

Houston Independent School District

338 Ortiz Middle School

2021-2022 Improvement Plan



Mission Statement

"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."

Value Statement

IB Learner Profile Attributes:

We believe in and use the IB Learner Profile attributes as the foundation of our campus culture, to instill in students the desire to become life-long learners who care about the world around them, helping them develop into caring, knowledgeable thinkers able to communicate and express ideas and opinions while acknowledging the ideas and opinions of others.

Community and Service as Action:

We believe that students should see themselves as productive members of society and understand that they can positively impact their community. We do this by integrating schoolwide community service projects into our campus culture and making real-world connections to learning through community projects.

21st Century Skills:

We believe that the purpose of education goes beyond facts and figures; it is to cultivate life-long learning and skills that transcend academic standards. We do this by incorporating the IB Approaches to Learning (ATL) skills in daily lessons to ensure students are prepared for their future educational and workplace opportunities.

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Comprehensive Needs Assessment

Revised/Approved: August 20, 2021

Demographics

Demographics Summary

We serve a diverse community of students.

Ethnicity	Percentage
Hispanic	73%
African American	23%
Asian	3%
White	1%

	School Name	EL SALVADOR	GUATEMALA	HONDURAS	MEXICO	SUBTOTAL	OTHER	Grand Total
# of Immigrants	Ortiz Middle School	7	4	43	8	62	3	65

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: At Ortiz we serve students from Mexico, Honduras, El Salvador, and Guatemala. The limitation of exposure to other cultures has created division. **Root Cause:** Limitation of cultural awareness among the various ethnic groups on our campus.

Student Learning

Student Learning Summary

	# of Students				Appr	Meets	Mst	DNM	
	Counts PEIMS	# Appr	#Meets	#Mst					#DNM
6th Reading	292	84	21	16	171	41%	13%	5%	59%
6th Math	291	77	33	11	170	42%	15%	4%	58%
7th Reading	293	86	43	36	128	56%	27%	12%	44%
7th Math	291	67	24	19	181	38%	15%	7%	62%
7th Writing	295	80	34	5	176	40%	13%	2%	60%
8th Reading	308	84	70	37	117	62%	35%	12%	38%
8th Math	264	54	19	1	190	28%	8%	0%	72%
8th Alg	50	13	12	16	9	82%	56%	32%	18%
8th Sci	300	78	60	39	123	59%	33%	13%	41%
8th Social St	304	73	13	8	210	31%	7%	3%	69%

Student Learning Strengths

At Ortiz our student learning strengths are 6th-8th grade Reading and 8th grade Science. The growth table below shows that Reading and Science had the least regression from the 2019 to 2021 STAAR data.

Total Tested Comparison		
Growth 2019 to 2021		
Appr	Meets	Mst
-18%	-11%	-4%
-33%	-19%	-7%
-10%	-7%	-4%
-35%	-28%	-13%
-19%	-14%	-8%
-13%	-6%	-5%
-55%	-41%	-11%
-20%	-37%	-46%
-9%	-6%	-2%
-20%	-11%	0%

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): 76% of our students were virtual. Our Math had an overall regression of 30% due to the virtual setting. **Root Cause:** Virtual instruction did not translate effectively with limited platforms provided. Virtual instruction also impacted checks for understanding. Teachers could not verify if students were following and practicing proper mathematical skills and steps.

School Processes & Programs

School Processes & Programs Summary

Instructional: At Ortiz Middle School our instructional focus is centered around equitable and inclusive instruction. This includes effective practices that involve integrating our special population students into mainstream classes. Common practices seen on campus are sheltered instruction for our English Learners, Co teach core classes for our special education students, and project-based learning for our GT and vanguard students. We also imbed innovative and technical platforms to enhance student access to equitable learning through new tools, programs and resources.

Curricular: Our teachers are trained to provide our students with global perspective lessons through the International Baccalaureate framework. Through Professional Learning Communities we create highly effective lessons aligned to STAAR to ensure the success of all our students. Data is used to track student progress and create an intervention plan that meets the needs of the students. Being a Magnet for the Performing and Visual Arts campus, our students have an opportunity to engage in a variety of vocational classes like Band, Mariachi, Dance, Orchestra, Ballet Folklorico, Choir, Piano, Theatre, and Art. This allows us to expose our students to multiple learning opportunities that may foster their passion for the arts. Our highly qualified teachers engage our students throughout the day and showcase their talents within the community. Our extensive athletics program provides the kinesthetic skills and discipline needed to imbed the philosophy of sportsmanship and community involvement.

