

Brownsville Independent School District

Ortiz Elementary

2020-2021 Campus Improvement Plan



Board Approval Date: November 16, 2020

Mission Statement

Ortiz Elementary Mission

In partnership with parents and the community of Brownsville, the faculty and staff at Ortiz Elementary are committed to producing well-rounded students who can think critically and independently, communicate effectively, and be responsible, productive members in society. Ortiz Elementary believes Education is the Key to Success and is committed to preparing all students for college and their future.

Value Statement

Ortiz Elementary School

Ortiz Elementary School is located in Brownsville, Texas, Ortiz Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2004. The campus is comprised of 40 classroom, a cafeteria, library, and gymnasium.

The students population at Ortiz Elementary School is approximately 660 and serves students in grades pre-kinder through 5th. According to the PEIMS Data Review of our campus profile, 98.19% of the student population is Hispanic and 90% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 0.9% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and Federal assistance programs such as food stamps, welfare, the Women,Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Ortiz Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and numerous activities such as choir, Estudiantina, ballroom dancing, CATCH program, UIL, Accelerated Reader, Spelling Bee and GT Showcase. Ortiz Elementary also offers the Running Club, Fitness Club, Jump Rope Club, and Destination Imagination. The instructional programs include academic core subjects at various levels, such as Gifted and Talented, Special Education Content Master Lab, Resource and Inclusion,Behavior Intervention Unit, Bilingual program, Neuhaus Basic Skills for Dyslexia students, PASS Program, and the Early Bird Reading Program. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STARR).

The current staff at Ortiz Elementary School is comprised of 39 teachers, 3 campus administrators, 2 counselors, 6 professional support personnel, and 16 educational aides. The ethnicity of the Ortiz Elementary School is diverse with 89% Hispanic, 11% Caucasian, and 0% African American. The teaching staff is also 10% male and 90% female.

Ortiz Elementary School's most recent campus initiatives include the following:

1. Caring Adults Reaching Everyone (CARE)

2. Family Learning Events

3. HEB FIT Campus

4. TBEC 2014

Ortiz Elementary School promotes numerous clubs and organizations. Students are encouraged to participate in extracurricular activities such as chess, running club, Brainsville, and Science fair. Students can also participate in Cheerleading and Drill Team.

School Namesake: United States Congressman Solomon P. Ortiz Elementary

School Colors: Royal Blue and Gold

School Mascot: Cougar

School Motto: Everybody is Somebody at U.S. Congressman Solomom P. Ortiz Elementary

Annual Campus Goals

The Ortiz Elementary School faculty and staff are committed to the following goals:

95% of students at Ortiz Elementary in grades 3-5 will pass the STARR Reading Test

97% of students at Ortiz Elementary in grades 3-5 will pass the STARR Mathematics test

98% of 4th grade students will pass the STARR Writing test

97% of 5th grade students will pass the STARR Science test

All Pre-Kinder-5th grade students will receive integrated math/science instruction utilizing the () and will utilize technology in the classrooms to enhance research and multi-media project development

98.5% daily attendance will be maintained

Office discipline referrals will be reduced by 10%

Parent volunteers will increase by 25%

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Comprehensive Needs Assessment

Revised/Approved: May 28, 2020

Needs Assessment Overview

Solomón P. Ortiz Elementary, named after former Congressman Solomón P. Ortiz, who was one of the hardest working members of Congress and who served as a senior member of various Congressional committees, is located on 2500 West Alton Gloor Blvd. in Brownsville, Texas. SolomónP.OrtizElementary School, “Where Children Come First”, first opened its doors in 2004. Our school sits in an exclusive thirty-six acres and the facility is 80,732 square feet. The school currently serves 647 students in grades pre-kinder through fifth grade. The staff is comprised of 45 teachers and support staff, 16 paraprofessionals, 3 administrators, 3 clerical and secretarial staff, 1 nurse, and 4 custodians.

SolomónP. Ortiz Elementary offers a variety of programs in an effort to meet the needs of a diverse population. Some of these programs are, but not limited to, Bilingual Education, Special Education Resource and Content Mastery Labs, Neuhaus Basic Language Skills for Dyslexic students, Gifted and Talented, Extended Day Program, Migrant Support, and At Risk Enrichment Programs.

Solomón P. Ortiz Elementary boasts of their active DI Teams, Choir, Estudiantina, Ballroom Dancing, CATCH Program, UIL, Computer Labs, Reading Rooms, Accelerated Reader, Spelling Bee, Running Club, Fitness Club, Jump Rope Club, Safety Patrol, Boy Scouts, Cheerleaders and Drill Team.

SolomónP. Ortiz has an active community involvement with its Caring Adults Reaching Everyone (CARE) and Parent Volunteer Program. Its parent center helps in the development of resource materials and offers parental training in various topics. SolomónP. Ortiz is proud to work closely with our “Partners in Education” by getting them involved in school activities: characters parade, assemblies, reading jamborees, rallies, etc.

The TPRI/Tejas Lee and CPALLS are diagnostic tools used to evaluate Pre-Kinder- 3rd grade. Implementation of benchmark testing occurs every six weeks in the areas of Reading, Writing, Science and Mathematics for monitoring and curriculum alignment. All students are required to meet the passing standards of the four assessments, which are assessed in the State of Texas Assessment of Academic Readiness (STAAR).

SolomónP.OrtizElementary school mascot is the courageous cougar and the school colors are gold and royal blue.

TEA Triple Distinction Designation Campus

Annual Campus Performance Objectives

v 95% of Ortiz 3rd-5th grade students will pass the STAAR Reading test

v 95% of Ortiz 3rd-5th grade students will pass the STAAR Mathematics test

v 95% of Ortiz 4th grade students will pass the STAAR Writing test

v 95% of Ortiz 5th grade students will pass the STAAR Science test.

v 98.5% daily attendance will be maintained.

v Office discipline referrals will be reduced by 10%

v Parent volunteers will increase by 25%

PreKinder- 5th grade will utilize technology in the classrooms to enhance research and multi-medi

Demographics

Demographics Summary

Ortiz Elementary School is located in Brownsville, Texas, Ortiz and is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2004, and is comprised of 40 classroom, a cafeteria, library, and gymnasium.

The student population of Ortiz Elementary School is approximately 670 and serves students in pre-kinder through 5th. According to the PEIMS Data Review of our campus profile, 98.5% of the student population is Hispanic, 59.7% are identified at-risk, and 96% are identified as Economically Disadvantaged.

The attendance rate was 96.78% for all students and 96.4% for at-risk students. The Retention Rate was 6% for all students and 7% for at-risk students.

Demographics Strengths

Despite large population of Hispanic & At-Risk students school has been able to meet students' educational needs and reach exemplary status

- Mobility rate is low which indicates satisfaction with school and staff
- Teacher/Student ratio within state guidelines to ensure effective instruction and learning throughout grade levels.

Demographic Needs:

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographic areas of improvement would be addressed:

1. Need professional Development in the area of ESL and the core subject areas.
2. Need attendance rate for the campus to improve with the use of incentives and motivational support in order to strengthen academic achievement in the classroom.
3. Need teachers to become more proficient with technology and software provided by the school and district.
4. Need Special Education students to be monitored and supported with stronger interventions and support.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need Special Education students to be monitored and supported with stronger interventions and support. **Data Analysis/Root Cause:** The following data is STAAR Performance rates for SPED students by grade level and subject 3rd reading 65%, 3rd math 94% 4th reading 64%, 4th math 82%, 4th writing 73%, 5th reading 81%, 5th math 100%, 5th science 75%. interventions and support for SPED students is needed.

Need Statement 2 (Prioritized): Need professional development in the area of ESL and the core subject areas. **Data Analysis/Root Cause:** Campus professional development

hours are consistent with district requirements but teachers are not attending out of district training's.

Need Statement 3 (Prioritized): Need teachers to become more proficient with technology and software provided by the school and district. **Data Analysis/Root Cause:** Campus teachers currently utilize technology programs at about 60% usage but we need to increase to 90%.

Need Statement 4: Need attendance rate for the campus to improve with the use of incentives and motivational support in order to strengthen academic achievement in the classroom. **Data Analysis/Root Cause:** Campus attendance rate is good but we did have a decrease from 97.3 in Aug to 96.3 in March attendance rates need to be consistent the entire year at 97% and above.

Student Learning

Student Learning Summary

Ortiz Elementary reviews data from various student assessments using Eduphoria/Aware and TANGO. Weekly tests, unit tests and six week diagnostics are given in order to monitor students. BOY, MOY and EOY TPRI/TEJAS LEE assessments are utilized to monitor student progress throughout the year. Progress monitoring is done for Tier 2 students. Assessments are given in the areas of reading, math, science, and writing are administered. Assessment data is analyzed through an item analysis worksheet every six weeks. Plan of actions are designed to address areas of weakness. Goals are set, shared and communicated consistently.

The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- AEIS Report
- AYP Report
- STAAR Summary Report-Group Performance
- State Assessments (STAAR, TELPAS, TPRI/Tejas Lee).
- TANGO Reports

Those students not meeting appropriate requirements receive interventions such as small group instruction, tutorials, response to intervention plans and differentiated instruction.

The 3rd-5th grade students at Ortiz Elementary scored the following on the 2019 administration of STAAR:

Reading: 3rd Grade 83%, 4th grade 89%, 5th Grade 95%

Writing: 4th Grade 95%

Math: 3rd Grade 89%, 4th Grade 98%, 5th Grade 99%

Science: 5th Grade 93%

The trends identified when student performance scores were compared over a period of 5 years demonstrate that students are improving and excelling as the years progress.

Performance Variation between all student groups:

Reading: At-Risk (61%), Economically Disadvantaged (87%), Hispanic (88%), White(N/A), Female (93%), Male (83%), Gifted and Talented (100%), LEP (69%), Migrant (N/A), Special Education (42%)

Writing: At-Risk (68%), Economic Disadvantaged (87%), Hispanic (88%), White(N/A), Female (91%), Male(85%), Gifted and Talented (100%), LEP

(80%), Migrant (N/A), Special Education (60%)

Math: At-Risk (88%), Economically Disadvantaged (93%), Hispanic (93%), White (N/A), Female (92%), Male (94%), Gifted and Talented (100%), LEP (86%), Migrant (N/A), Special Education (20%)

Science: At-Risk (79%), Economically Disadvantaged (83%), Hispanic (91%), White (N/A), Female (93%), Male (88%), Gifted and Talented (100%), LEP, (83%), Migrant (N/A), Special Education (56%)

Student Learning Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Analysis of assessment scores/data every six weeks
- Plan of Actions based on areas of identified weaknesses
- RTI (Response to Intervention) implemented for students who are struggling
- Incorporate Reading Activities for the scheduled Family Learning Events for Pre-K through 2nd grades
- Encouragement of Accelerated Reader in grades 1st-5th.

Student Achievement Needs:

Student Achievement Needs After through review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed:

1. In order to close student achievement gaps and facilitate with instructional resources will be purchased to address all campus needs.
2. Tutorials will be provided to students to increase student achievement in the areas of reading, math, writing, and science. Small group instruction will be given for students not passing first administration of STAAR.
3. The Dean of Instruction will attend training on student tracking/data analysis to improve campus testing scores.
4. Provide teachers with professional development in technology and use of educational software.
5. Special Education teachers need training in various academic areas in order to increase achievement of our special education population

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): In order to close student achievement gaps and facilitate with instructional resources will be purchased to address all campus needs. **Data Analysis/Root Cause:** Texas Academic report indicates that we are meeting the closing the gap distinction but we want all students to be successful on the STAAR exam.

Need Statement 2 (Prioritized): Need tutorials for students to increase student achievement in the areas of reading, math, writing, and science. Small group instruction will be given for students not passing first administration of STAAR. **Data Analysis/Root Cause:** At Ortiz Elementary we offer tutorials for all students grade 1st - 5th starting in November and ending in May.

Need Statement 3: Need the Dean of Instruction to attend training on student tracking/data analysis to improve campus testing scores. **Data Analysis/Root Cause:** The dean at Ortiz elementary attends data meetings and district staff development meets regarding data analysis.

Need Statement 4 (Prioritized): Need to provide teachers with professional development in technology and use of educational software. **Data Analysis/Root Cause:** Teachers will continue to attend virtual professional development training on google classroom, teams, and seesaw.

Need Statement 5: Need special education teachers need training in various academic areas in order to increase achievement of our special education population. **Data Analysis/Root Cause:** Special education teachers will continue to attend virtual professional development training to increase achievement in the special education population.

School Processes & Programs

School Processes & Programs Summary

Committee meets to analyze data from the following sources. Strengths and Needs from several sources were discussed.

Data Sources Reviewed: The following sources provided valuable data for School Culture and Climate in regards to the identification of needs:

- Cross Grade Level Meetings
- Parent Conferences
- Counseling Presentations
- Community Involvement
- Extra Curricular Activities

Ortiz Elementary follow the District scope and sequence to align and follow the Texas Essential knowledge and Skill (TEKS). Supplemental material is added in order to enhance the lessons and manner the material is executed by teachers. Rigor and endurance are a focus on a daily basis in order to meet and exceed the state standards set forth by the TEA on all state assessments. This year the focus is Depth of Knowledge on weekly exams and end of the six week exams in order close any learning gaps and have all students on a level playing field in accordance to state standards. Teacher will attend professional development and are provided with instructional material that will enable them to provide high quality instruction for our students. Our teachers use data to drive their instruction throughout the year.

Data Sources Reviewed: The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

- DISTRICT CURRICULUM FRAMEWORKS Documents for all content areas
- Texas Essential Knowledge and Skills (TEKS)
- State Adopted Textbooks
- District and Campus wide Assessments
- Additional resources such as Count down, Kamico, Motivation Learning

Ortiz Elementary follows district and campus guidelines in order to comply with district policy. All schedules, school structure, duty rosters, physical environment, and program support services are reviewed and assessed annually or as necessary through the SBDM Committee. As a campus it is of utmost importance to train our students on procedures that they must follow in the event of any unforeseen situation.

