Abilene Independent School District

Ortiz Elementary

2023-2024 Campus Improvement Plan

Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

Table of Contents

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 las 6 years has either fallen under the Needs Improvemen 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 150out 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 examiniation, however, 4th grade math remains an area of strength atg Ortiz ES, consistently performing above district average 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.

Problem Statement 2 (Prioritized): Our percentage of at-risk students is higher than the district and the state percentage. **Root Cause:** Most of our students come from economically disadvantaged homes.

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.

Problem Statement 2 (Prioritized): 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.

Problem Statement 3 (Prioritized): Teachers do not feel as though they can support students effectively in goal achievement.   **Root Cause:** Instructional time is lost to other requirements, as well as inefficiencies.

Problem Statement 4 (Prioritized): About 45% of students in K-2nd score 'below benchmark' on the mClass reading end of year assessment.   **Root Cause:** At home literacy and inconsistent phonics instruction.

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 PRocesses 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.

Problem Statement 2: Teachers who choose Ortiz are often "surplused" to other AISD campuses **Root Cause:** Student to teacher ratios

Problem Statement 3 (Prioritized): Teachers need more opportunities for technology training during/after school based on teacher needs/input. **Root Cause:** PLC and PD days are usually spoken for when it comes to agenda.

Priority Problem Statements

Problem Statement 1: Our percentage of at-risk students is higher than the district and the state percentage.
Root Cause 1: Most of our students come from economically disadvantaged homes.
Problem Statement 1 Areas: Demographics - School Context and Organization - Demographics

Problem Statement 2: A large percentage of students fall behind academically creating and widening learning gaps resulting in poor achievement.
Root Cause 2: A lack of Tier 1 best instructional practices that are student centered.
Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 3: Teachers do not feel as though they can support students effectively in goal achievement.
Root Cause 3: Instructional time is lost to other requirements, as well as inefficiencies.
Problem Statement 3 Areas: Student Achievement - School Culture and Climate - Student Learning

Problem Statement 4: About 45% of students in K-2nd score 'below benchmark' on the mClass reading end of year assessment.
Root Cause 4: At home literacy and inconsistent phonics instruction.
Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 5: Parents are reluctant to ask for help or how they can help.
Root Cause 5: There is a language barrier for many parents. Our campus is able to provide communication for Spanish speaking parents, but many of our parents speak Swahili or French so we are unable to communicate with them.
Problem Statement 5 Areas: School Culture and Climate - Parent and Community Engagement - Perceptions

Problem Statement 6: Teachers need more opportunities for technology training during/after school based on teacher needs/input.
Root Cause 6: PLC and PD days are usually spoken for when it comes to agenda.
Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention - Technology - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

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

High Priority

Evaluation Data Sources: Agenda and sign in sheets

Strategy 1 Details			Reviews		
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.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase communication across grade levels, aid in school moral, and assist in teacher buy in for campus growth. **Staff Responsible for Monitoring:** Light house teams, the Instructional Team, Admin, and various team leaders. **Title I:** 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 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Achievement 3 - Student Learning 3 - School Culture and Climate 2		40%	50%		
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

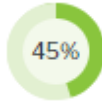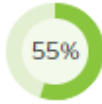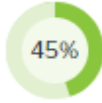**Performance Objective 1 Problem Statements:**

Student Learning
Problem Statement 3: Teachers do not feel as though they can support students effectively in goal achievement. **Root Cause**: Instructional time is lost to other requirements, as well as inefficiencies.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

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

    High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Commit to inclusive language and graphics on all internal and public communications.	**Formative**			**Summative**
Strategy's Expected Result/Impact: School produced publications and media will more accurately reflect the diversity of our student body.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers and staff, LIM Action team ~ Culture **Title I:** 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** School Culture and Climate 3 - Perceptions 1 - Parent and Community Engagement 1	45%	55%		

Strategy 2 Details	Reviews			
Strategy 2: Assess and increase diverse perspectives in library holdings and curriculum resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will be able to find books with which they identify.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: The LRC, The librarian, and the LIM action team ~ Academics **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** - Title I, Part A - $494.64	40%	45%		

0% No Progress　　100% Accomplished　　➡ Continue/Modify　　✖ Discontinue

Performance Objective 2 Problem Statements:
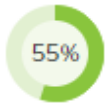
Perceptions
Problem Statement 1: Parents are reluctant to ask for help or how they can help.　**Root Cause**: There is a language barrier for many parents. Our campus is able to provide communication for Spanish speaking parents, but many of our parents speak Swahili or French so we are unable to communicate with them.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: 75% of K-5 students will meet or exceed expected growth as measured by MAP in both Reading and Math by the end of the 2022-23 school year.