Personnel: Ortiz Middle School seeks highly effective teachers with a passion for education and a lifelong desire to develop their own instructional skills. Teachers have a sense of urgency in regard to the social emotional well-being of all students along with providing engaging instruction within the classroom. Teachers are provided instructional coaching and professional developments to enhance skills and best practices while promoting overall professional growth. At Ortiz a sense of family is promote to all staff and students to help retain highly effective personnel.

Organizational and Administrative: Ortiz Middle School is structured around the concept of instructional leadership. All instructional leaders are subject matter experts of their content and provide expert experience and skills to develop all staff and students. The campus culture promotes the ability to be a lifelong learner.

School Processes & Programs Strengths

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

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): High rate of teacher turnover. **Root Cause:** Due to promotions, district compensation rates and life events.

Problem of Practice 2: Student Mobility **Root Cause:** High population of multi-family rental properties, homelessness and transient lifestyle within the community.

Perceptions

Perceptions Summary

Climate: We focus on developing a school climate that is positive, nurturing and centered on the whole child. We incorporate the IB Learner Profile attributes into our school culture to promote a positive, safe environment centered upon developing lifelong learners.

Culture: The school's priorities are to (1) create an environment that is safe and welcoming for scholarly learning (2) offer opportunities for student to grow as global learners (3) promote community involvement at the campus to support all aspects of student growth.

Perceptions Strengths

A large aspect of the campuses culture is the continued implementation of restorative practice on the campus. Through previous data and the social emotional needs of the students in the community we service, it was essential to adopt a system that would build relationships, repair misconceptions and differences and restore social emotional skills through the use of empathy, dialogue and self-reflection.

Priority Problems of Practice

Problem of Practice 1: 76% of our students were virtual. Our Math had an overall regression of 30% due to the virtual setting.

Root Cause 1: Virtual instruction did not translate effectively with limited platforms provided. Virtual instruction also impacted checks for understanding. Teachers could not verify if students were following and practicing proper mathematical skills and steps.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: High rate of teacher turnover.

Root Cause 2: Due to promotions, district compensation rates and life events.

Problem of Practice 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1:

Students will show academic growth in reading and writing as measured by Renaissance 360, district level assessments and STAAR. By May 2022, STAAR scores will increase in comparison to the 2021 results by an overall growth of 23% in approaches, 17% in meets and 15% in masters scores. This will show an overall increase from 53% to 76% in approaches, 25% to 42% meets standard and 10% to 25% master standard.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
Measurable Objective 1: By May 2022, Universal Screener Renaissance 360 will display increase of Tier I from 32% in BOY to 50% EOY. Evaluation Data Sources: Historical STAAR score data, Mock STAAR assessments, Renaissance 360 progress monitoring, and district level assessments.
Measurable Objective 2 Details
Measurable Objective 2: By March 2022, overall passing Reading percentage on Distract Snapshots, DLA and release STAAR will be 75% or higher for each grade-level. Evaluation Data Sources: Historical STAAR score data, Mock STAAR assessments, Renaissance 360 progress monitoring, and district level assessments.
Measurable Objective 3 Details
Measurable Objective 3: By May 2022, students in intervention block will have an overall passing rate of 75% using Focused Reading Intervention resource. Evaluation Data Sources: Focused Reading Intervention Resource

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: Students will show academic growth in Math as measured by Renaissance 360, district level assessments and STAAR . By May 2022, STAAR scores will increase in comparison to the 2021 results by an overall growth of 21% in approaches, 14% in meets and 9% in masters scores. This will show an overall increase from 54% to 75% in approaches, 26% to 40% meets standard and 11% to 20% master standard.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
Measurable Objective 1: By May 2022, Universal Screener Renaissance 360 will display increase of Tier I from 43% in BOY to 55% in EOY. Evaluation Data Sources: Historical STAAR score data, Mock STAAR assessments, Renaissance 360 progress monitoring, and district level assessments.
Measurable Objective 2 Details
Measurable Objective 2: By March 2022, overall passing Math percentage of snapshots, DLA, and release STAAR will be 78% or higher for each grade level.
Measurable Objective 3 Details
Measurable Objective 3: By May 2022, students participating in intervention block will have an overall passing rate of 75% using Focused Math Intervention resources.

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: By the end of May 2022, 100% of 7th and 8th grade students will complete Naviance modules to support district goal for college and career readiness.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
Measurable Objective 1: By the end of January 2022, 100% of 8th grade students will complete Naviance modules to support district goal for college and career readiness. Evaluation Data Sources: Naviance completion reports
Measurable Objective 2 Details
Measurable Objective 2: By the end of March 2022, 100% of 7th grade students will complete Naviance modules to support district goal for college and career readiness. Evaluation Data Sources: Naviance completion reports
Measurable Objective 3 Details
Measurable Objective 3: By November 2021, 100% of 8th graders will be supported to apply to the high school of their choice. Evaluation Data Sources: Evidence of applications submitted by Phase I.