Data Sources Reviewed: The following sources provided valuable data from School Context and Organization in regards to the identification needs:

- Class Rosters
- Master Schedule
- SBDM Minutes
- Parent Surveys
- Ortiz Elementary Handbook
- Profile Cards
- AWARE
- Assessments/Item Analysis

Ortiz Elementary teachers use projectors and smart boards on a daily basis along with computers and printers. Three computer labs are used daily on a rotation schedule in order for all campus and district software programs such as Think Through Math, Istation, Study Island, and Edusmart are used to reinforce skills. Teachers are encouraged to seek professional development technology hours to better implement technology in the classroom. All fifth grade students are assigned a laptop to not only use all above software programs but to also initiate research for higher more rigorous learning. Teachers use the TANGO program for testing and data collection in an effort to analyze scores and drive instruction in a positive manner.

Data Sources Reviewed: The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

- STAR Chart
- Technology Hardware and Software
- Fixed Asset Report
- Technology TEKS
- Staff/Parent/Student survey on technology needs
- Technology Plan
- Technology Professional Development Opportunities

School Processes & Programs Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- Vertical Alignment
- Co-Planning with Special Education Departments
- Professional Development
- Faculty Meetings
- Individual Student Conferences
- Low teacher turnover

- Professional collaboration
- Student achievement reflects staff effectiveness
- Weekly grade level meetings.

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- Aligned to the TEKS
- Analysis of testing/assessment data on a consistent basis
- Cross training with Grade Level/Vertical Alignment
- Staff Development in core areas
- RTI Implementation

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Low Student-teacher ratio
- Rotation/PE schedule
- Heterogeneous class grouping
- Tutorial (before,during, and after school)
- SBDM
- Teacher's professional opinion is respected
- High Expectations of achievement and behavior

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- 2 computers in every classroom
- 2 computer labs and 1 Living with Science lab
- TST to keep eSchool Plus and webpage updated
- Study Island software to assist with reinforcement of instruction.
- Laptops for all 5th grade students
- class set of IPADS to be used by first grade students

Data Sources Reviewed: The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

1. To help facilitate instruction implamentation the campus will follow the DISTRICT CURRICULUM FRAMEWORKS Documents for all content areas.

To implement appropriate instruction in the classroom teachers will use the Texas Essential Knowledge and Skills (TEKS) and state adopted text

books.

3. To utilize materials and supplies to be able to provide a healthy and safe environment.
4. To monitor student progress and address weaknesses Ortiz will use District and Campus wide Assessments
5. To help improve instruction Ortiz will utilize additional resources such as Count down, Kamico, and Motivation Learning.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): To help improve instruction Ortiz will utilize additional resources such as Count down, Kamico, and Motivation Learning **Data Analysis/Root Cause:** At Ortiz elementary we utilize many consumable resources to supplement instruction. These resources are used for small instruction and tutorials as well. We have seen great success with our low performing students while utilizing these additional resources.

Need Statement 2: To monitor student progress and address weaknesses Ortiz will use District and Campus wide Assessments. **Data Analysis/Root Cause:** At Ortiz district benchmarks are administered in the fall and in the spring. The campus also administers benchmarks every month and mini marks to address low TEKS that are not being met on benchmarks. This data is analyzed and plans are put in place to ensure students are meeting campus goals.

Need Statement 3: To help facilitate instruction implementation the campus will follow the DISTRICT CURRICULUM FRAMEWORKS Documents for all content areas. **Data Analysis/Root Cause:** Teachers follow the district curriculum frameworks and during grade level meetings alignment and discussions about instruction occur with administration. Administration also does walkthroughs frequently to ensure teachers are following the frameworks.

Need Statement 4: To implement appropriate instruction in the classroom teachers will use the Texas Essential Knowledge and Skills (TEKS) and state adopted text books. **Data Analysis/Root Cause:** Teachers follow the TEKS and during grade level meetings alignment and discussions about instruction occur with administration. Administration also does walkthroughs frequently to ensure teachers are following the TEKS. and using text books.

Need Statement 5 (Prioritized): Materials and supplies to be able to provide a healthy and safe environment. **Data Analysis/Root Cause:** The campus must ensure that the facilities are clean and sanitized and keep all stakeholders safe.

Need Statement 6 (Prioritized): To improve campus attendance rates and keep parents informed about campus priorities the campus will conduct home visits and provide trainings for parents and monitor attendance rates. **Data Analysis/Root Cause:** The campus must ensure increased attendance rates and parent and family engagement.

Perceptions

Perceptions Summary

Committee meets to analyze data from the following sources. Strengths and Needs from several sources were discussed.

Ortiz Elementary creates and sustains an inviting and welcoming environment to all parents, community and district staff. Our parent liaison works hand in hand with parents and our school community to relay vital information and ensure parents stay abreast of their children's needs throughout the school year. Monthly meetings are held covering various topics such as core area accountability, nutrition, health and wellness, behavior, among others. Ortiz parents are strongly encouraged to work as parent volunteers and a room is provided for them to assist in areas needed by the school. A monthly and weekly calendar is made available to parents so that they may stay up to date with all event happening at Ortiz.

Perceptions Strengths

Data Sources Reviewed: The following sources provided valuable data for School Culture and Climate in regards to the identification of needs: Cross Grade Level Meetings

- Parent Conferences
- Counseling Presentations
- Community Involvement
- Extra Curricular Activities

Data Sources Reviewed: The following sources provided valuable data for Family and Community Involvement in regards to the identification needs:

- Parent center family resources
- Student clubs and associations
- School-wide family activities
- Sign-in sheets for the different events

The following strengths were identified after all findings were analyzed by the SBDM Committee:

- Student Achievement
- Community Involvement
- Parental Involvement

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Majority of students are involved in some sort of community activity
- All classrooms involved in at least 3 community events during the school year.
- Participation of parents in various school surveys
- Family Literacy Events
- Effective parent volunteers
- Effective communication through calendars sent home

Campus needs

1. Based on the campus needs assessment our parents need to be provided with information on the different programs and services provided by the campus.
2. Based on the campus improvement plan parents need to be included in decision making at the campus.
3. Based on the campus improvement plan instructional technology resources need to be provided to students for school work.
4. Based on the campus improvement plan better instructional strategies need to be provided to bilingual students.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Based on the campus improvement plan instructional technology resources need to be provided to students for school work. **Data Analysis/Root Cause:** Due to covid-19 students were asked to participate in distance learning and therefore it was required that they have a device. The campus was able to check out devices for those students that did not have one at home.

Need Statement 2: Based on the campus improvement plan better instructional strategies need to be provided to bilingual students. **Data Analysis/Root Cause:** Bilingual students will receive additional support through flip grid and pullouts. Administration will conduct additional walkthroughs and focus on the differentiation of bilingual instruction in the classroom. The teachers will receive feedback from administration on the frequency and appropriateness of bilingual instruction in the classroom.

Need Statement 3: Based on the campus needs assessment our parents need to be provided with information on the different programs and services provided by the campus. **Data Analysis/Root Cause:** Parent meetings need to be held in the evenings and more frequently so that all parents have an opportunity to attend.

Need Statement 4: Based on the campus improvement plan parents need to be included in decision making at the campus. **Data Analysis/Root Cause:** Parent meetings need to be held in the evenings and more frequently so that all parents have an opportunity to attend.

Priority Need Statements

Need Statement 1: Need Special Education students to be monitored and supported with stronger interventions and support.

Data Analysis/Root Cause 1: The following data is STAAR Performance rates for SPED students by grade level and subject 3rd reading 65%, 3rd math 94% 4th reading 64%, 4th math 82%, 4th writing 73%, 5th reading 81%, 5th math 100%, 5th science 75%. interventions and support for SPED students is needed.

Need Statement 1 Areas: Demographics

Need Statement 2: In order to close student achievement gaps and facilitate with instructional resources will be purchased to address all campus needs.

Data Analysis/Root Cause 2: Texas Academic report indicates that we are meeting the closing the gap distinction but we want all students to be successful on the STAAR exam.

Need Statement 2 Areas: Student Learning

Need Statement 3: To help improve instruction Ortiz will utilize additional resources such as Count down, Kamico, and Motivation Learning

Data Analysis/Root Cause 3: At Ortiz elementary we utilize many consumable resources to supplement instruction. These resources are used for small instruction and tutorials as well. We have seen great success with our low performing students while utilizing these additional resources.

Need Statement 3 Areas: School Processes & Programs

Need Statement 4: Based on the campus improvement plan instructional technology resources need to be provided to students for school work.

Data Analysis/Root Cause 4: Due to covid-19 students were asked to participate in distance learning and therefore it was required that they have a device. The campus was able to check out devices for those students that did not have one at home.

Need Statement 4 Areas: Perceptions

Need Statement 5: Need tutorials for students to increase student achievement in the areas of reading, math, writing, and science. Small group instruction will be given for students not passing first administration of STAAR.

Data Analysis/Root Cause 5: At Ortiz Elementary we offer tutorials for all students grade 1st - 5th starting in November and ending in May.

Need Statement 5 Areas: Student Learning

Need Statement 6: Need professional development in the area of ESL and the core subject areas.

Data Analysis/Root Cause 6: Campus professional development hours are consistent with district requirements but teachers are not attending out of district training's.

Need Statement 6 Areas: Demographics

Need Statement 7: Need teachers to become more proficient with technology and software provided by the school and district.

Data Analysis/Root Cause 7: Campus teachers currently utilize technology programs at about 60% usage but we need to increase to 90%.

Need Statement 7 Areas: Demographics

Need Statement 8: Need to provide teachers with professional development in technology and use of educational software.

Data Analysis/Root Cause 8: Teachers will continue to attend virtual professional development training on google classroom, teams, and seesaw.

Need Statement 8 Areas: Student Learning

Need Statement 9: Materials and supplies to be able to provide a healthy and safe environment.

Data Analysis/Root Cause 9: The campus must ensure that the facilities are clean and sanitized and keep all stakeholders safe.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: To improve campus attendance rates and keep parents informed about campus priorities the campus will conduct home visits and provide trainings for parents and monitor attendance rates.

Data Analysis/Root Cause 10: The campus must ensure increased attendance rates and parent and family engagement.

Need Statement 10 Areas: School Processes & Programs

Goals

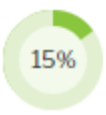
Revised/Approved: May 28, 2020




Goal 1: Ortiz students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).



Performance Objective 1: Ortiz Elementary student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.



Evaluation Data Sources: STAAR performance reports not available due to COVID-19. Progress evaluation based on district benchmarks and other assessments.


Summative Evaluation: None



| | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 1: Intervention strategies will be implemented through one-on-one or small group tutoring for all kindergarten - 5th grade bilingual, SPED and general education students who fall behind the norm of the general education reading assessments to ensure effective and timely assistance to ensure student success.</p> <p>Insert Spanish translation of the strategy...</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increase passing rates on Unit/Comprehensive Assessments TPRI/Tejas Lee Inventory BOY and MOY results</p> <p>Summative: increased TELPAS and EOY performance</p> <p>Staff Responsible for Monitoring: Kindergarten-Second grade teachers Counselors Assistant Principal Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - Population: All Kinder-2nd grade students including M1, T1, AR, GT, DYS, LEP, SE - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: Extended Day Enrichment - 162 State Compensatory - 162-11-6118-00-139-Y-30-000-Y - \$50,000, Tutorials - 162 State Compensatory - 162-11-6118-00-139-Y-24-SSI - \$6,062, Professional extra duty pay - 211 Title I-A - 211-11-6118-00-139-Y-30-ASP-Y - \$33,448</p> |  | | | |