    Evaluation Data Sources: MAP scores, MClass,and Benchmark data

Strategy 1 Details		Reviews			
Strategy 1: Provide differentiated instruction based on individual student's needs utilizing decodable texts (Heggertry, Benchmark, Flyleaf) to support student achievement.		**Formative**			**Summative**
		Oct	Jan	Apr	June

Strategy's Expected Result/Impact: Effective Tier I instruction, and teacher efficacy.
    Staff Responsible for Monitoring: Administration and Instructional Coordinator
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1, 2 - Student Learning 2, 4 - Curriculum, Instruction, and Assessment 1, 4
		20%	40%		

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted intervention for all students who show deficits on MAP and MClass in reading and math to address deficits (Amplify and IXL).		**Formative**			**Summative**
		Oct	Jan	Apr	June

Strategy's Expected Result/Impact: Increased MAP growth, benchmark, and MClass performance
    Staff Responsible for Monitoring: Admin, Intervention team, classroom teacher
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1, 2 - Student Learning 2, 4 - School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1, 4 - Technology 2
    Funding Sources: Intervention teachers, instructional aides, tutorials - Title I, Part A - $550,000, Service/License for iStation Lectura - Title I, Part A - $5,109, Service/License for Amplify Reading - Title I, Part A - $4,378.25
		40%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Provide in-school tutorials for at-risk students to address reading and math deficits	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in reading and math on classroom assessments, common assessments, benchmark assessments, and STAAR assessments	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Admin, Intervention lead **Title I:** 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 **Problem Statements:** Demographics 3 - Demographics 2 - Student Achievement 1 - Student Learning 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4 **Funding Sources:** In-school tutors - Title I, Part A - $15,000, Supplemental Tutoring Allocation - State Comp Ed - $6,000	40%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Utilize web-based intervention program to address gaps in learning--IXL/Amplify/Istation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance and mastery of concepts	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom teachers, IC, Admin **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 - Student Learning 2, 4 - School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1, 4 - Technology 2 **Funding Sources:** Site License - Title I, Part A - $4,620.90	40%	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Our percentage of at-risk students is higher than the district and the state percentage.   **Root Cause**: Most of our students come from economically disadvantaged homes.

Student Learning

Problem Statement 2: 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.

Problem Statement 4: About 45% of students in K-2nd score 'below benchmark' on the mClass reading end of year assessment.   **Root Cause**: At home literacy and inconsistent phonics instruction.

School Processes & Programs

Problem Statement 3: Teachers need more opportunities for technology training during/after school based on teacher needs/input.   **Root Cause**: PLC and PD days are usually spoken for when it comes to agenda.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 2: 65% of students will approach the standard, 35% of students will meet the standard, and 20% of students will master the standard on 3rd-5th Reading and Math STAAR.

    Evaluation Data Sources: Common Assessment data, Benchmark data, STAAR data June 2023

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated instruction based on individual student's needs. Use of posters and a variety of learning charts (KWL, Venn diagram, kernals) to support explicit instruction and deepen student understanding.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Effective Tier I instruction, and teacher efficacy.
    Staff Responsible for Monitoring: Administration and Instructional Coordinator
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Demographics 3 - Demographics 2 - Student Achievement 1, 3 - Student Learning 2, 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4
    Funding Sources: Precision Spark One-Touch Full color Poster printer - Title I, Part A - $7,509.85
	30%	55%		

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted intervention for all students who failed previous year (2022) STAAR in reading and math to address deficits.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased common assessment, benchmark, and STAAR performance
    Staff Responsible for Monitoring: Admin, Intervention team, classroom teacher
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Demographics 3 - Demographics 2 - Student Achievement 1 - Student Learning 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4
    Funding Sources: Intervention teachers, instructional aides, tutorials - Title I, Part A
	30%	55%		

Strategy 3 Details	Reviews			
Strategy 3: Provide in-school tutorials for at-risk students to address reading and math deficits	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement in reading and math on classroom assessments, common assessments, benchmark assessments, and STAAR assessments	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Admin, Intervention lead **Title I:** 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 **Problem Statements:** Demographics 3 - Demographics 2 - Student Achievement 1 - Student Learning 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4 **Funding Sources:** In-school tutors - Title I, Part A, Supplemental Tutoring Allocation - State Comp Ed	35%	55%		

Strategy 4 Details	Reviews			
Strategy 4: Utilize we-based intervention program to address gaps in learning--IXL	Formative			Summative
Strategy's Expected Result/Impact: Increase student performance and mastery of concepts	Oct	Jan	Apr	June
Staff Responsible for Monitoring: Classroom teachers, IC, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Demographics 2 - Student Achievement 1 - Student Learning 2 - School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4 - Technology 2 **Funding Sources:** Site License - Title I, Part A	35%	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our percentage of at-risk students is higher than the district and the state percentage. **Root Cause**: Most of our students come from economically disadvantaged homes.