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: Students will show academic growth in reading and writing as measured by Renaissance 360, district level assessments and STAAR . By May 2022 , STAAR scores will increase in comparison to the 2021 results by an overall growth of 20% in approaches, 10% in meets and 5% in masters scores. This will show an overall increase from 28% to 48% (33 students in approaches) , 7% to 17% (12 students in meets standard) and 1% to 6% (4 students master standard).

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
<p>Measurable Objective 1: By May 2022, 100% of students will show increase in progress measure as indicated by the Universal Screener Renaissance 360. Evaluation Data Sources: Historical STAAR score data, Mock STAAR assessments, Renaissance 360 progress monitoring, and district level assessments.</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: By March 2022, at least 75% of students will show an increase in their progress measure as evidence by district snapshots and DLAs. Evaluation Data Sources: Historical STAAR score data, Mock STAAR assessments, Renaissance 360 progress monitoring, and district level assessments.</p>
Measurable Objective 3 Details
<p>Measurable Objective 3: By May 2022, 75% of students in intervention block will demonstrate an increase in progress using Focused Reading Intervention and/or Focused Mathematics Intervention resource. Evaluation Data Sources: Intervention data tracker.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details
<p>Measurable Objective 1: By the end of the 2021-2022 school year, we will achieve a 4% increase in the yearly student attendance rate from 92.17% to 96%.</p> <p>Evaluation Data Sources: Weekly data tracking reports by grade level and special populations. Historical attendance data from the 2020-2021 school year, home visit reports and parent surveys.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details
<p>Measurable Objective 1: By the end of the 2021-2022 school year, student infractions will see a 20% decrease, a reduction from 509 to 407 in comparison to the 2019 - 2020 school year (pre-pandemic data).</p> <p>Evaluation Data Sources: PowerSchool campus infraction report, weekly referral reports from teachers and administration.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details

<p>Measurable Objective 1: At the end of F2F instruction in March of 2019-2020, Ortiz had a total of 509 infractions. By the end of 2021-2022 school year, the goal is to maintain or see a 10% reduction in total number of infractions.</p>
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<p>Evaluation Data Sources: Data tracking for behavior</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Teachers will maintain accurate student data in EasyIEP for 100% of the special education, 504, and IAT students.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details

Measurable Objective 1: Provide support to Co-Teachers and Self-Contained Life Skills teacher with inputting data for EasyIEP and assure that teachers are 100% compliance. Teachers will log in Progress Monitoring and Update Goals Weekly.
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Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details
Measurable Objective 1: Reclassify ELs one proficiency level by June 2022 in order to decrease the number of long term ELs in the ESL program. Evaluation Data Sources: TELPAS
Measurable Objective 2 Details
Measurable Objective 2: Support and increase instructional best practices for all Gifted and Talented students to display 10% growth in skills identified through Renzulli learning. Evaluation Data Sources: Individual Student GEP's, Renzulli, Renaissance 360, common, district level assessments.
Measurable Objective 3 Details
Measurable Objective 3: Support and increase instructional best practices for all Dyslexia students by providing teachers with Professional Development to support differentiated instruction for all students. Each student will be expected to increase a level on their goal and progress monitoring. Evaluation Data Sources: Documentation of student goals in EIEP.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
<p>Measurable Objective 1: The campus will conduct a minimum of 1 parent/community involvement event per month during the 2021-2022 school year. Each event will center around major topics and needed supports as shared in historical parent and community surveys.</p> <p>Evaluation Data Sources: Community and parent feedback surveys, needs assessments through SAR requests and student feedback.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2 Details

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3 Details

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4 Details

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5 Details

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6 Details

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7 Details

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Board Goal 5: N/A - Additional Campus Goals

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

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

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details

Measurable Objective 1: Increased health program awareness on campus will be provided through Physical Education and / or athletic programs for the 2021-2022 school year.

Board Goal 5: N/A - Additional Campus Goals

Goal 9: Students will show academic growth in 8th Grade Science and Social Studies as measured by common assessments, district level assessments and STAAR . By May 2022 , STAAR scores will increase in comparison to the 2021 results by an overall growth of at least 22% in approaches, 18% in meets and 10% in masters scores.

