

Abilene Independent School District
Ortiz Elementary
2021-2022 Campus Improvement Plan



Mission Statement

AISD engages and empowers each student to be contributing, responsible citizens who reach their full potential through relevant, innovative and rigorous learning experiences.

Vision

Inspired, skilled, engaged and empowered students make a difference in the world.

Core Beliefs

- Deep learning involves critical thinking, collaboration and problem solving.
- Relevant and meaningful student experiences are the core of the modern classroom.
- Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.
- The cultivation of each student's strengths and passions leads to success.
- Respect, care and having high expectations for each student is the foundation for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ortiz Elementary School is a kindergarten through 5th grade elementary school serving 589 students in Abilene, Texas. Ortiz is a Title 1 Campus with 96% of students qualifying for free or reduced lunch. Ortiz ES is a typically low performing campus and more years than not in the last 6 years has either fallen under the Needs Improvement or High Need Campus. Ortiz ES is the district location of a dual language program and provides Spanish and English content for classes K-5th. Out of almost 600 students, almost 170 are qualifying English Language Learners (ELL) and participate in TELPAS testing and LPAC meetings annually.

Turnover rate with teachers is typically high from year to year. On average, Ortiz ES sees around 150 out of 40 new teachers each school year. Within the last 6 years, Ortiz ES has also seen a high turnover rate of principals -5 in the last 6 years. Mobility rate among students is also higher than the state average by 2%, at 17.1.

Demographics Strengths

As previously stated, Ortiz ES falls below District and State percentages when analyzing the School Report Card. Upon deeper examination, however, 4th grade math remains an area of strength at Ortiz ES, consistently performing above district average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a disconnect with teacher and student social norms. 96% of our students come from low socio-economic homes and 90% of our teachers come from middle-class backgrounds. **Root Cause:** Students lack the tools necessary to operate in a school system set up on middle class norms.

Student Learning

Student Learning Summary

While most subjects at Ortiz ES typically falls below around 10% below the District and State average. Mathematics instruction has taken an enourmous hit in the last year. Overall, grades 3-5 fell from 78% Approaching Expectations to 68% Approaching Expectations. Reading, while still 7% below District Average, fell from 63% Approaching Expectations in 2018 to 60% in 2019. Writing, while only tested in 4th grade, grew four percentage points from 45% to 49%. Approaching Expectations, however, this data point remains 11% below district average and 19% below state averages of 4th graders approaching expectations on the 4th grade Writing STAAR test, Science, which is only tested in the 5th grade, fell from 65% appraoching expectations in 2018 to 44% ub 2019.

Student Learning Strengths

Overall, students demonstrated growth on benchmarks. 4th grade writing grew four percentage points from 45% to 49% from 2018 to 2019 with 4th grade math remains an area of strength at Ortiz ES, consistently performing above district average district average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A large percentage of students fall behind academically creating and widening learning gaps resulting in poor achievement. **Root Cause:** A lack of Tier 1 best instructional practices that are student centered.

School Processes & Programs

School Processes & Programs Summary

Highly Qualified Personnel: All certified/non certified staff are selected through an application process. Staff must complete application process online as well as an interview with campus administration and staff representatives.

Professional Practices: All campus professional development is determined based on campus student performance (Spring 2021 STAAR) as well as goals outlined in DDCD (District Designated Curriculum Document).

Principal and Instructional Coordinators meet with grade level teachers during planning period at least once a month to analyze student performance on state standards and to create action plans that will address and meet all students needs.

Instructional Leadership Team has been established and implemented to address campus concerns/needs and implement effective strategies.

Engage2Learn Unit Design Days will be implemented to identify the top 10 essential instructional standards for each grade level.

Programs and Opportunities for Students:

All L1 Spanish students participate in Gomez Dual Language model that enriches instruction to meet student academic needs as well as language aquisition needs.

Fundations and Heggerty will be implemented in grades K-2.

Coaching through Engage2Learn will directly impact the effectiveness of classroom instruction through differentiated opportunities for students.

Leader In Me is implemented across campus.

Students are provided with the opportunity to participate in UIL, Spelling Bee, Junior Lighthouse Team, and School-Wide Jobs.

DDCD (District Designated Curriculum Documents) are used to drive classroom instruction and intervention.

School Processes & Programs Strengths

For the 2021-2022 School year, the SPED Department will have 2 certified teachers and 2 aides that will better meet all students needs.

Streamlined RTI PProcesses and Protocols will be implemented.

Engage2Learn coaching will be implemented campus-wide, including best practices for classrooms.

Workshop Cafe will be implemented to address Professional Development needs of Faculty and Staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There has been a pattern of inconsistent and ineffective program and process implementation campus-wide. **Root Cause:** High administrative and teacher turnover rates have caused inconsistencies in expectations.


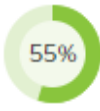
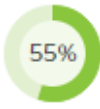
Priority Problem Statements






Goals

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: All students will increase their 3rd - 5th grade STAAR Math and Reading scores by 5 % from the previous year.