| Strategy 2: Assessments will be administered to track academic progress. All first-fifth bilingual and general education students will be administered in English and Spanish Benchmarks every six weeks (1st-5th) for assessing reading mastery of TEKS and determining if students are on grade level. All second -fifth grade students will be administered TELPAS on-line benchmarks twice a year beginning fall semester Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmarks results every six weeks Unit/Comprehensive Assessments Staff Responsible for Monitoring: First-Fifth grade teachers Principal Dean of Instruction Population: All 1st-5th grade students including T1, M1, DYS, SE, AR, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| | Formative | | | Summative |
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| Strategy 3: A PLC will be held every 6 weeks by administration with all kinder-fifth grade bilingual, SPED general education teachers who have students that do not show mastery of the TEKS/STAAR objectives in the benchmarks for the six weeks in order to discuss and incorporate scientific spelling, multisensory grammar, and fluency strategies in the classroom to improve student standards. Milestone's/Strategy's Expected Results/Impact: 10% Increase in benchmark results Staff Responsible for Monitoring: Third-Fifth grade teachers Principal Dean of Instruction Title I Schoolwide Elements: 2.4 - Population: All 3rd-5th grade students including T1, M1, AR, SE, GT, DYS, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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| Strategy 4: To encourage reading and increase reading comprehension; * All grade teachers will encourage 1st-fifth grade students to participate in the AR program in the library. * A celebration will be held at the end of the year for students who earn 100 or more points * Students will be given achievement certificates every 6 weeks * First grade students will be required to attain 50 points by the end of the year. * All students will be given the opportunity to participate independently in the Accelerated Reading Program before and after school and AR points will count for one daily grade for the six weeks. * All Kinder through 5th grade teachers will encourage all Kinder-5th grade students to attend the Early Reading Program in the morning monitored by the Library Aide. Milestone's/Strategy's Expected Results/Impact: Reading Counts Lexile Reports Library STAR results Staff Responsible for Monitoring: First-fifth grade teachers Para-professionals Principal Dean of Instruction Population: All 1st-5th grade Students including T1, M1, GT, SE, DYS, AR, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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| Strategy 5: To facilitate students' transitions from Pre-Kinder-5th grade teachers and support staff will participate in horizontal and vertical grade level meetings at the end of the 6 weeks period to discuss: * areas of strength and weaknesses found in each grade level and content area * RTI packets and interventions * STAAR standards and strategies Milestone's/Strategy's Expected Results/Impact: Sign in sheets for meetings Staff Responsible for Monitoring: Pre-Kinder-5th grade teachers Principal Dean of Instruction Support Staff Population: Pre-K- 5th grade teachers and support staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| | Formative | | | Summative |
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| Strategy 6: To ensure Special Education students are receiving the appropriate accommodations and modifications for students to be successful in the classroom and on STAAR/TPRI/Stanford: *The inclusion and general education teachers will meet during their planning time at least once every six weeks to evaluate student progress and review and/or modify teaching strategies. *Inclusion teachers and general education teachers will collaborate and co-plan on a regular basis to develop and implement an appropriate and effective co-teaching strategy. *IEP committees will consider and emphasize the least restrictive environment of inclusion when appropriate, in order to increase the percentage of students served in the general education classroom. *All Pre-K-5th grade teachers will be trained in implementation of modifications for Special Education students and legal updates and Special Education assessment will be reviewed. *Special education teachers will attend training on the writing of PLAAFPS in the development of all IEPs to ensure that all ARDC state assessment decisions are data driven. *All Pre-K-5th grade teachers will be trained in implementation of modifications for Special Education students and legal updates in Special Education assessment will be reviewed.to ensure students with and IEP are receiving appropriate modifications. Milestone's/Strategy's Expected Results/Impact: 10% Increase in benchmark results Co-planning sign-in sheets Staff Responsible for Monitoring: All Teachers Campus Administration Population: Every six Weeks August 2019-June 2020 - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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| Strategy 7: Teachers will use projectors and video cameras to project instructional assignments, state adopted instructional technology materials, and district approved instructional videos to engage students and enhance instruction. Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmarks Progress reports Staff Responsible for Monitoring: All Teachers Principal Dean of Instruction Population: All Students including GT, SE, AR, T1, M1, LEP, DYS - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None Need Statements: Demographics 3 - Student Learning 4 Funding Sources: supplies and materials software - 199 Local funds - 199-23-6395-00-139-Y-99-000-Y - \$1,850 | Reviews | | | |
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| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 8: Specialists will lead trainings providing strategies and resources to use in order to raise scores on TPRI/Tejas Lee, and STAAR Milestone's/Strategy's Expected Results/Impact: 10%increase in benchmarks Progress reports Staff Responsible for Monitoring: Teachers Dean of Instruction Population: Teachers, Teacher Specialist - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None Need Statements: Demographics 2 Funding Sources: Contracted services - 162 State Compensatory - 162-11-6299-62-139-Y-30-000-Y - \$4,000 | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 9: To build capacity and learn new teaching strategies:</p> <p>*Certified staff will be given the opportunity to attend conferences/training to strengthen the existing reading program.</p> <p>*PreK-5th grade teachers and support staff will participate in professional development in order to implement a comprehensive ELAR/SLAR instructional program using scientifically based reading research strategies. Professional developments will include district curriculum frameworks ELAR/SLAR TEKS CCRS RTI Language Enrichment SIOP REACH DOK</p> <p>*PreK-5th teachers will attend conferences regarding the new STAAR Readiness and Supporting Standards to prepare students for upcoming state tests.</p> <p>Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmarks Progress Reports Session evaluations Lesson Plans Walk-Throughs</p> <p>Staff Responsible for Monitoring: Certified Staff Members Dean of Instruction</p> <p>Population: All students which include T1, M1, GT, DYS, LEP, AR, SE - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 2 - Student Learning 4</p> <p>Funding Sources: EMPLOYEE TRAVEL - 211 Title I-A - 211-61-6411-00-139-Y-30-0F2-Y - \$1,500, travel - 199 Local funds - 199-31-6411-23-139-Y-99-000-Y - \$1,500, Employee Travel - 211 Title I-A - 211-23-6411-23-139-Y-30-0F2-Y - \$3,000, Student Travel - 199 Local funds - 199-11-6412-00-139-Y-11-000-Y - \$2,000, EMPLOYEE TRAVEL - 211 Title I-A - 211-11-6411-00-139-Y-30-0F2-Y - \$1,500, EMPLOYEE TRAVEL - 211 Title I-A - 211-23-6411-23-139-Y-30-0F2-Y - \$3,000</p> | Reviews | | | |
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| <p>Strategy 10: To ensure students and teachers receive appropriate educational supplies for high quality instruction: *Teachers in Pre-Kinder through fifth grade will be provided with the needed paper, ink, supplies, and instructional materials to create necessary reports, lesson plans, and intervention activities to monitor and assist at-risk students. Teachers will use a laminating machine to laminate instructional materials to protect from normal wear and tear. *Student will use instructional workbooks and teacher resources for foundational core classroom instruction and interventions to improve students' academic achievement. *Scantrons and ink will be purchased to assess students and generate reports.</p> <p>Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results Progress Reports</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Secretary</p> <p>Population: LEP, AR, GT, T1, DYS, SE - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 1</p> <p>Funding Sources: COPY PAPER - 162 State Compensatory - 162-11-6396-00-139-Y-30-000-Y - \$3,000, general supplies - 162 State Compensatory - 162-11-6399-00-139-Y-30-000-Y - \$25,000, supplies - 199 Local funds - 199-11-6399-00-139-Y-11-000-Y - \$6,000, EQUIPMENT - 211 Title I-A - 211-11-6398-62-139-y-30-0f2-y - \$15,000, Supplies and Materials LCL - 162 State Compensatory - 162-11-6398-62-139-Y-30-000-Y - \$34,000, Reading Materials - 162 State Compensatory - 162-11-6329-00-139-Y-30-000-Y - \$3,900, Paper - 211 Title I-A - 211-11-6396-00-139-Y-30-0F2-Y - \$2,000, Copy Paper - 199 Local funds - 199-11-6396-00-139-Y-11-000-Y - \$3,000, General Supplies - 199 Local funds - 199-11-63--51-139-Y-11-000-Y - \$8,007, Awards - 199 Local funds - 199-11-6498-00-139-Y-11-000-Y - \$1,000, Reading Materials - 199 Local funds - 199-12-6329-00-139-Y-99-000-Y - \$300, EQUIPMENT - 211 Title I-A - 211-11-6398-00-139-Y-30-0F2-Y - \$2,178, General Supplies - 211 Title I-A - 211-13-6399-00-139-Y-30-AYP-Y - \$5,000, General supplies - 211 Title I-A - 211-161-6399-00-139-Y-30-0F2-Y - \$2,552</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| <p>Strategy 11: All kinder-"second grade bilingual and general education students will be assessed with TPRI/Tejas Lee in order to monitor students reading progress. All Pre-kinder students will be tested through C-Palls. Testing of BOY, MOY, and EOY will continue. Data Analysis meetings will be conducted in order to monitor and adjust instruction</p> <p>Milestone's/Strategy's Expected Results/Impact: TPRI/Tejas Lee</p> <p>Staff Responsible for Monitoring: Kinder-Third grade teachers Principal Dean of Instruction</p> <p>Population: All Kinder-3rd grade students including T1, M1, SE, AR, GT, DYS, LEP, - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None</p> | Reviews | | | |
| | Formative | | | Summative |
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| Strategy 12: Critical Success Factors CSF 2 Administrators and teachers will disaggregate the results of the English and Spanish STAAR in reading, develop a plan of action to set priorities of objectives and use this plan to guide the continued planning for classroom instruction. Time line: Fall Semester 2019 Population: All students to include T1, M1, LEP, GT, DYS, AR, SE Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results Progress Reports Weekly check of Lesson plans Staff Responsible for Monitoring: SBDM All teachers CBLT | Reviews | | | |
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| | Oct  | Jan | Mar | June |
| Strategy 13: All classroom teachers will model reading aloud using expression and self-monitoring skills from an appropriate grade level text for at least fifteen minutes each day in order to motivate students to read, develop listening comprehension, and build vocabulary. Time line: Daily August 2019-June 2020 Population: All students which includes GT, DYS, SE, T1, M1, AR, LEP Milestone's/Strategy's Expected Results/Impact: 10% Increase in benchmark results Progress reports Weekly Check of lesson plans Staff Responsible for Monitoring: All teachers Principal Dean of Instruction Title I Schoolwide Elements: 2.4 - Population: All students which includes GT, DYS, SE, T1, M1, AR, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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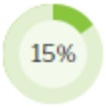
| Strategy 14: In order to raise students academic vocabulary for bilingual, SPED, and general ed students teachers will *Use interactive word walls *Use Academic Vocabulary for pre-k through 5th grade students *Students in all grade levels will increase their vocabulary by having a word of the day and then creating and illustrating a vocabulary journal to enhance their English Language Proficiency. Milestone's/Strategy's Expected Results/Impact: Weekly walk throughs Weekly grade level meetings Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers Specialist Title I Schoolwide Elements: 2.6 - Population: All Teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 15: Teachers will utilize intervention kits to provide interventions for students in TIER II and TIER III in the area of Reading to ensure effective and timely assistance. Teachers will maintain intervention lesson plans and logs for all tier 2/3 at-risk students (including ELL students). It will be used to track interventions and have progress checkpoints to monitor effectiveness. Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.6 - Population: LEP, AR, SE - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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| Strategy 16: SBDM members will make decisions that will align campus, district, and state goals by: *incorporate PBMAS data gathered in campus needs assessment and campus improvement plans. * SBDM members will be responsible for reporting campus needs and data to SBDM committee. *SBDM members will monitor for implementation of all CIP activities (including ELL graduation cohorts and rates). *SBDM members will attend an annual meeting to review district goals *SBDM members will meet every other Monday at 3:45 *SBDM will discuss appropriate assessments to monitor students progress. Milestone's/Strategy's Expected Results/Impact: Sign in sheets Walk Throughs SBDM meetings Staff Responsible for Monitoring: Pre-K " 5th Grade Teachers Principal Assistant Principal Dean of Instruction Population: All teachers, SBDM members - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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



| <p>Strategy 17: To improve students performance in writing:</p> <p>*K-5th teachers will participate in training provided by the Bilingual Department on how to utilize the TELPAS Rubrics to raise the English Proficiency Standards of ELLs. Teachers will collect 1 writing sample per week to monitor bilingual students writing.</p> <p>*All Kinder through fifth grade classes will elaborate on a basic sentence (selected by the grade level) stressing the use of adjectives, adverbs, punctuation, and capitalization daily.</p> <p>*All Kinder- 5th grade Bilingual students will write in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas.</p> <p>*All Pre-K through 2nd grade teachers will set up a writing center for students to utilize on a daily basis starting on the 1st six weeks.</p> <p>* All first and second grade students will write personal letters to each other and narratives every week. They will write stories, short poems, brief compositions, and letters.</p> <p>*Pre-K through 5th grade students will write a story to be shared with their parents during the GT Showcase.</p> <p>*Pre-K-5th grade teachers will turn in writing samples on different writing modes every three weeks (1st- 5th Six Weeks).</p> <p>Kinder-5th grade teachers will follow specific TELPAS writing guidelines when turning in writing samples for LEP students.</p> <p>Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results</p> <p>Staff Responsible for Monitoring: PreKinder-5th Teachers Dean of Instruction Teachers Specialist</p> <p>Population: All students to include AR, LEP, GT, MI, DYS. SE - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None</p> | Reviews | | | |
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| | Formative | | | Summative |
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| Strategy 18: To monitor students progress in reading fluency and comprehension: *Active Bilingual students will take the Raps 360/ TELPAS online bilingual assessments. *Students will be administered bench mark tests every six weeks. Teachers will monitor students progress in reading. *Phonemic awareness skills will be developed for all Pre-K-2nd grade students through consistent daily modeling of activities such as nursery rhymes, rhyming games, poetry, etc *Bilingual/ESL students will use dictionaries Milestone's/Strategy's Expected Results/Impact: RAPS 360 reports AMOA reports Staff Responsible for Monitoring: Kinder-5th grade teachers Dean of Instruction Population: All students to include GT, DYS, SE, T1, MI, AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| Strategy 19: Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success. * Universal Screening * All interventions should be scientifically researched based. * Documentation of interventions and progress monitoring * Use data to identify areas of need * Monitor progress of struggling student * Adjust instruction/interventions * Review student outcome data to evaluate instruction * REVIEW360 *Tier I " a minimum of 90 minutes devoted to ELA instruction Tier II 30 minutes per day in small group in addition to the core instruction Tier III " 30 minutes per day in individual or small group instruction in addition to the core instruction Milestone's/Strategy's Expected Results/Impact: Pre/Post Tests Texas Primary Reading Inventory (TPRI) and Tejas LEE CIRCLE Phonological Awareness Language Learning System (C-PALLS) Progress Monitoring, Benchmark Results Staff Responsible for Monitoring: -Classroom Teachers -Counselors -Dyslexia Teacher -Dean of Instruction Population: Pre-Kinder 5th grade students to include GT, DYS, SE, LEP, MI, T1, AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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| Strategy 20: Teachers will test students on fluency every week beginning with a cold read and ending with an assessment at the end of the week. Fluency results will be monitored by administration on a weekly basis to track progress. Milestone's/Strategy's Expected Results/Impact: Fluency tracking chart Staff Responsible for Monitoring: Dean of Instruction Principal Teacher Classroom teacher Population: Kinder-5th grade students to include GT, DYS,SE,LEP,M1, T1, AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| | Formative | | | Summative |
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| Strategy 21: Administrators and teachers will desegregate the results of the English and Spanish STAAR in Math to develop a plan of action to set priorities of objectives and use this plan to guide the continued planning for classroom instruction. Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results Staff Responsible for Monitoring: SBDM Campus teachers Dean of Instruction Population: All Staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 22: All First-Fifth grade bilingual and general education students will be administered English or Spanish District Benchmarks for assessing Math mastery of TEKS/ STAAR/STAAR A standards and determining if students are on grade level. Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results Progress Reports Staff Responsible for Monitoring: First-fifth grade teachers Dean of Instruction Population: All students to include GT, DYS, LEP, AR, SE, T1, MI - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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| Strategy 23: Students will demonstrate mastery of basic facts (1st Grade: Facts 1-10; 2nd Grade: Facts 11-18). Students will be given basic facts on a daily basis and a timed assessment every two weeks to monitor progress of the math facts. Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results Progress Reports Staff Responsible for Monitoring: Dean of Instruction 1st-2nd grade teachers Population: :First-Second Grade Students to include GT, DYS, LEP, SE, AR, T1, MI - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| Strategy 24: Teachers in Kinder-5th Grade will plan every six weeks to enhance the Math district curriculum frameworks. Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results Progress Reports Staff Responsible for Monitoring: Certified Staff Curriculum Department Dean of Instruction Population: Kinder-5th grade students to include GT, DYS, MI, T1, SE, AR, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| Strategy 25: All first-fifth grade students will maintain a problem solving journal. Teachers will present at least one unfamiliar, real-life mathematical problem each week and encourage students to collaborate in solving it. Students will verbalize steps as they solve problems in order to use processing skills tested on STAAR and 6 week diagnostic Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results Progress Reports Staff Responsible for Monitoring: Certified Teachers Dean of Instruction Population: 1st-5th grade students to include GT, DYS, LEP, SE, AR, T1, MI, - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| Strategy 26: 1st through 5th grade students needing additional instruction will use supplemental math workbooks in order to prepare and master math TEKS tested on STAAR. Teacher resources in the area of Math will be purchased to provide strategies to enhance Math instruction based on specific areas of concern. Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results Progress Reports Staff Responsible for Monitoring: 1st-5th grade teachers Dean of Instruction Population: T1, MI, AR, SE, DYS, LEP, - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| Strategy 27: Implement an integrated challenging, standards-based, inquiry-centered math curriculum (K-12) as demonstrated through district curriculum frameworks so that students will increase their conceptual knowledge at their appropriate grade level. Milestone's/Strategy's Expected Results/Impact: Student assessments Classroom Observations Walkthroughs Lesson Plans Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Math Teachers Counselors Population: All Students to include, GT, DYS, SE, AR, LEP, T1, MI - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Need Statements:

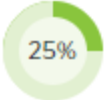
| Demographics |
|--|
| Need Statement 2: Need professional development in the area of ESL and the core subject areas. Data Analysis/Root Cause: Campus professional development hours are consistent with district requirements but teachers are not attending out of district training's. |
| Need Statement 3: Need teachers to become more proficient with technology and software provided by the school and district. Data Analysis/Root Cause: Campus teachers currently utilize technology programs at about 60% usage but we need to increase to 90%. |
| Student Learning |
| Need Statement 1: In order to close student achievement gaps and facilitate with instructional resources will be purchased to address all campus needs. Data Analysis/Root Cause: Texas Academic report indicates that we are meeting the closing the gap distinction but we want all students to be successful on the STAAR exam. |
| Need Statement 2: Need tutorials for students to increase student achievement in the areas of reading, math, writing, and science. Small group instruction will be given for students not passing first administration of STAAR. Data Analysis/Root Cause: At Ortiz Elementary we offer tutorials for all students grade 1st - 5th starting in November and ending in May. |
| Need Statement 4: Need to provide teachers with professional development in technology and use of educational software. Data Analysis/Root Cause: Teachers will continue to attend virtual professional development training on google classroom, teams, and seesaw. |


Goal 1: Ortiz students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).






Performance Objective 2: Ortiz early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM End of year data not available due to COVID-19. Progress evaluation based on BOY and MOY.

Summative Evaluation: None

| Strategy 1: Pre-Kinder through 2nd grade teachers will implement learning centers in order to address areas of weakness as identified in the TPRI/Tejas Lee and other assessments by the 1st six weeks for students to utilize. Milestone's/Strategy's Expected Results/Impact: TPRI/Tejas Lee Reults Staff Responsible for Monitoring: Pre-Kinder through 2nd grade Teachers Principal Dean of Instruction Population: Pre-Kinder-2nd grade students - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| | Formative | | | Summative |
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| Strategy 2: Provide Language Arts Professional Development for all appropriate teachers in order to implement a comprehensive instructional program for English Language Learners. TELPAS ELPS DISTRICT CURRICULUM FRAMEWORKS Sheltered Instruction Esperanza (Grades Pre-K through 2nd) Language Enrichment I & II State of Texas Assessments of Academic Readiness (STAAR) Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK Ensenando la lectura-PK-2nd Vocabulary Development Fluency & Accuracy Sequencing & Pacing Writing Across the Curriculum Comprehension Strategies Effective research-based teaching practices Classroom Management (REVIEW360) Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results Staff Responsible for Monitoring: PreKinder-5th Teachers Dean of Instruction Teachers Specialist Population: All students to include AR, SE, DYS, GT, T1, MI,LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| | Formative | | | Summative |
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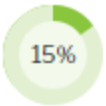

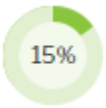
| Strategy 3: To increase students progress in the areas of listening and speaking, students will participate in the following activities: *All PreKinder through 5th grade students will listen to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. *All PreKinder through 5th grade students will be given the opportunity to speak in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark results TPRI/tejas Lee Stanford 10/Aprenda Staff Responsible for Monitoring: PreKinder-5th Teachers Principal Assistant Principal Dean Of Instruction Population: All students to include GT, DYS, LEP, SE, AR, T1, MI - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
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Goal 1: Ortiz students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports not available due to COVID-19. Progress evaluation based on district benchmarks and other assessments.

Summative Evaluation: None

| Strategy 1: All migrant students will receive grade appropriate school supplies to complete classroom and homework assignments to give them the same opportunity to meet the academic challenges that all students have. Milestone's/Strategy's Expected Results/Impact: Formative Results: Distribution forms Summative Impact: Migrant student success rates will increase. Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principal Population: All migrant students - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 2: Ortiz PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Milestone's/Strategy's Expected Results/Impact: NGS Campus Reports Staff Responsible for Monitoring: Campus Administrators Population: MI - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 3: Migrant Students 3rd-5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school Milestone's/Strategy's Expected Results/Impact: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results Staff Responsible for Monitoring: Campus Principals Counselors Core Subject Teachers Population: MI - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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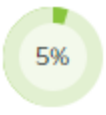
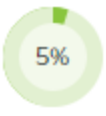
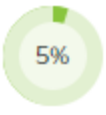

| Strategy 4: In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Milestone's/Strategy's Expected Results/Impact: Timely placement into Interventions Staff Responsible for Monitoring: Sp. Programs Administrator Migrant Funded: Teachers Campus Clerk DMC, MSC Population: MI - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
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| |  15% | | | |
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Goal 1: Ortiz students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 participation.

Evaluation Data Sources: Regional and state competition participation numbers.

Summative Evaluation: None

| Strategy 1: Students will participate in the "Celebration of Song" 5th Grade Honor Choir as a means to introduce them to large ensemble performance experiences. Milestone's/Strategy's Expected Results/Impact: Student participation and success in ensemble performance. Staff Responsible for Monitoring: Music Teacher Population: 5th grade students - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 2: Students will compete in UIL Music Memory as a means of developing aural listening skills. Milestone's/Strategy's Expected Results/Impact: Students participation and placement in UIL competition Staff Responsible for Monitoring: UIL Coordinator, Music Memory Coach Population: Music Memory Participants - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 3: Students will compete in UIL Art to expose them to Art History Milestone's/Strategy's Expected Results/Impact: Successful participation in UIL and placement in UIL contest Staff Responsible for Monitoring: UIL Coordinator UIL Art Coach Dean of Instruction Population: UIL Art participants - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 4: Teachers will implement a structured theater arts curriculum to build a foundation in theater arts. Students will participate in Theatre Arts activities through extended day program. Milestone's/Strategy's Expected Results/Impact: Successful participation in 21st Century Theater Arts program Staff Responsible for Monitoring: Teachers Dean of Instruction Population: T1, TIM, BIL,GT, Dyslexia, LEP/ELL, At-Risk, SPED, All Staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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No Progress



Accomplished



Continue/Modify




Discontinue





Goal 2: Ortiz Elementary will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: All Ortiz facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation: None

| Strategy 1: Ortiz Elem will purposely promote energy savings activities on the campus to support the implementation of the district's energy savings plan. Milestone's/Strategy's Expected Results/Impact: formative assessment - draft plan summative - implemented plan will be out in place by the end of the year Staff Responsible for Monitoring: Principal Assistant Principal Population: All department and campus facilities - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None Need Statements: School Processes & Programs 5 Funding Sources: maintenance supplies - 199 Local funds - 199-51-6315-000-139-Y-99-000-Y - \$7,016 | Reviews | | | |
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| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

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 Accomplished
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 Discontinue

Performance Objective 1 Need Statements:


| School Processes & Programs |
|---|
| Need Statement 5: Materials and supplies to be able to provide a healthy and safe environment. Data Analysis/Root Cause: The campus must ensure that the facilities are clean and sanitized and keep all stakeholders safe. |





Goal 3: Ortiz Elementary will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (TEA Ch. 4, Obj. 6)

Performance Objective 1: The Campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings. The entire campus budget was not spent due to COVID-19.

Summative Evaluation: None

| Strategy 1: Ortiz Elem will support programs and campuses in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports Staff Responsible for Monitoring: Principal Dean of Instruction SBDM Committee Population: All department and campus facilities - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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



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  Continue/Modify
  Discontinue

Goal 3: Ortiz Elementary will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (TEA Ch. 4, Obj. 6)

Performance Objective 2: The Campus will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Summative Evaluation: None

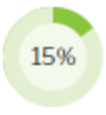




| Strategy 1: Ortiz Elementary will give priority to lowest performing and new teachers to participate in staff development opportunities and explore financial incentives. Milestone's/Strategy's Expected Results/Impact: Student achievement will increase. Formative: Weekly data reviews will be held to analyze teacher performance increases. Summative: End of year student performance results. Staff Responsible for Monitoring: Principal Dean of Instruction Population: lowest performing and new teachers. - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  15% | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: Ortiz Elementary will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (TEA Ch. 4, Obj. 6)

Performance Objective 3: Ortiz Elementary will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation: None

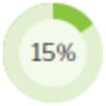
| Strategy 1: Ortiz Elem will support teachers by implementing teacher appreciation week activities and providing tangible intangible rewards for performance. Milestone's/Strategy's Expected Results/Impact: Teacher CNA results that indicate overall job satisfaction. Staff Responsible for Monitoring: Administration Counselor Population: All campus teachers and staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
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



Goal 4: Ortiz Elementary will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Ortiz elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Summative Evaluation: None

| Strategy 1: Ortiz Elem will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues. Milestone's/Strategy's Expected Results/Impact: Campus accomplishments will be displayed in platforms throughout the school year. Formative: weekly accomplishments will be submitted to district media personal Summative: listing of all accomplishments for the school year Staff Responsible for Monitoring: campus IT Administration Population: All campus teachers, staff, and students - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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| | Formative | | | Summative |
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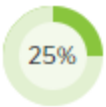
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  Continue/Modify
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Goal 5: Ortiz Elementary will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)





Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.








Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation: None

| Strategy 1: Provide training for administrators and new teachers: (a) effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded. (c) new innovative technology updates. (d) School counselors will provide support services to address the needs of the students that are being placed in ISS or OSS. In order to have a safe and disciplined environment conducive to student learning. Milestone's/Strategy's Expected Results/Impact: Sign-in sheets Referral Reports Staff Responsible for Monitoring: Administration Counselors Professional Development Population: All school personnel - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  25% | | | |

| Strategy 2: System Safeguard Strategy Provide professional development based on level of expertise and need in the following areas: (a)bullying (b) Violence/conflict resolution (c) Recent drug use trends (d) Resiliency/Development Assets (e) Dating Violence (f) Signs of Child Abuse (g) Response to Intervention (h) Review 360 (I) Legal Issues to allow staff to recognize and address the issue as a preventive measure. Milestone's/Strategy's Expected Results/Impact: Sign-in sheets Referral Reports RTI Reports Staff Responsible for Monitoring: Principal Assistant Principals Counselors Professional Development Behavioral Specialists RTI Specialists Population: Administration, Campus Staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 3: Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for students who met State criteria which are addressed in the Personal Graduation Plans. Milestone's/Strategy's Expected Results/Impact: Counselor logs 10% decrease in drop out rate Staff Responsible for Monitoring: Campus Administration Counselors Nurse Administrator for Guidance Population: AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 4: After school and lunch detention will be implemented as needed. A log will be maintained at the detention site for documentary purposes. Review 360 will be utilized for documentation of incidents. Parents will be notified of any discipline referral as outlined in the Student Code of Conduct as mandated by policy. Milestone's/Strategy's Expected Results/Impact: Six weeks referral reports six weeks log reports Staff Responsible for Monitoring: Campus Administration Classroom teachers Population: All students to include AR, SE, T1, MI, GT, DYS, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 5: In School suspension will be implemented as needed and classroom teachers will monitor as scheduled by the administration. Students who commit serious infractions will be placed in a classroom at the same grade level. A log will be maintained in the office for documentation purposes. Milestone's/Strategy's Expected Results/Impact: Six Week discipline referrals reports Six weeks log report Staff Responsible for Monitoring: Campus Administration Classroom teachers Population: All students to include GT, DYS, SE, T1, AR, LEP, - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 6: Counselors will conduct presentations on violence prevention, suicide prevention, dropout reduction, drugs, conflict resolution, and character education through role-playing, and other activities in order to improve at-risk. Milestone's/Strategy's Expected Results/Impact: Six week discipline logs referral reports six week log reports Staff Responsible for Monitoring: Campus Administration Counselors Population: All students to include AR, SE, MI, T1, GT, DYS, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 7: Staff will be trained on conflict resolution, Senate Bill 1196. Texas Behavior Support Initiative, Sexual Harassment, and discipline management Milestone's/Strategy's Expected Results/Impact: Conflict resolution handouts sign-in sheets Staff Responsible for Monitoring: Counselors Campus Administration Population: Campus Staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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| Strategy 8: Class motivational bulletin boards will be maintained in the cafeteria to reinforce student behavior while in lunch. Classes maintaining the best behavior will be announced weekly. Milestone's/Strategy's Expected Results/Impact: Six weeks discipline referral reports six weeks logs Staff Responsible for Monitoring: Campus Administration Para-professionals Population: All students to include GT, DYS, LEP, SE, AR, T!, M1 - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 9: Administration will in-service all staff on the school-wide discipline plan. Milestone's/Strategy's Expected Results/Impact: six week discipline reports six week log reports Staff Responsible for Monitoring: Campus administration Campus personnel Population: Campus staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 10: Promote awareness and notification of student code of conduct to students, parents, staff , and community through campus distribution of SCC, district web site, and campus presentations to ensure all students are afforded due process and their rights. Milestone's/Strategy's Expected Results/Impact: Signed SCC acknowledgement forms agendas sign-in sheets Staff Responsible for Monitoring: All Teachers Campus administration Population: All students to include T1, MI, DYS, GT, AR, SE, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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Goal 5: Ortiz Elementary will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)









Performance Objective 2: Refine and implement all safety plans at Ortiz elementary to ensure students are safe in the event of a crisis.