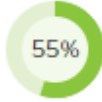| Student Learning |
|---|
| **Problem Statement 2**: A large percentage of students fall behind academically creating and widening learning gaps resulting in poor achievement. **Root Cause**: A lack of Tier 1 best instructional practices that are student centered. |
| **Problem Statement 3**: Teachers do not feel as though they can support students effectively in goal achievement. **Root Cause**: Instructional time is lost to other requirements, as well as inefficiencies. |

School Processes & Programs
Problem Statement 3: Teachers need more opportunities for technology training during/after school based on teacher needs/input. **Root Cause**: PLC and PD days are usually spoken for when it comes to agenda.

Goal 2: Expect and support active learner engagement in classrooms.

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 2023

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated instruction based on individual student's needs that is evident in formative assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective Tier I instruction, and teacher efficacy.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration and Instructional Coordinator **Title I:** 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 **Problem Statements:** Demographics 3 - Demographics 2 - Student Achievement 1 - Student Learning 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4	10%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted intervention for all students who failed previous year (2022) STAAR in reading and math to address deficits.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased common assessment, benchmark, and STAAR performance	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Admin, Intervention team, classroom teacher **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Demographics 2 - Student Achievement 1 - Student Learning 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4 **Funding Sources:** Intervention teachers, instructional aides, tutorials - Title I, Part A	30%	55%		

Strategy 3 Details		Reviews			
Strategy 3: Provide in-school tutorials for at-risk students to address reading and math deficits		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in reading and math on classroom assessments, common assessments, benchmark assessments, and STAAR assessments		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Admin, Intervention lead **Title I:** 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 **Problem Statements:** Demographics 3 - Demographics 2 - Student Achievement 1 - Student Learning 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4 **Funding Sources:** In-school tutors - Title I, Part A, Supplemental Tutoring Allocation - State Comp Ed		30%	45%		

Strategy 4 Details		Reviews			
Strategy 4: Utilize we-based intervention program to address gaps in learning--IXL		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance and mastery of concepts		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom teachers, IC, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Demographics 2 - Student Achievement 1 - Student Learning 2 - School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4 - Technology 2 **Funding Sources:** Site License - Title I, Part A - $3,213		30%	45%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Our percentage of at-risk students is higher than the district and the state percentage.   **Root Cause**: Most of our students come from economically disadvantaged homes.

Student Learning
Problem Statement 2: 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
Problem Statement 3: Teachers need more opportunities for technology training during/after school based on teacher needs/input.   **Root Cause**: PLC and PD days are usually spoken for when it comes to agenda.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 4: Increase School Progress from a 75 to a minimum of 80 (Target 85)

Evaluation Data Sources: MCLASS data, MAP Growth data, STAAR 2023 growth progress data

Strategy 1 Details	Reviews			
Strategy 1: Implement e2L unit design in reading and math.	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: e2L coach, admin, IC **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Demographics 2 - Student Achievement 1, 3 - Student Learning 2, 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4	15%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Meet weekly in PLC's from September 2023-May 2024 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet the learning needs of all students and ensure that students are obtaining mastery of essential standards **Staff Responsible for Monitoring:** IC, admin, classroom teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Demographics 2 - Student Achievement 1, 3 - Student Learning 2, 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4 **Funding Sources:** Solution Tree Training - Title 1, Part A ESF/School Improvement Grant - $8,741	10%	45%		

Performance Objective 4 Problem Statements:

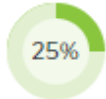| Demographics |
|---|
| **Problem Statement 2**: Our percentage of at-risk students is higher than the district and the state percentage.   **Root Cause**: Most of our students come from economically disadvantaged homes. |
| **Student Learning** |
| **Problem Statement 2**: A large percentage of students 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. |
| **Problem Statement 3**: Teachers do not feel as though they can support students effectively in goal achievement.   **Root Cause**: Instructional time is lost to other requirements, as well as inefficiencies. |

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Develop two new community partners by May 2023.

High Priority

Evaluation Data Sources: Community Partners lists 2022-2023

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase college and career awareness, and create an authentic connection to learning for students and families in the community. **Staff Responsible for Monitoring:** LIM action team and admin team **Title I:** 2.6 - **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 - **Targeted Support Strategy**	25%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with local community businesses to develop new partnerships or improve already existing partnerships.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase authentic community connection. **Staff Responsible for Monitoring:** LIM Action team and Admin Team **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**	20%	50%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

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

    Evaluation Data Sources: Media posts May 2023

Strategy 1 Details		Reviews		
Strategy 1: Publicly launch Ortiz's Twitter account, Facebook Group, and Instagram with consistent posting from staff		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase social media presence to tell our story **Staff Responsible for Monitoring:** Admin and ILT team members **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Oct** 20%	**Jan** 50%	**Apr**	**June**
Strategy 2 Details		Reviews		
Strategy 2: Publish Ortiz success stories submitted by teachers, students, and parents.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Bridge community and school relationships **Staff Responsible for Monitoring:** Admin and ILT team members **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Oct** 10%	**Jan** 50%	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 2: 100% of parents will join 3 or more family engagement opportunities by May 2023.