Evaluation Data Sources: MAP scores, Benchmarks and STAAR data




Strategy 1 Details	Reviews			
<p>Strategy 1: Differentiated instruction based on individual student's needs that is evident in formative assessments. Strategy's Expected Result/Impact: Effective Tier I instruction, and teacher efficacy. Staff Responsible for Monitoring: Administration and Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Intervention for all students who failed previous year (2021) STAAR in reading and math to address deficits. Strategy's Expected Result/Impact: Increased common assessment, benchmark, and STAAR performance Staff Responsible for Monitoring: Admin, Intervention team, classroom teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Intervention teachers, instructional aides, tutorials - Title I, Part A - \$550,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide in-school tutorials for at-risk students to address reading and math deficits Strategy's Expected Result/Impact: Increased student achievement in reading and math on classroom assessments, common assessments, benchmark assessments, and STAAR assessments Staff Responsible for Monitoring: Admin, Intervention lead</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: In-school tutors - Title I, Part A - \$15,000</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize we-based intervention program to address gaps in learning--IXL</p> <p>Strategy's Expected Result/Impact: Increase student performance and mastery of concepts</p> <p>Staff Responsible for Monitoring: Classroom teachers, IC, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Site License - Title I, Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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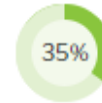
Goal 1: Make classrooms more meaningful and relevant for students and teachers.


Performance Objective 2: 75% of all students achieve approaches or higher on 3rd-5th Reading and Math STAAR


Evaluation Data Sources: Common Assessment data, Benchmark data, STAAR data June 2022


Strategy 1 Details	Reviews			
<p>Strategy 1: Differentiated instruction based on individual student's needs that is evident in formative assessments. Strategy's Expected Result/Impact: Effective Tier I instruction, and teacher efficacy. Staff Responsible for Monitoring: Administration and Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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	Oct	Jan	Apr	June

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:**
Lever 4: High-Quality Curriculum
Funding Sources: Site License - Title I, Part A



 No Progress

 Accomplished




 Continue/Modify

 Discontinue

Goal 1: Make classrooms more meaningful and relevant for students and teachers.


Performance Objective 3: 90% of students in grades 4 and 5 will meet or exceed the STAAR growth measure on Reading and Math STAAR assessments


Evaluation Data Sources: Common Assessment data, Benchmark data, STAAR data June 2022


Strategy 1 Details	Reviews			
<p>Strategy 1: Differentiated instruction based on individual student's needs that is evident in formative assessments. Strategy's Expected Result/Impact: Effective Tier I instruction, and teacher efficacy. Staff Responsible for Monitoring: Administration and Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:**
Lever 4: High-Quality Curriculum
Funding Sources: Site License - Title I, Part A



 No Progress

 Accomplished

 Continue/Modify







 Discontinue

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 4: Increase School Progress from a 64 to a minimum of 75 (Target 80)

Targeted or ESF High Priority

Evaluation Data Sources: MCLASS data, MAP Growth data, STAAR 2022 growth progress data.






Strategy 1 Details	Reviews			
<p>Strategy 1: Implement e2L unit design in reading and math</p> <p>Strategy's Expected Result/Impact: Differentiated instruction that allows students access to viable curriculum at their individualized level with appropriate scaffolding to ensure all students move toward mastery of standards.</p> <p>Staff Responsible for Monitoring: e2L coach, admin, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet biweekly in PLC's from September 2021-May 2022 with teachers. Protocol includes: identification of top 10 essential standards in reading and math, identification of gaps in student achievement, and creation of action plans to address learning gaps</p> <p>Strategy's Expected Result/Impact: Meet the learning needs of all students and ensure that students are obtaining mastery of essential standards</p> <p>Staff Responsible for Monitoring: IC, admin, classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: Weekly or every other week collaborative staff meetings that address LIM, school improvement, and professional development.

Targeted or ESF High Priority

Evaluation Data Sources: Agenda and sign in sheets

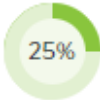





Strategy 1 Details	Reviews			
<p>Strategy 1: Create a schedule of meetings to address: campus and LIM action teams, Instructional Leadership Team, Foundations team, campus celebrations, workshop cafe, and other professional development.</p> <p>Strategy's Expected Result/Impact: Increase communication across grade levels, aid in school moral, and assist in teacher buy in for campus growth.</p> <p>Staff Responsible for Monitoring: Light house teams, the Instructional Team, Admin, and various team leaders.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
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Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: establish events and norms that create a culturally inclusive environment.

Targeted or ESF High Priority

Evaluation Data Sources: Pictures of the events, infographics of events occurring, family surveys/exit tickets from parent involvement nights.







Strategy 1 Details	Reviews			
<p>Strategy 1: Commit to inclusive language and graphics on all internal and public communications. Strategy's Expected Result/Impact: School produced publications and media will more accurately reflect the diversity of our student body. Staff Responsible for Monitoring: Teachers and staff, LIM Action team ~ Culture</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Assess and increase diverse perspectives in library holdings and curriculum resources. Strategy's Expected Result/Impact: More students will be able to find books with which they identify. Staff Responsible for Monitoring: The LRC, The librarian, and the LIM action team ~ Academics</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 3: Build partnerships with local business and organizations, and parent involvement.