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation: None

| Strategy 1: Campus will develop and maintain an Emergency Operations Plan. *Plan must be multi-hazard in nature *must be reviewed and updated annually by the campus safety and security committee *the following drills must be practiced accordingly: lockdown drills (3/year), shelter in place, Reverse evacuation, Drop & Cover, Evacuation In order to prevent, protect against, respond to, recover from, and mitigate the effects of the incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life, property, and harm to the environment. Milestone's/Strategy's Expected Results/Impact: After action reviews Sign-in sheets Evaluations Audits Staff Responsible for Monitoring: Campus Administration Faculty & Staff BISD police and security Population: Administration, Guidance and Counseling, Campus community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 2: Campuses must have an identification security system. *All faculty must obtain and display identification card while on school grounds. * Visitors must present identification at sign-in *Visitors must be escorted at all times. Milestone's/Strategy's Expected Results/Impact: Audits Evaluations Staff Responsible for Monitoring: Campus Administration Faculty & Staff BISD police and Security Population: Administration, Front office staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 3: Campus based law enforcement: Security officers will be placed and assigned throughout the year at each elementary. Campus officers when possible will address current trends with students, parents, and campus personnel on *gang awareness, bullying, dating violence, internet safety, drug alcohol and tobacco awareness, gun safety, teen community emergency response team, truancy, emergency operations plan, as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Milestone's/Strategy's Expected Results/Impact: Evaluations Sign-in sheets PEIMS Discipline Reports Staff Responsible for Monitoring: Campus Administration Counselors Parental Involvement BISD Security Services Population: Campus Administration, Campus Community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 4: Dating Violence Policy *Maintain a written safety plan developed by the campus safety committee *meet annually with parents for awareness education *provide training for administrators, counselors, and teachers *Implement enforcement of protective orders and school based alternatives to protective orders. Milestone's/Strategy's Expected Results/Impact: Evaluations Audits Sign-in sheets PEIMS Discipline reports Staff Responsible for Monitoring: Campus Administration Counselors Professional Development Parental Involvement BISD Security Services Population: : Campus administration, Guidance and Counseling, Staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 5: A safety committee will be formed to develop and update the Prevention Response Plan and address safety issues. Milestone's/Strategy's Expected Results/Impact: Safety Plan six week sign-in sheets Staff Responsible for Monitoring: Assistant Principal Safety Coordinator Population: Campus administration, counseling staff, select teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
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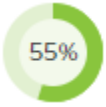

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| Strategy 6: All teachers will be ready at their classroom door at 8:00am to greet students as they arrive to class. Teachers will also be present during dismissal to ensure proper safety before and after school. Milestone's/Strategy's Expected Results/Impact: six week discipline reports six week log reports Staff Responsible for Monitoring: Classroom teachers Campus administration Population: Campus Staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 7: The school nurse will provide professional development on asthma management, blood borne pathogens, HINI, and influenza type illnesses, as well diabetes awareness. Milestone's/Strategy's Expected Results/Impact: sign-in sheets Staff Responsible for Monitoring: Nurse Population: Campus staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 8: Fire Drills and Lock down procedures will be conducted once a month. Milestone's/Strategy's Expected Results/Impact: Student participation Monthly report Staff Responsible for Monitoring: Campus Staff Safety coordinator Population: Campus community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 9: Custodial Supplies will provide and maintain a clean and hygienic learning environment for all students and personnel. Milestone's/Strategy's Expected Results/Impact: Safety inspections Staff Responsible for Monitoring: Campus administration head custodian Population: Campus Community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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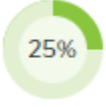
Goal 6: Ortiz Elementary will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)




Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.




Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates. Increase in parent involvement rates not complete due to COVID-19.


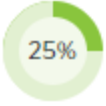
Summative Evaluation: None




| <p>Strategy 1: Ortiz will 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 of carrying out the following requirements. Parent and family engagement policy is revised and reviewed and distributed to parents and family members indicating each group's responsibilities to ensure student achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: School-Parent Student Compacts</p> <p>Summative: Parent Signatures on compact page Increase in STAAR results, Increase in Attendance results, Decrease in Discipline Referrals, Increased Parent participation</p> <p>Staff Responsible for Monitoring: Principals Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1 - Population: Ortiz Campus Community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None</p> | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| <p>Strategy 2: Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Documentation will be submitted when completed.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Surveys</p> <p>Summative: Completed Parent Surveys, Increased parent participation</p> <p>Staff Responsible for Monitoring: Principals Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1 - Population: Ortiz Community parents - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |






| Strategy 3: Host a "Parent Orientation" Day to inform parents and community members of daily standard operation procedures and District Policy. * Student Code Conduct * Student-Parent-School Compact *Parental Involvement Policy *Emergency Operations Procedures * Volunteer Guidelines and Opportunities Milestone's/Strategy's Expected Results/Impact: Formative:Agendas, Sign in sheets, Hand outs, Session Evaluations, Authority to Volunteer, Clearance form Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: Campus Administrators Parent Liaison Title I Schoolwide Elements: 3.2 - Population: Ortiz Campus community and parents - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 4: Capitalize on District community resources by creating partnership agreements with agencies and organizations. * Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. * Teachers and staff will host a Meet the Teacher Night to develop a relationship between the parents and the school community. * Parents will be invited to the end of the year student recognition assemblies. * Parents will be invited to participate in a Health and Safety Fair. Milestone's/Strategy's Expected Results/Impact: Formative:Agendas Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: Principals Parent Liaison Population: Parents and Ortiz Community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 5: During Parent Orientation each grade level representative will present an overview of their reading program. The librarian will present to an overview of the Accelerated reading Program and view the performance and needs at the end of the second and fifth six weeks. Evaluations will be turned in to school parent liaison who will report results to administration. Milestone's/Strategy's Expected Results/Impact: Formative: Parent Evaluation Parent Survey Parent Participation Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: All Faculty Parent Liaison Title I Schoolwide Elements: 3.2 - Population: Ortiz parents - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 6: Parents will receive a weekly progress report from all classroom teachers to inform parents of students' progress. Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Progress Reports Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: All Faculty Parent Liaison Principal Population: Ortiz parents - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 7: Parents will receive monthly calendar informing them of important campus events and emphasizing attendance and instructional tips. Milestone's/Strategy's Expected Results/Impact: Formative:Monthly Calendar Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation Staff Responsible for Monitoring: All Faculty Parent Liaison Principal Population: Ortiz Campus Community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
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| Strategy 8: Family Learning Events encouraging literacy will be scheduled for parents to make and take activities to encourage literacy in the home. Milestone's/Strategy's Expected Results/Impact: Formative:School-Parent-Student Compacts Agendas Fliers Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: Parent Liaison Principal TLI Specialist Title I Schoolwide Elements: 3.2 - Population: Ortiz Campus Community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 9: A parent meeting will be conducted to present Title I goals and services. Milestone's/Strategy's Expected Results/Impact: Formative:Parent Notices Parent Participation Hand-outs Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: All Faculty Parent Liaison Principal Dean Of Instruction Population: Ortiz Elementary Parents - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 10: Parents will be offered productive classes (ESL, computer, and craftsmanship) during the school year to increase parental involvement. These will include classes offered through the 21st Century program. Milestone's/Strategy's Expected Results/Impact: Formative: Parent Notices Parent participation Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation Staff Responsible for Monitoring: All Faculty Parent Liaison Population: Ortiz Elementary Parents - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 11: Parents will be invited to monthly parent training sessions that will include discipline management, parent-child communication and New Horizon sponsored by the Parental Involvement Office. Milestone's/Strategy's Expected Results/Impact: Formative: Parent Notices Parent Participation Agendas Fliers Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: Parent Liaison Nurse Counselors Parent Involvement Office Population: Ortiz Campus Community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 12: Parents will participate in nutrition education and physical activity classes during the school year to promote our FIT (Families IN Training) and CATCH program in order to comply with Senate Bill 530. Parents and children will participate together in planning and preparing a healthy snack to promote CATCH program. Parent will be provided with information on the Wellness/Nutrition Policy & Guidelines to ensure compliance with respective policies and guidelines and comply with Texas Public School Nutrition Policy. Milestone's/Strategy's Expected Results/Impact: Formative:Parent Participation in CATCH-A-Healthy Snack/CATCH Presentation Agenda Fliers Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: Parent Liaison CATCH Team Cafeteria Manager Population: Parents and Ortiz Campus Community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 13: Invite community agencies and organizations to participate and disseminate information about the public service that their agencies offer in order to continue building strong community partnerships. Milestone's/Strategy's Expected Results/Impact: Formative: Invitations Sign-In sheets Agendas Fliers Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: Parent Liaison Principal CARE Partners Population: Parents and Community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 14: Recognize parent volunteers and businesses for supporting a variety of campus activities in order to increase participation. Milestone's/Strategy's Expected Results/Impact: Formative: Invitation Sign-in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: Parent Liaison Principal CARE Partners Population: Parents - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 15: The Parent Liaison will purchase necessary office supplies to manage an efficient parent center. In an effort to disseminate information to the community in a timely manner. Milestone's/Strategy's Expected Results/Impact: Formative: Receipts Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: Parent Liaison Principal Population: Parents - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |



| Strategy 16: The Parent Liaison will work in collaboration with the school community to effectively assist in the communication with parents as well as coordinate parental involvement activities and home visits. Milestone's/Strategy's Expected Results/Impact: Formative: Meeting/training Agendas Sign in sheets Summative: Increase STAAR results, attendance rates, Decrease Discipline referrals, Increased Parent participation. Staff Responsible for Monitoring: Principal Population: Ortiz School Community - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |


Goal 7: Ortiz faculty and staff will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)


Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.





Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations. T-TESS requirements waived due to COVID-19

Summative Evaluation: None

| Strategy 1: Teachers new to the grade level will work with Dean Of Instruction, and Lead Teacher, to receive support and training. Milestone's/Strategy's Expected Results/Impact: Sign-in sheets meeting agendas Staff Responsible for Monitoring: Dean Of Instruction Lead Teachers Population: New Teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 2: An SBDM staffing committee will interview prospective teachers to ensure highly qualified professionals are hired. Milestone's/Strategy's Expected Results/Impact: SBDM minutes Staff Responsible for Monitoring: Dean of Instruction SBDM committee Assistant Principal Principal Population: SBDM staffing committee - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 3: Provide Language Arts Professional Development for new and existing Reading, English, ESL, Special Education, Dyslexia and appropriate CTE teachers in order to implement a comprehensive ELAR/SLAR instructional program. * District curriculum frameworks-TLI Grant * ELAR/SLAR (English/Spanish Language Arts & Reading) TEKS-TLI Grant * Pre Kindergarten Guidelines TLI Grant * Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK * Texas Reading Academies (Grades K-4) * English Language Arts (ELA) and Spanish Language Arts (SLA) Textbook adoption (Proclamation 2011) English as a Second Language (ESL) Textbook Adoption (Proclamation 2011) * Pre-Kindergarten Systems Adoption (Proclamation 2011) * Response to Intervention (RtI) * State of Texas Assessment of Academic Readiness (STAAR)-Grades 3-8 * Ensenando la lectura-PK * Vocabulary Development * Fluency & Accuracy * Sequencing & Pacing * Writing Across the Curriculum * Comprehension Strategies * Effective research-based teaching practices * Classroom Management"(REVIEW360) Milestone's/Strategy's Expected Results/Impact: CIRCLE Phonological Awareness, Language and Literacy System (C-PALLS) TPRI/ Tejas Lee Classroom observations for implementation Progress reports, Walkthroughs Staff Responsible for Monitoring: PK-12 teachers Special Ed. Dyslexia Principal Dean of Instruction Bilingual Lead Teachers Language Arts Specialists Population: Pre-K-5th grade students to include GT, DYS, SE, AR, T1, MI, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 4: Provide professional development that increases the content and pedagogical level of teachers in order to support the District Curriculum Frameworks. *Provide professional development in questioning strategies to enhance students* reflective reasoning and conceptual understanding. *Provide professional development on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR. *Provide training to teachers to build teacher understanding of second language learning acquisition so that students are successful in the mathematics classroom. *Provide professional development that supports District Curriculum Frameworks, so that teachers will have all updates of the District curriculum frameworks as requested. Milestone's/Strategy's Expected Results/Impact: 10% increase in benchmark scores Progress Reports Walkthroughs Weekly check of lesson plans Observation strategies/interventions Staff Responsible for Monitoring: All campus teachers Dean of Instruction Population: All teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None Need Statements: Demographics 2 - Student Learning 4 Funding Sources: employee travel - 199 Local funds - 199-13-6411-23-139-Y-11-000-Y - \$1,800 | Reviews | | | |
|---|--|-----|-----|-----------|
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Performance Objective 1 Need Statements:








| Demographics |
|--|
| Need Statement 2: Need professional development in the area of ESL and the core subject areas. Data Analysis/Root Cause: Campus professional development hours are consistent with district requirements but teachers are not attending out of district training's. |
| Student Learning |
| Need Statement 4: Need to provide teachers with professional development in technology and use of educational software. Data Analysis/Root Cause: Teachers will continue to attend virtual professional development training on google classroom, teams, and seesaw. |

Goal 7: Ortiz faculty and staff will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: All campus staff at Ortiz Elem will participate in required on-going trainings related to trauma informed care and safe and supportive school.