    High Priority

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

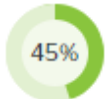| Strategy 1 Details			Reviews		
Strategy 1: Provide at least two family engagement opportunities each grading period including those required for the Title I Parent Family Engagement program.			**Formative**		**Summative**
			Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student attendance and parent involvement, increase positive parent perception of school to home connection. **Staff Responsible for Monitoring:** All Teachers, LIM Action team **Title I:** 4.1, 4.2 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 3 - Perceptions 1 - Parent and Community Engagement 1 **Funding Sources:** Light snacks for PFE activities - Title I, Part A - $2,000, General supplies for PFE activities - Title I, Part A - $1,017			25%	55%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue						

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parents are reluctant to ask for help or how they can help.   **Root Cause**: There is a language barrier for many parents. Our campus is able to provide communication for Spanish speaking parents, but many of our parents speak Swahili or French so we are unable to communicate with them.

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 1: Increase STAAR Closing the Gap score from 64 to 69 for the 2022-2023 school year.

    Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Identify top 10 essential standards in Reading and Math and plan differentiated instruction to ensure student mastery of standards.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Improvement of Tier 1 instruction
    Staff Responsible for Monitoring: IC and Classroom teachers
 	
    Title I:
    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 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Demographics 3 - Demographics 2 - Student Achievement 1, 3 - Student Learning 2, 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4
	10%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Collaborative planning of differentiated unit designs that include pre and post assessments focusing on top 10 essential standards	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Improvement of Tier 1 Instruction and teacher efficacy
    Staff Responsible for Monitoring: Admin and IC
 	
    Title I:
    2.4, 2.6
    - **TEA Priorities:**
    Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
    Problem Statements: Demographics 3 - Demographics 2 - Student Achievement 1, 3 - Student Learning 2, 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4
    Funding Sources: STEMscope Science Kits - Title I, Part A - $5,724
	10%	45%		

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our percentage of at-risk students is higher than the district and the state percentage.   **Root Cause**: Most of our students come from economically disadvantaged homes.

Student Learning
Problem Statement 2: 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.
Problem Statement 3: Teachers do not feel as though they can support students effectively in goal achievement.   **Root Cause**: Instructional time is lost to other requirements, as well as inefficiencies.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	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.
1	2	1	Commit to inclusive language and graphics on all internal and public communications.
1	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.
4	2	1	Provide at least two family engagement opportunities each grading period including those required for the Title I Parent Family Engagement program.

Title I

1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's **Needs Assessment** section.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Documentation is in Plan4Learning's **Formative and Summative Year-End Reviews** section.

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

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Carmen Crane	
Administrator	Geraldine Wills	
Administrator	Nichole Anderson	
Counselor	Gayla de la Vega	
Classroom Teacher	Cheryl Steck	
Classroom Teacher	Maria Foster	
Classroom Teacher	Kimberly Holmes	
Classroom Teacher	Shayla Surber	
Classroom Teacher	Tricia Hicks	
Non-classroom Professional	Carla Olson	
District-level Professional	Keri Thornburg	
Parent	Ashley Mendoza	

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Supplemental Tutoring Allocation		$6,000.00
2	2	3	Supplemental Tutoring Allocation		$0.00
2	3	3	Supplemental Tutoring Allocation		$0.00
				Sub-Total	$6,000.00
			Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$494.64
2	1	2	Service/License for iStation Lectura		$5,109.00
2	1	2	Service/License for Amplify Reading		$4,378.25
2	1	2	Intervention teachers, instructional aides, tutorials		$550,000.00
2	1	3	In-school tutors		$15,000.00
2	1	4	Site License		$4,620.90
2	2	1	Precision Spark One-Touch Full color Poster printer		$7,509.85
2	2	2	Intervention teachers, instructional aides, tutorials		$0.00
2	2	3	In-school tutors		$0.00
2	2	4	Site License		$0.00
2	3	2	Intervention teachers, instructional aides, tutorials		$0.00
2	3	3	In-school tutors		$0.00
2	3	4	Site License		$3,213.00
4	2	1	General supplies for PFE activities		$1,017.00
4	2	1	Light snacks for PFE activities		$2,000.00
5	1	2	STEMscope Science Kits		$5,724.00
				Sub-Total	$599,066.64
			Title 1, Part A ESF/School Improvement Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	2	Solution Tree Training		$8,741.00

Title 1, Part A ESF/School Improvement Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$8,741.00