Performance Objective 1: Develop two new community partners by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Community Partners lists 2021-2022






Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with HSU, ACU, or McMurry to develop new partnerships or improve already existing partnerships to develop a better learning experience for students.</p> <p>Strategy's Expected Result/Impact: Increase college and career awareness, and create an authentic connection to learning for students and families in the community.</p> <p>Staff Responsible for Monitoring: LIM action team and admin team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate with local community businesses to develop new partnerships or improve already existing partnerships.</p> <p>Strategy's Expected Result/Impact: Increase authentic community connection.</p> <p>Staff Responsible for Monitoring: LIM Action team and Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
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Goal 3: Build partnerships with local business and organizations, and parent involvement.

Performance Objective 2: 100% of parents will have 3 or more opportunities throughout the school year to connect with Ortiz by May 2022

Targeted or ESF High Priority







Evaluation Data Sources: Pictures of events, infographics/invitations, and sign in sheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Positive phone calls home once every six weeks[remind message if no response], Meet the teacher night, grade level forums, Habit Hunt, Fall festival, Parent conferences, All Around the World, art show, GT showcase, Pep Rallies, and award assemblies.</p> <p>Strategy's Expected Result/Impact: Increase student attendance and parent involvement, increase positive parent perception of school to home connection.</p> <p>Staff Responsible for Monitoring: All Teachers, ran by the LIM Action team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Using various media outlets to tell positive Ortiz stories.







Evaluation Data Sources: Media posts May 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Publicly launch Ortiz's Twitter account, Facebook Group, and Instagram with consistent posting from staff</p> <p>Strategy's Expected Result/Impact: Increase social media presence to tell our story</p> <p>Staff Responsible for Monitoring: Admin and ILT team members</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Publish Ortiz success stories submitted by teachers and students.</p> <p>Strategy's Expected Result/Impact: Bridge community and school relationships</p> <p>Staff Responsible for Monitoring: Admin and ILT team members</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: Increase STAAR Closing the Gap score from 64 to 69 for the 2021-2022 school year.

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify top 10 essential standards in Reading and Math and plan differentiated instruction to ensure student mastery of standards.</p> <p>Strategy's Expected Result/Impact: Improvement of Tier 1 instruction</p> <p>Staff Responsible for Monitoring: IC and Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative planning of differentiated unit designs that include pre and post assessments focusing on top 10 essential standards</p> <p>Strategy's Expected Result/Impact: Improvement of Tier 1 Instruction and teacher efficacy</p> <p>Staff Responsible for Monitoring: Admin and IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: STEMscope Science Kits - Title I, Part A - \$5,724</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Create a schedule of meetings to address: campus and LIM action teams, Instructional Leadership Team, Foundations team, campus celebrations, workshop cafe, and other professional development.
2	2	1	Commit to inclusive language and graphics on all internal and public communications.
2	2	2	Assess and increase diverse perspectives in library holdings and curriculum resources.
3	1	1	Collaborate with HSU, ACU, or McMurry to develop new partnerships or improve already existing partnerships to develop a better learning experience for students.
3	1	2	Collaborate with local community businesses to develop new partnerships or improve already existing partnerships.
3	2	1	Positive phone calls home once every six weeks[remind message if no response], Meet the teacher night, grade level forums, Habit Hunt, Fall festival, Parent conferences, All Around the World, art show, GT showcase, Pep Rallies, and award assemblies.

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Create a schedule of meetings to address: campus and LIM action teams, Instructional Leadership Team, Foundations team, campus celebrations, workshop cafe, and other professional development.
2	2	1	Commit to inclusive language and graphics on all internal and public communications.
2	2	2	Assess and increase diverse perspectives in library holdings and curriculum resources.
3	1	1	Collaborate with HSU, ACU, or McMurry to develop new partnerships or improve already existing partnerships to develop a better learning experience for students.
3	1	2	Collaborate with local community businesses to develop new partnerships or improve already existing partnerships.
3	2	1	Positive phone calls home once every six weeks[remind message if no response], Meet the teacher night, grade level forums, Habit Hunt, Fall festival, Parent conferences, All Around the World, art show, GT showcase, Pep Rallies, and award assemblies.

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention teachers, instructional aides, tutorials		\$550,000.00
1	1	3	In-school tutors		\$15,000.00
1	1	4	Site License		\$0.00
1	2	2	Intervention teachers, instructional aides, tutorials		\$550,000.00
1	2	3	In-school tutors		\$15,000.00
1	2	4	Site License		\$0.00
1	3	2	Intervention teachers, instructional aides, tutorials		\$550,000.00
1	3	3	In-school tutors		\$15,000.00
1	3	4	Site License		\$0.00
5	1	2	STEMscope Science Kits		\$5,724.00
Sub-Total					\$1,700,724.00
Grand Total					\$1,700,724.00

Addendums