Evaluation Data Sources: Training records for campus staff and implementation documentation.

Summative Evaluation: None

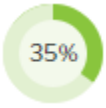
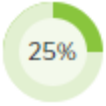

| Strategy 1: All teachers, principals and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support (Policy FFBA) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports Staff Responsible for Monitoring: Administration, Campus Threat Assessment Team Leaders Population: All Faculty and Staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020 | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 2: Ortiz Elem will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the campus in implementing the campus's multihazard emergency operations plan. (Policy FFB) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports Staff Responsible for Monitoring: Administration Campus Threat Assessment Team Leaders Population: All staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020 | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 3: Ortiz Elem will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. The campus will provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations Summative: end of year reports trainings Staff Responsible for Monitoring: Administration Campus Threat Assessment Team Leaders Population: All faculty and staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020 | Reviews | | | |
| | Formative | | | Summative |
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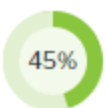

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)


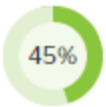
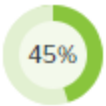
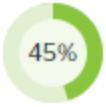
Performance Objective 1: Ortiz Elementary will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology


Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports





Summative Evaluation: None

| Strategy 1: Students will utilize appropriate technology and software programs to improve academic achievement in the foundation curriculum. Milestone's/Strategy's Expected Results/Impact: Formative: lesson plans, classroom observations, student progress reports, benchmark scores, usage reports Summative: STAAR Staff Responsible for Monitoring: Teachers Campus Administration Administrator for State Compensatory Education Population: All students to include DYS, MI, T1, LEP, AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None Need Statements: Demographics 3 - Student Learning 4 Funding Sources: Supplies and Materials Software - 162 State Compensatory - 162-11-6395-62-139-Y-30-000-Y - \$10,000 | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 2: Students will use research skills and electronic communication with appropriate supervision, to create new knowledge. Students will participate in technology application activities. Milestone's/Strategy's Expected Results/Impact: End of the year assessments Staff Responsible for Monitoring: All Teachers Population: All students to include AR, SE, DYS, GT, LEP, MI, T1 - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 3: All certified staff will be encouraged to attend technology conferences or trainings to promote ideas for classroom technology use and integration. Milestone's/Strategy's Expected Results/Impact: Sign-In sheets Staff Responsible for Monitoring: All Certified Staff Campus TST Intel Master Teacher Population: All Staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 4: All students will participate in classroom activities that incorporate Technology into the curriculum Milestone's/Strategy's Expected Results/Impact: 10% increase in Benchmark results Progress Reports Sign-in sheets Staff Responsible for Monitoring: All Teachers in Pre-K 5th grade Population: All students to include GT, DYS, LEP, SE, AR, T1, MI - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 5: Teachers will complete an annual School Technology and Readiness (STAR) Chart. Milestone's/Strategy's Expected Results/Impact: 10% increase in Benchmark results Progress Reports Sign-in sheets Staff Responsible for Monitoring: Campus TST IT Dept. Population: All staff - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 6: Individual Student Achievement Improvement Plan and/or campus Technology committees will be responsible for determining the goals, software, and technology needs. Milestone's/Strategy's Expected Results/Impact: CIP Monitoring Tool TEC Minutes Staff Responsible for Monitoring: SBDM Campus Technology Committee Population: All students to include GT, DYS, MI, LEP, SE, AR, T1 - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 7: Students and teachers will have access to Internet-based reference materials for supporting the classroom curriculum. Milestone's/Strategy's Expected Results/Impact: 10% increase in Benchmarks Progress Reports weekly check of Lesson Plans Staff Responsible for Monitoring: All Teachers Campus TST Intel Master Teacher Population: GT, DYS, LEP, MI, T1, AR, SE - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

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| Strategy 8: Teachers will be provided with the support of Technology training in the areas of PowerPoint, smart board, Office 360 and web links that will assist, create and develop an ambiance for interactive learning and participation for students Milestone's/Strategy's Expected Results/Impact: Agendas Sign-in sheets Staff Development Forms Staff Responsible for Monitoring: TST Dean Of Instruction Population: BIL, LEP, GT, DYS, M1, T1, - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 9: All 2nd, 3rd, 4th, 5th students will use power point to present research projects utilizing a variety of topics as assigned by teachers. Teachers will evaluate projects through the use of rubrics. Milestone's/Strategy's Expected Results/Impact: 10% increase of Benchmark results Progress Reports Staff Responsible for Monitoring: All Teachers Campus TST Intel Master Teacher Population: T1, MI, LEP, AR, SE, DYS, GT - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 10: Students will work at computer stations on programs that will increase their reading, math, science skills to help increase their level of academic performance, plus increase their ability to produce computer-generated projects. Milestone's/Strategy's Expected Results/Impact: 5% Increase in benchmarks Student progress reports Staff Responsible for Monitoring: Principal Dean Of Instruction Assistant Principal Teachers Support Staff Population: GT, DYS, MI, AR, SE, LEP, T1 - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 11: TST will provide instruction to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom instruction. Milestone's/Strategy's Expected Results/Impact: Walk-throughs Teacher Surveys Staff Responsible for Monitoring: Principal Dean of Instruction Classroom Teachers Librarian Support Staff Population: All teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 12: Students will utilize computers, tablets and iPad technology to improve academic achievement in the foundation curriculum. Milestone's/Strategy's Expected Results/Impact: Formative: lesson plans, classroom observations, student progress reports, benchmark scores, usage reports Summative: STAAR Staff Responsible for Monitoring: Teachers Campus Administration Administrator for State Compensatory Education Population: DYS, MI, T1, L;EP, AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Need Statements:

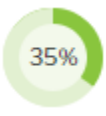
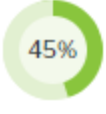
| Demographics |
|--|
| Need Statement 3: Need teachers to become more proficient with technology and software provided by the school and district. Data Analysis/Root Cause: Campus teachers currently utilize technology programs at about 60% usage but we need to increase to 90%. |
| Student Learning |
| Need Statement 4: Need to provide teachers with professional development in technology and use of educational software. Data Analysis/Root Cause: Teachers will continue to attend virtual professional development training on google classroom, teams, and seesaw. |


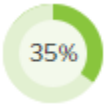

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

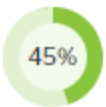
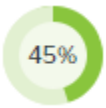


Performance Objective 1: Increase the overall attendance rate to 96.8% with a target of 97.5% At-Risk Student Attendance Rate by 10% over prior year attendance.





Evaluation Data Sources: Campus attendance rates, At-Risk Student Attendance.

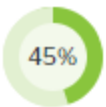

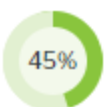
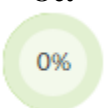




Summative Evaluation: None

| | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 1: All 1st-5th grade at-risk students who are not meeting standards on the reading assessment, math, writing, or science assessments will be provided after school interventions to ensure effective and timely assistance.</p> <p>*Teachers will enhance instructional opportunities for LEP and immigrant students by targeting specific needs in reading through tutorials with technology integration based on CNA results.</p> <p>* Tier II/III student will be identified and monitored.</p> <p>Students not passing the 1st STAAR administration will have additional small group instruction during the school day for teachers to retest and prepare students for the 2nd administration of STAAR.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eschool plus tutorial schedule, tutorial attendance report, tutorial lesson plans, student progress reports, classroom observations, benchmark scores.</p> <p>Summative: STAAR, Retention Rate</p> <p>Staff Responsible for Monitoring: First-fifth grade teachers Campus Administration Administrator for State Compensatory Education</p> <p>Population: AR, T1, LEP, MI - Start Date: August 12, 2020 - End Date: June 1, 2020 - Revision Date: None</p> |  | | | |
| | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 2: SIOP and ESL training will enhance the ability to understand and use the curricula, assessment and effective instructional strategies for LEP students; planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient students in improving English Proficiency; annually demonstrate and obtain measurable progress in oral, reading, and written English proficiency measures and thereby meets adequate yearly progress (AYP).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Report, student progress reports, lesson plans, classroom observations, benchmark scores</p> <p>Summative: STAAR</p> <p>Staff Responsible for Monitoring: Bilingual Department Bilingual/ESL Lead teachers Classroom Teachers</p> <p>Population: LEP, AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None</p> |  | | | |

| Strategy 3: In order to increase parental involvements, our parent liaison will * conduct home visits and monitor attendance on a daily basis. *Use supplies to conduct parent meetings *Use the printer to generate reports, newsletters, and informational flyers encouraging parental involvement. Milestone's/Strategy's Expected Results/Impact: Formative: Eschool Plus Rosters, Home Visit logs, Parent Meeting Agendas, Parent Sign-in sheets Summative: Attendance Rate Staff Responsible for Monitoring: Campus Administration Parent Liaison Population: AR, SE, DYS, LEP, GT,MI, T1 - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 4: Ortiz Elementary will implement the Pre-K full-day program in order to better prepare students academically. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, classroom observations, student progress reports, CPALLS (BOY and MOY results) Summative: CPALLS (EOY) Staff Responsible for Monitoring: Campus Administration Administrator for State Compensatory Education Population: AR, T1, MI, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 5: The Dean of Instruction and teachers will attend conferences/training to learn about the STAAR assessment, tracking student progress, and how to raise student performance. The principal and assistant principal will attend conferences/training to learn about the STAAR assessment and how to raise student scores. Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Report, student progress reports, lesson plans, benchmark scores Summative: STAAR Staff Responsible for Monitoring: Dean of Instruction Assistant Principal Principal Population: AR, TI, MI, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 6: The dyslexia teacher will provide an overview of identifying possible reading problems encountered by dyslexia students with an emphasis on reading strategies to ensure all students who qualify as dyslexic will receive the support they need. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores Summative: STAAR Staff Responsible for Monitoring: Administration Counselors Administrator for State Compensatory Education Population: DYS, AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 7: Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency etc... Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, benchmark scores Summative: STAAR, Retention Rate, and Attendance Rate Staff Responsible for Monitoring: Administration At-Risk Counselors Population: AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 8: In order to increase reading levels through active reading lessons in the library and promote library attendance, a library aide will be utilized to enhance library efforts. Milestone's/Strategy's Expected Results/Impact: Meet AR Goals Increase reading scores Staff Responsible for Monitoring: Campus Administration School Librarian Population: AR, GT, MIG, SPED, BIL - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 9: Counselors will provide a "University Day" where Ortiz 5th grade students will meet representatives of UTB to heighten students' awareness of college career plans. Students will be encouraged to complete high school and increase district graduation rates. Milestone's/Strategy's Expected Results/Impact: Attendance Student Discussions Staff Responsible for Monitoring: Counselors 5th grade teachers Population: RA, SE, DYS, GT, T1, MI, LEP - Start Date: None - End Date: None - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 10: Adopt-A- School and community members will participate in the C.A.R.E Program (Caring Adults Reaching Everyone) for Pre-K-Fifth grade students. Students will be encouraged to complete high school and increase district graduation rates. Milestone's/Strategy's Expected Results/Impact: Final Evaluation of % of Community participation Student Discussions Staff Responsible for Monitoring: Counselors Faculty Population: AR, SE, MI, T1, DYS, LEP, GT - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 11: Career on Wheels will be held in the Fall or Spring for Pre-K through fourth-grade students. Career Awareness will be integrated through the 21st Century Program. Students will be encouraged to complete high school and increase district graduation rates. Milestone's/Strategy's Expected Results/Impact: Final Attendance Evaluation of participants Student discussion Staff Responsible for Monitoring: Pre-K - fourth grade teachers Counselors Population: AR, SE, DYS, LEP, GT, MI, T1 - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 12: Third- Fifth Grade students will attend Career Day Presentations set up by the counseling department. Career Awareness will be integrated throughout the year. Students will be encouraged to complete high school and increase district graduation rates. Milestone's/Strategy's Expected Results/Impact: Student Discussions Staff Responsible for Monitoring: Fifth grade teachers Counselors Population: SE, AR, MI, LEP, DYS, GT,T1 - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 13: Teachers in 2nd-5th grades will require students to research a profession of their choice. Students will be encouraged to complete high school and increase district graduation rates. Milestone's/Strategy's Expected Results/Impact: Student presentations Staff Responsible for Monitoring: 2nd-5th grade teachers Dean of Instruction Population: AR, SE, GT, DYS, LEP, T1, MI - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |




| Strategy 14: Ortiz Elementary will continue to provide instruction by recruiting highly qualified teachers who meet District and State standards. Provide new teacher orientation at the beginning of the school year, and on-going teacher support through various professional development training and teacher mentor provided by the campus. Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, teacher mentor notes. Summative: Formal PDAS Staff Responsible for Monitoring: Dean of Instruction Population: New teachers to campus - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 15: Provide curriculum support to teachers through grade-level meetings in order to effectively plan for core area subjects. Milestone's/Strategy's Expected Results/Impact: Formative: Grade level sign in sheets Summative: Increase in assessment results STAAR and School Assessments Staff Responsible for Monitoring: Dean of Instruction Principal Population: All Teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 16: Welcoming students from teaching education programs to visit and gain expertise through observations, practicums, and student teaching. Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets, Teacher assignment logs Summative: Mentor teacher notes Staff Responsible for Monitoring: Dean of Instruction Veteran teachers Population: Teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 17: A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Milestone's/Strategy's Expected Results/Impact: Formative: Pantry, Clothes Closet, Log for distributing items Summative 10% increase in at-risk student achievement 5% increase in at-risk student attendance Staff Responsible for Monitoring: Campus homeless youth coordinator Administrator for State Comp Population: Elementary AR students - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)







Performance Objective 2: Ortiz will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Sources: STAAR reports disaggregated for At-Risk students. STAAR performance reports not available due to COVID-19. Progress evaluation based on district benchmarks and other assessments.