Measurable Objective 1 Details
Measurable Objective 1: By March 2022, overall passing Science percentage of Snapshots, DLA and release STAAR will be 75% or higher for each grade-level. Evaluation Data Sources: Snapshots, DLAs and released STAAR.
Measurable Objective 2 Details
Measurable Objective 2: By March 2022, overall passing Social Studies percentage of Snapshots, DLA and release STAAR will be 75% or higher for each grade-level. Evaluation Data Sources: Snapshots, DLAs and released STAAR.

State Compensatory

Budget for 338 Ortiz Middle School

Total SCE Funds: \$197,138.25

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

The teachers being compensated under SCE are Reading/Language Arts. The focus is to support all of our overage students and getting them to read at or above grade-level. These teachers support us with tracking their performance and providing intervention.

Personnel for 338 Ortiz Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Diaz Parra, Karla Yazmin	Teaching Assistant-10M	1
Johnson, Joshua Dmel	Tchr, English	1
Zendejo, Eloisa	Tchr, English/Language Arts4-8	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the administrative team, lead teachers, and parents. It was also presented to our SDMC for input.

Using the last STAAR data point from 2018-2019, Ortiz is rated a “C” campus. In 2020-2021 school year, 78% of our students were virtual. This had a negative impact on student learning and many students were not successful on STAAR. Below is the data broken down by failed assessments and grade-level of students who are now enrolled at Ortiz.

6th Grade	7th Grade	8th Grade
Total - 201	Total 257	Total 260
Needs all three areas - 109	Needs Reading / Math 176	Reading and Math – 184
Needs Reading / Math – 6	Needs Reading only 40	Reading only – 36
Needs Reading only – 4	Needs Math Only 41	Math only – 40
Needs Math only – 11		
Needs Math and Science – 38		
Needs Reading and Science – 37		

Our focus this school year will address our student needs and learning gaps through our school-wide intervention block. All students who failed any STAAR have been scheduled to participate in a 45-minute intervention block. During this time the teacher will provide small group support according to their individual deficit.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

2.2: Regular monitoring and revision

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

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

The SIP is available to parents in the following locations: SIP is located in the front office and campus website.

The SIP was made available to parents by: SIP was made available through the campus website.

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

1. Implementing the instructional Baccalaureate Program campus wide.
2. Implementing the performing and Visual Arts Magnet Program to increase academic achievement.
3. Planning and delivering data driven instruction.
4. Provide time for teachers to have Professional Learning Communities meetings daily.
5. Implementing and tracking of after school and Saturday tutorials.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

Our master schedule allows classes to consist of 70-minute blocks with a 45-minute intervention. Our Language and Literature and Math courses, in all grade levels, are double blocked including 8th grade I&S and Science to maximize instructional time and prepare students for promotion readiness.

Our campus is an IB school that allow our certified teachers to expose our students to global perspective with real world experiences.

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

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

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent -
- Teacher
- Administration

The PFE was distributed

- On the campus website
- Twitter Account
- Facebook

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Monthly Calendars to communicate upcoming events.
- Our Fine Arts Department will host in-person and/or virtual performances
- Provide our families with Parental Tech Nights
- Community IB Project Presentation

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - August 19th, 4:00 p.m.
- Meeting #1- Alternate- August 20th, 8:30 a.m.
- Meeting #2 - September 15th, 5:00 p.m.
- Meeting #2- Alternate- September 17th, 8:30 a.m.
- Meeting #3 - December 15th, 5:30 p.m.

- Meeting #3 Alternate - December 16th, 5:30 p.m.
- Meeting #4 - April 6th, 8:30 a.m.
- Meeting #4 Alternate - April 6th, 5:30 p.m.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alba Lopez	Class size reduction		
Robert Smith	Class size reduction		

Addendums

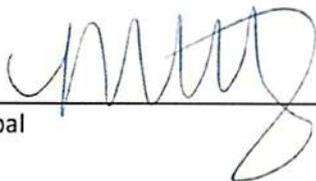
SIP APPROVAL 2021-2022

School Name and Campus #: Ortiz Middle School #338

Principal Name: Marlen Martinez

Area Office: East

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 08/25/2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

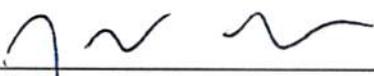


Principal

10/12/2021

Date

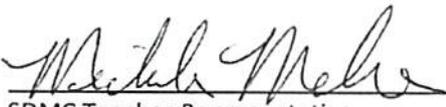
Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative

10/12/21

Date



SDMC Teacher Representative

10/12/21

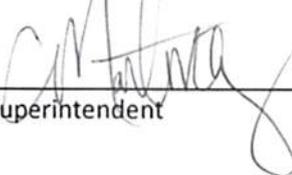
Date



School Support Officer/Lead Principal

10/13/2021

Date



Area Office Superintendent

10/13/21

Date

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

Date