tutorials.

2. **School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP 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 school leaders, paraprofessionals present in the school, 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 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. Clear RTI/IAT processes will be developed to track student performance and to be able to create an intervention plan.

     2. Student goals will be created by using Renassiance and previous STAAR data. Teachers will track student performance on common assessments to ensure students are meeting goals.

     3. Student growth will be tracked by ensuring that every teacher knows what each student must attain on the 2019-2020 STAAR.

     4. The creation of aligned, cohesive lessons that are data driven will support student needs.

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 school.

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

1) Create an opportunity for parents to engage in parent education classes.
2) A parent center will be created to give parents a place to come ask for support and have technology available.
3) Parents will be provided with a monthly calendar to keep them informed of all activities taking place on campus.
4) VIPS will be promoted when parents attend events to have them participate in school activities.

Capital Outlay Requested (Y/N)?

Choose an item.

Positions Funded Out of Title I Funds
(Please indicate the quantity of each position selected for the school year.)

If yes, please list the items below indicate the quantity of each position selected for the school year. val from TEA prior to purchase.

Click here to enter text.

☐ Parent Engagement Rep	☐ Teacher, Intervention [General]
☐ Tutor, Academic (Hourly)	All grade levels (Cannot be primary teacher of record)
☐ Tutor, Associate (Hourly)	☐ Teacher, Intervention [Math]
☐ Tutor, Sr. Academic	All grade levels (Cannot be primary teacher of record)
☐ Counselor (must have rationale that shows duties are supplemental to the regular school program)	☐ Teacher, Intervention [Reading]
	All grade levels (Cannot be primary teacher of record)
☐ Social Worker (must have rationale that shows duties are supplemental to the regular school program)	☐ Teacher, Intervention [Science]
	All grade levels (Cannot be primary teacher of record)
☐ Psychologist (must have rationale that shows duties are supplemental to the regular school program)	☐ *Teacher, Class-Size Reduction [General]
	All elementary grade levels
☐ Coach, Graduation	☐ *Teacher, Class-Size Reduction [Bilingual]
☐ Teacher, AVID	All elementary grade levels
☐ Teacher Specialist	☐ *Teacher, Class-Size Reduction [ESL]
☐ Instructional Specialist	All elementary grade levels
☐ Teacher, Intervention (Hourly) All grade levels - [General]	☐ *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels
☐ Teacher, Intervention (Hourly) All grade levels – [Math]	
☐ Teacher, Intervention (Hourly) All grade levels – [Reading]	
☐ Teacher, Intervention (Hourly) All grade levels – [Science]	

Indicate "Yes" or "No" below if your campus' Title I funds will be utilized to fund the following items:

Item	Yes or No
1. **In-State Travel**	NO
2. **Out-of-State Travel**	NO
3. **Professional Development**	NO
4. **Field Lessons**	NO

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*State Requirement   ** Federal Requirement
Sources: TEC 11.253, HISD Board Policy BQ(LEGAL), and Every Student Succeeds Act (ESSA

5. **Contracted Services**	**NO**
6. **Tutoring**	**NO**
7. **Materials and Supplies**	**NO**

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

*Total amount of State Compensatory Education funds: $32,161.41

*Personnel funded with State Compensatory Education funds: sixth grade reading teacher

*List names here: Faith Pullum

*Total number of FTE's funded with State Compensatory Education funds: 100%

*Brief description of how these funds are utilized on your campus: Funded half the salary of a reading teacher.

*State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE.

*For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

Goal Area: *Mandated Health Services*

1. **Immunization Monitoring**
Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Crescini, Edna R
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 25, 2019 (include an estimate of number of students that must be screened): Click here to enter text.
2. **Vision Screening at Grades: PK, K, 1, 3, 5, 7**
Person Responsible for screening, data entry, completing referral forms, and submitting state report: Crescini, Edna R
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): Click here to enter text.

3. **Hearing Screening at Grades: PK, K, 1, 3, 5, 7**
Person Responsible for screening, data entry, completing referral forms, and submitting state report: Crescini, Edna R
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): 320

4. **Type 2 Diabetes Screening at Grades: 1, 3, 5, 7**
Person Responsible for screening, data entry, completing referral forms, and submitting state report: Crescini, Edna R
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): 320

5. **Spinal Screening at Grades: 5 and 7 for girls (ages 10 and 12) and Grade 8 for boys (age 13)**
Person Responsible for screening, data entry, completing referral forms, and submitting state report: Crescini, Edna R

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 1, 2019 (include an estimate of number of students that must be screened): Click here to enter text.**.**

6. **Medication Administration**

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

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 2019-2020: Note: an unlicensed individual assigned to the school clinic cannot be referred to as "the nurse" which is a protected title. The should be referred to as Unlicensed Assistive Personnel (UAP) Click here to enter text.

7. **AED (Automated External Defibrillators) Monthly Maintenance Check**

Person certified in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually. Crescini, Edna R

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2019-2020 school year. (Include the number of AEDs on campus) Click here to enter text.