Summative Evaluation: None

| Strategy 1: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session evaluation Report, student progress reports, benchmark scores Summative: STAAR, Attendance Rates, Retention Rates Staff Responsible for Monitoring: Administration At-risk Counselors Population: AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 2: The counselors and data entry clerk will work to classify At-Risk students by criteria in order to provide appropriate intervention strategies. Milestone's/Strategy's Expected Results/Impact: Formative: eschool Plus, Special Programs Report, Student Progress Report Summative: STAAR, Attendance Rate, Retention Rate Staff Responsible for Monitoring: Counselors Data Entry Clerk Assistant Principal Principal Population: AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 3: At-Risk students will be monitored by the counselors to ensure that students are academically successful. Milestone's/Strategy's Expected Results/Impact: Formative: student progress reports, benchmark scores, counselor logs Summative: STAAR, Retention Rate Staff Responsible for Monitoring: Campus Administrators Administrator for State Compensatory Education Population: AR, T1, MI, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |

| Strategy 4: Faculty and staff will attend trainings on the RTI process to provide effective intervention and prevention instructional strategies to enhance the existing programs specifically addressing areas of weakness based on TPRI/Tejas Lee, Aprenda, and STAAR 2018 results. Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Report, Student Progress Reports, benchmark scores Summative: STAAR, Retention Rate Staff Responsible for Monitoring: Campus teachers Dean Of Instruction Counselors Assistant Principal Principal Population: AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 5: When students enroll as homeless and the campus receives notification from the district that students are homeless, counselors will meet with individual students to ensure they are adjusting to the new environment, have adequate school supplies, and have transportation arrangements to and from school. Counselors will meet with the students' teachers to ensure homeless students are being successful in the classroom and receiving appropriate interventions if necessary. Milestone's/Strategy's Expected Results/Impact: Formative: student progress reports, benchmark scores Summative: STAAR, Retention Rate, Attendance Rate Staff Responsible for Monitoring: Counselors Campus Administration Population: AR students - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 6: To assist students with issues interfering with learning, such as but not limited to emotional distress or family problems intervention strategies will be created for At-Risk students who meet state criteria. Milestone's/Strategy's Expected Results/Impact: Formative: At-Risk Counselor Logs, benchmark scores, student progress reports Summative: STAAR Staff Responsible for Monitoring: Principal Counselors Classroom teachers Nurse Population: AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |






| Strategy 7: Classified and Certified instructional personnel will be paid a salary to assist teachers who will work with at-risk students' academic activities in the computer lab, library, Kinder classrooms, and Pre-K classrooms in order to improve student performance. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, classroom observations, Benchmark scores, Progress Reports, CPALLS (BOY and MOY) Summative: STAAR, CPALLS (EOY) Staff Responsible for Monitoring: Principal Assistant Principal Population: T1, MI, AR - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| Strategy 8: The Dean of Instruction will provide researched-based professional development opportunities to assist at-risk students to meet content expectations. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, classroom observations, ERO Session Evaluation reports, ERO Session Attendance Report, Student Progress Reports, classroom observations Summative: STAAR Staff Responsible for Monitoring: Principal Administrator for State Compensatory Education Population: AR, T1, MI, LEP - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports. STAAR performance reports not available due to COVID-19.

Summative Evaluation: None

| Strategy 1: The School nurse will address any health concerns and communicate with school staff and parents to ensure health concerns do not affect attendance. Milestone's/Strategy's Expected Results/Impact: nurse health logs phone logs Staff Responsible for Monitoring: School nurse administration Population: Ortiz students - Start Date: August 12, 2020 - End Date: June 1, 2021 - Revision Date: None | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct  | Jan | Mar | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

State Compensatory

Personnel for Ortiz Elementary

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------------|-----------------------------|----------------|------------|
| Brenda Lopez | Dyslexia Teacher | SCE | 1.00 |
| Cristina G. Gonzalez | Three Year old teacher aide | SCE | 1.00 |
| Gerardo Rodriguez | Pre-K | SCE | .50 |
| Graciela Ramirez | Pre-K | SCE | .50 |
| Jessica L. Todd | Dean | SCE | 1.00 |
| Maria D. Ortiz | Three year old teacher aide | SCE | 1.00 |
| Nadia Banda | Pre-K | SCE | .50 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was developed by surveying the parents, students, and teachers. The information was reviewed and was used to develop the strengths and needs of the campus improvement plan on May 28, 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The information from the campus needs assessment was reviewed and was used to develop the strengths and needs of the campus improvement plan. The SBDM committee developed the goals and the strategies in the plan and agreed on what the campus needs to focus on for the 2020-2021 school year. SBDM committee list can be found at the end of our plan.

2.2: Regular monitoring and revision

The SBDM meeting meets quarterly to review the plan and conducts a summative review to determine how well the campus is progressing and focusing on specific goals. This review is conducted quarterly and the CIP is considered a working document that is continuously reviewed and updated as needed.

October 28, 2019, January 13, 2020, May 28, 2020.

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

The campus improvement plan is available to all stakeholders. The CIP is posted on the campus webpage and available for review at any time in the deans office in English. Plan was translated orally as needed by request. The campus improvement plan is also available printed at request to the dean of instruction.

2.4: Opportunities for all children to meet State standards

The campus improvement plan included strategies that address the needs of all students on the campus. The strategies include small group instruction, differentiated instruction and researched based strategies to address the needs of all students.

2.5: Increased learning time and well-rounded education

The campus improvement plan address maximizing instructional time and documents activities that provide students with a well-rounded education. Some of the instructional activities include tutorials, small group instruction, peer tutoring, art club, UIL, reading club, DI, and financial literacy club. Some of the additional extra curricular activities include chess, DI, cheer, drill team, art club, blue crew, music club, coding, robotics club, and many others.

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

The campus improvement plan addresses all students that are at-risk. At-risk students are provided with the support needed to be successful. Intervention plans and strategies are used and documented to support at-risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus improvement plan also focuses on parent and family engagement. Policies regarding parent and family engagement are sent home and available on the campus in english and spanish to all parents at the beginning of the school year and parent meetings are held throughout the school year to ensure parent participation on the campus. Parent meeting was held on March 5, 2020 to revise school compact and family engagement policy for the 2020-2021 school year. Parent and family engagement policy is revised and reviewed and distributed to parents and family members.

3.2: Offer flexible number of parent involvement meetings

The campus improvement plan includes information regarding parental involvement. Parent meetings are held regularly every six weeks in the parent center and parents are always informed of what resources are available to their children. Parents are also notified about activities that are occurring on the campus through a monthly calendar. Parents are also included in their child's academic progress throughout the entire school year. Regular meetings are held every six weeks in the parent center. In conjunction with open house parent meetings are held in the evenings. Title one meeting were held on March 3, 2020 from 9:00am-11:00am. The campus holds flexible parent meetings at 9:00am. We share the same information and all agenda items that were covered at the title one meeting. The information is also covered during open house with parents who were able to attend.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|-----------------|----------------|------------|
| Teacher | all core areas | Title 1 | 1 |

Campus Funding Summary

| 199 Local funds | | | | | |
|------------------------------------|-----------|----------|---------------------------------|--------------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | supplies and materials software | 199-23-6395-00-139-Y-99-000-Y | \$1,850.00 |
| 1 | 1 | 9 | travel | 199-31-6411-23-139-Y-99-000-Y | \$1,500.00 |
| 1 | 1 | 9 | Student Travel | 199-11-6412-00-139-Y-11-000-Y | \$2,000.00 |
| 1 | 1 | 10 | supplies | 199-11-6399-00-139-Y-11-000-Y | \$6,000.00 |
| 1 | 1 | 10 | Copy Paper | 199-11-6396-00-139-Y-11-000-Y | \$3,000.00 |
| 1 | 1 | 10 | General Supplies | 199-11-63--51-139-Y-11-000-Y | \$8,007.00 |
| 1 | 1 | 10 | Awards | 199-11-6498-00-139-Y-11-000-Y | \$1,000.00 |
| 1 | 1 | 10 | Reading Materials | 199-12-6329-00-139-Y-99-000-Y | \$300.00 |
| 2 | 1 | 1 | maintenance supplies | 199-51-6315-000-139-Y-99-000-Y | \$7,016.00 |
| 7 | 1 | 4 | employee travel | 199-13-6411-23-139-Y-11-000-Y | \$1,800.00 |
| Sub-Total | | | | | \$32,473.00 |
| Budgeted Fund Source Amount | | | | | \$32,473.00 |
| +/- Difference | | | | | \$0.00 |
| 162 State Compensatory | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Extended Day Enrichment | 162-11-6118-00-139-Y-30-000-Y | \$50,000.00 |
| 1 | 1 | 1 | Tutorials | 162-11-6118-00-139-Y-24-SSI | \$6,062.00 |
| 1 | 1 | 8 | Contracted services | 162-11-6299-62-139-Y-30-000-Y | \$4,000.00 |
| 1 | 1 | 10 | COPY PAPER | 162-11-6396-00-139-Y-30-000-Y | \$3,000.00 |
| 1 | 1 | 10 | general supplies | 162-11-6399-00-139-Y-30-000-Y | \$25,000.00 |
| 1 | 1 | 10 | Supplies and Materials LCL | 162-11-6398-62-139-Y-30-000-Y | \$34,000.00 |
| 1 | 1 | 10 | Reading Materials | 162-11-6329-00-139-Y-30-000-Y | \$3,900.00 |
| 8 | 1 | 1 | Supplies and Materials Software | 162-11-6395-62-139-Y-30-000-Y | \$10,000.00 |
| Sub-Total | | | | | \$135,962.00 |
| Budgeted Fund Source Amount | | | | | \$135,962.00 |
| +/- Difference | | | | | \$0.00 |

| 211 Title I-A | | | | | |
|-----------------------------|-----------|----------|-----------------------------|--------------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Professional extra duty pay | 211-11-6118-00-139-Y-30-ASP-Y | \$33,448.00 |
| 1 | 1 | 9 | EMPLOYEE TRAVEL | 211-61-6411-00-139-Y-30-0F2-Y | \$1,500.00 |
| 1 | 1 | 9 | Employee Travel | 211-23-6411-23-139-Y-30-0F2-Y | \$3,000.00 |
| 1 | 1 | 9 | EMPLOYEE TRAVEL | 211-11-6411-00-139-Y-30-0F2-Y | \$1,500.00 |
| 1 | 1 | 9 | EMPLOYEE TRAVEL | 211-23-6411-23-139-Y-30-0F2-Y | \$3,000.00 |
| 1 | 1 | 10 | EQUIPMENT | 211-11-6398-62-139-y-30-0f2-y | \$15,000.00 |
| 1 | 1 | 10 | Paper | 211-11-6396-00-139-Y-30-0F2-Y | \$2,000.00 |
| 1 | 1 | 10 | EQUIPMENT | 211-11-6398-00-139-Y-30-0F2-Y | \$2,178.00 |
| 1 | 1 | 10 | General Supplies | 211-13-6399-00-139-Y-30-AYP-Y | \$5,000.00 |
| 1 | 1 | 10 | General supplies | 211-161-6399-00-139-Y-30-0F2-Y | \$2,552.00 |
| Sub-Total | | | | | \$69,178.00 |
| Budgeted Fund Source Amount | | | | | \$69,178.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total | | | | | \$237,613.00 |

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

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- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

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**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

2018-19 Campus STAAR Performance - Additional Student Groups

District Name: BROWNSVILLE ISD

Campus Name: ORTIZ EL (031901139)

School Type: Elementary

| | | State | District | Campus | Econ Disadv | Non-Econ Disadv | Male | Female | Special Ed | Non-Special Ed | At Risk | Non-At Risk | Migrant | Non-Migrant |
|---|------|-------|----------|--------|-------------|-----------------|------|--------|------------|----------------|---------|-------------|---------|-------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 80% | 91% | 91% | 90% | 90% | 91% | 65% | 97% | 89% | 93% | * | 91% |
| | 2018 | 77% | 80% | 96% | 96% | * | 97% | 95% | 80% | 99% | 92% | 100% | - | 96% |
| At Meets Grade Level or Above | 2019 | 45% | 46% | 68% | 65% | 90% | 65% | 71% | 35% | 76% | 60% | 83% | * | 67% |
| | 2018 | 43% | 42% | 64% | 64% | * | 68% | 60% | 30% | 69% | 55% | 71% | - | 64% |
| At Masters Grade Level | 2019 | 27% | 26% | 40% | 38% | 60% | 31% | 54% | 12% | 47% | 28% | 63% | * | 41% |
| | 2018 | 25% | 22% | 35% | 35% | * | 38% | 33% | 0% | 40% | 21% | 48% | - | 35% |
| Grade 3 Mathematics | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 79% | 85% | 99% | 99% | 100% | 98% | 100% | 94% | 100% | 98% | 100% | * | 99% |
| | 2018 | 78% | 86% | 100% | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% |
| At Meets Grade Level or Above | 2019 | 49% | 56% | 77% | 77% | 80% | 81% | 71% | 41% | 86% | 68% | 93% | * | 77% |
| | 2018 | 47% | 54% | 83% | 82% | * | 89% | 77% | 70% | 84% | 71% | 93% | - | 83% |
| At Masters Grade Level | 2019 | 25% | 27% | 43% | 40% | 60% | 37% | 51% | 24% | 47% | 35% | 57% | * | 43% |
| | 2018 | 23% | 27% | 41% | 41% | * | 51% | 33% | 40% | 41% | 39% | 43% | - | 41% |
| Grade 4 Reading | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 83% | 93% | 93% | 100% | 96% | 91% | 64% | 98% | 83% | 100% | - | 93% |
| | 2018 | 73% | 79% | 90% | 90% | * | 92% | 89% | 57% | 96% | 72% | 97% | * | 91% |
| At Meets Grade Level or Above | 2019 | 44% | 51% | 70% | 66% | 100% | 76% | 64% | 36% | 74% | 39% | 89% | - | 70% |
| | 2018 | 46% | 49% | 70% | 69% | * | 73% | 66% | 36% | 76% | 40% | 81% | * | 70% |
| At Masters Grade Level | 2019 | 22% | 23% | 29% | 27% | 56% | 31% | 28% | 0% | 33% | 8% | 43% | - | 29% |
| | 2018 | 24% | 23% | 47% | 47% | * | 46% | 48% | 29% | 50% | 28% | 54% | * | 47% |
| Grade 4 Mathematics | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 82% | 98% | 98% | 100% | 100% | 96% | 82% | 100% | 94% | 100% | - | 98% |
| | 2018 | 78% | 86% | 95% | 94% | * | 94% | 95% | 64% | 100% | 80% | 100% | * | 94% |
| At Meets Grade Level or Above | 2019 | 48% | 53% | 88% | 87% | 100% | 91% | 85% | 64% | 91% | 81% | 93% | - | 88% |
| | 2018 | 49% | 56% | 85% | 84% | * | 79% | 91% | 43% | 92% | 64% | 93% | * | 86% |
| At Masters Grade Level | 2019 | 28% | 30% | 54% | 53% | 67% | 67% | 43% | 45% | 56% | 50% | 57% | - | 54% |
| | 2018 | 27% | 30% | 60% | 60% | * | 56% | 64% | 29% | 65% | 36% | 69% | * | 60% |
| Grade 4 Writing | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 67% | 78% | 95% | 94% | 100% | 96% | 94% | 73% | 98% | 86% | 100% | - | 95% |
| | 2018 | 63% | 74% | 90% | 90% | * | 88% | 93% | 54% | 96% | 71% | 97% | * | 90% |
| At Meets Grade Level or Above | 2019 | 35% | 44% | 71% | 68% | 100% | 76% | 67% | 36% | 76% | 47% | 86% | - | 71% |
| | 2018 | 39% | 48% | 74% | 73% | * | 71% | 77% | 38% | 79% | 46% | 84% | * | 73% |
| At Masters Grade Level | 2019 | 11% | 14% | 25% | 25% | 22% | 31% | 19% | 0% | 28% | 14% | 32% | - | 25% |
| | 2018 | 11% | 14% | 27% | 28% | * | 25% | 30% | 8% | 31% | 17% | 31% | * | 27% |
| Grade 5 Reading^ | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 91% | 97% | 97% | 100% | 96% | 98% | 81% | 100% | 91% | 100% | * | 97% |
| | 2018 | 84% | 90% | 94% | 94% | * | 96% | 92% | 64% | 98% | 88% | 98% | - | 94% |
| At Meets Grade Level or Above | 2019 | 54% | 56% | 72% | 69% | 93% | 69% | 77% | 31% | 80% | 36% | 90% | * | 74% |

| | | | | | | | | | | | | | | |
|------------------------------------|------|-----|-----|------|------|------|------|------|------|------|------|------|------|------|
| | 2018 | 54% | 59% | 72% | 71% | * | 75% | 68% | 36% | 76% | 45% | 88% | - | 72% |
| At Masters Grade Level | 2019 | 29% | 28% | 45% | 45% | 43% | 41% | 49% | 13% | 51% | 24% | 54% | * | 45% |
| | 2018 | 26% | 28% | 42% | 43% | * | 45% | 40% | 18% | 45% | 20% | 56% | - | 42% |
| Grade 5 Mathematics^ | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 90% | 96% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | * | 100% |
| | 2018 | 91% | 97% | 100% | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | - | 100% |
| At Meets Grade Level or Above | 2019 | 58% | 70% | 83% | 83% | 86% | 83% | 83% | 38% | 92% | 67% | 91% | * | 83% |
| | 2018 | 58% | 74% | 92% | 91% | * | 92% | 91% | 55% | 96% | 83% | 97% | - | 92% |
| At Masters Grade Level | 2019 | 36% | 46% | 70% | 69% | 79% | 63% | 79% | 19% | 80% | 52% | 79% | * | 70% |
| | 2018 | 30% | 43% | 67% | 66% | * | 66% | 68% | 36% | 71% | 53% | 76% | - | 67% |
| Grade 5 Science | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 84% | 94% | 93% | 100% | 93% | 96% | 75% | 98% | 85% | 99% | * | 94% |
| | 2018 | 76% | 85% | 93% | 93% | * | 94% | 92% | 55% | 98% | 83% | 100% | - | 93% |
| At Meets Grade Level or Above | 2019 | 49% | 60% | 77% | 74% | 100% | 80% | 74% | 31% | 86% | 55% | 88% | * | 78% |
| | 2018 | 41% | 51% | 71% | 70% | * | 77% | 64% | 45% | 74% | 58% | 79% | - | 71% |
| At Masters Grade Level | 2019 | 24% | 28% | 46% | 43% | 64% | 48% | 43% | 13% | 52% | 15% | 60% | * | 46% |
| | 2018 | 17% | 20% | 34% | 34% | * | 42% | 26% | 0% | 38% | 18% | 44% | - | 34% |
| | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | 96% | 95% | 99% | 96% | 96% | 80% | 99% | 91% | 99% | 100% | 96% |
| | 2018 | 77% | 78% | 95% | 95% | 100% | 95% | 95% | 70% | 98% | 87% | 99% | 83% | 95% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | 76% | 74% | 93% | 77% | 74% | 38% | 83% | 58% | 89% | 63% | 76% |
| | 2018 | 48% | 49% | 76% | 76% | 94% | 78% | 74% | 44% | 81% | 59% | 86% | 67% | 76% |
| At Masters Grade Level | 2019 | 24% | 23% | 44% | 43% | 57% | 44% | 45% | 16% | 49% | 29% | 56% | 25% | 45% |
| | 2018 | 22% | 21% | 45% | 45% | 44% | 46% | 43% | 20% | 48% | 29% | 53% | 50% | 45% |
| All Grades ELA/Reading | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | 94% | 94% | 97% | 94% | 94% | 70% | 98% | 88% | 99% | * | 94% |
| | 2018 | 74% | 74% | 94% | 93% | 100% | 95% | 92% | 66% | 98% | 85% | 98% | * | 94% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | 70% | 67% | 94% | 70% | 71% | 34% | 77% | 48% | 88% | * | 70% |
| | 2018 | 46% | 44% | 69% | 68% | 83% | 72% | 65% | 34% | 74% | 48% | 81% | * | 69% |
| At Masters Grade Level | 2019 | 21% | 18% | 38% | 36% | 52% | 34% | 43% | 9% | 44% | 21% | 52% | * | 39% |
| | 2018 | 19% | 17% | 42% | 42% | 33% | 43% | 40% | 17% | 45% | 22% | 53% | * | 42% |
| All Grades Mathematics | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | 99% | 99% | 100% | 99% | 98% | 93% | 100% | 98% | 100% | * | 99% |
| | 2018 | 81% | 85% | 98% | 98% | 100% | 98% | 99% | 86% | 100% | 95% | 100% | * | 98% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | 83% | 82% | 88% | 85% | 81% | 45% | 90% | 71% | 92% | * | 83% |
| | 2018 | 50% | 55% | 87% | 86% | 100% | 87% | 86% | 54% | 91% | 74% | 94% | * | 87% |
| At Masters Grade Level | 2019 | 26% | 31% | 56% | 55% | 70% | 55% | 58% | 27% | 62% | 44% | 67% | * | 56% |
| | 2018 | 24% | 28% | 57% | 57% | 67% | 59% | 56% | 34% | 60% | 44% | 65% | * | 57% |
| All Grades Writing | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 76% | 95% | 94% | 100% | 96% | 94% | 73% | 98% | 86% | 100% | - | 95% |
| | 2018 | 66% | 71% | 90% | 90% | * | 88% | 93% | 54% | 96% | 71% | 97% | * | 90% |
| At Meets Grade Level or Above | 2019 | 38% | 44% | 71% | 68% | 100% | 76% | 67% | 36% | 76% | 47% | 86% | - | 71% |
| | 2018 | 41% | 45% | 74% | 73% | * | 71% | 77% | 38% | 79% | 46% | 84% | * | 73% |
| At Masters Grade Level | 2019 | 14% | 15% | 25% | 25% | 22% | 31% | 19% | 0% | 28% | 14% | 32% | - | 25% |
| | 2018 | 13% | 13% | 27% | 28% | * | 25% | 30% | 8% | 31% | 17% | 31% | * | 27% |
| All Grades Science | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | 94% | 93% | 100% | 93% | 96% | 75% | 98% | 85% | 99% | * | 94% |
| | 2018 | 80% | 82% | 93% | 93% | * | 94% | 92% | 55% | 98% | 83% | 100% | - | 93% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | 77% | 74% | 100% | 80% | 74% | 31% | 86% | 55% | 88% | * | 78% |
| | 2018 | 51% | 51% | 71% | 70% | * | 77% | 64% | 45% | 74% | 58% | 79% | - | 71% |
| At Masters Grade Level | 2019 | 25% | 21% | 46% | 43% | 64% | 48% | 43% | 13% | 52% | 15% | 60% | * | 46% |
| | 2018 | 23% | 19% | 34% | 34% | * | 42% | 26% | 0% | 38% | 18% | 44% | - | 34% |

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **ORTIZ EL**

Early Childhood Literacy Progress Measure 1

Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 77% to 82% by June 2024.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 78% | 79% | 80% | 81% | 82% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner | Special Education |
|------|----------|-----------------------|-----------------|-------------------|
| 2020 | 77% | 78% | 81% | 9% |
| 2021 | 78% | 79% | 82% | 10% |
| 2022 | 79% | 80% | 83% | 11% |
| 2023 | 80% | 81% | 84% | 12% |
| 2024 | 81% | 82% | 85% | 13% |

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1

Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 86% to 91% by June 2024.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 87% | 88% | 89% | 90% | 91% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner | Special Education |
|------|----------|-----------------------|-----------------|-------------------|
| 2020 | 85% | 85% | 80% | 47% |
| 2021 | 86% | 86% | 81% | 48% |
| 2022 | 87% | 87% | 82% | 49% |
| 2023 | 88% | 88% | 83% | 50% |
| 2024 | 89% | 89% | 84% | 51% |

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **ORTIZ EL**

Early Childhood Literacy Progress Measure 2

Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 77% to 82% by June 2024.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 78% | 79% | 80% | 81% | 82% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner | Special Education |
|------|----------|-----------------------|-----------------|-------------------|
| 2020 | 77% | 76% | 67% | 51% |
| 2021 | 78% | 77% | 68% | 52% |
| 2022 | 79% | 78% | 69% | 53% |
| 2023 | 80% | 79% | 70% | 54% |
| 2024 | 81% | 80% | 71% | 55% |

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2

Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 85% to 90% by June 2024.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 86% | 87% | 88% | 89% | 90% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner | Special Education |
|------|----------|-----------------------|-----------------|-------------------|
| 2020 | 86% | 85% | 82% | 59% |
| 2021 | 87% | 86% | 83% | 60% |
| 2022 | 88% | 87% | 84% | 61% |
| 2023 | 89% | 88% | 85% | 62% |
| 2024 | 90% | 89% | 86% | 63% |

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **ORTIZ EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 90% to 95% by June 2024.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 91% | 92% | 93% | 94% | 95% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner | Special Education |
|------|----------|-----------------------|-----------------|-------------------|
| 2020 | 90% | 90% | 79% | 83% |
| 2021 | 91% | 91% | 80% | 84% |
| 2022 | 92% | 92% | 81% | 85% |
| 2023 | 93% | 93% | 82% | 86% |
| 2024 | 94% | 94% | 83% | 87% |

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **ORTIZ EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 63% to 68% by June 2024.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 64% | 65% | 66% | 67% | 68% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner | Special Education |
|------|----------|-----------------------|-----------------|-------------------|
| 2020 | 64% | 66% | 60% | 28% |
| 2021 | 65% | 67% | 61% | 29% |
| 2022 | 66% | 68% | 62% | 30% |
| 2023 | 67% | 69% | 63% | 31% |
| 2024 | 68% | 70% | 64% | 32% |

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **ORTIZ EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 53% to 58% by June 2024.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 54% | 55% | 56% | 57% | 58% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner | Special Education |
|------|----------|-----------------------|-----------------|-------------------|
| 2020 | 54% | 50% | 46% | 24% |
| 2021 | 55% | 51% | 47% | 25% |
| 2022 | 56% | 52% | 48% | 26% |
| 2023 | 57% | 53% | 49% | 27% |
| 2024 | 58% | 54% | 50% | 28% |

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 50% to 55% by June 2024.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 51% | 52% | 53% | 54% | 55% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner | Special Education |
|------|----------|-----------------------|-----------------|-------------------|
| 2020 | 50% | 46% | 47% | 18% |
| 2021 | 51% | 47% | 48% | 19% |
| 2022 | 52% | 48% | 49% | 20% |
| 2023 | 53% | 49% | 50% | 21% |
| 2024 | 54% | 50% | 51% | 22% |

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **ORTIZ EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 68% to 73% by June 2024.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 69% | 70% | 71% | 72% | 73% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | White | Economic Disadvantage | English Learner | Special Education |
|------|----------|-------|-----------------------|-----------------|-------------------|
| 2020 | 68% | | 66% | 71% | 36% |
| 2021 | 69% | 1% | 67% | 72% | 37% |
| 2022 | 70% | 2% | 68% | 73% | 38% |
| 2023 | 71% | 3% | 69% | 74% | 39% |
| 2024 | 72% | 4% | 70% | 75% | 40% |

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 77% to 82% by June 2024.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 78% | 79% | 80% | 81% | 82% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | White | Economic Disadvantage | English Learner | Special Education |
|------|----------|-------|-----------------------|-----------------|-------------------|
| 2020 | 78% | | 78% | 73% | 42% |
| 2021 | 79% | 1% | 79% | 74% | 43% |
| 2022 | 80% | 2% | 80% | 75% | 44% |
| 2023 | 81% | 3% | 81% | 76% | 45% |
| 2024 | 82% | 4% | 82% | 77% | 46% |

Minimum size criteria set to 10 or more students.