

ORTEGA EL
Ortega Elementary -TIP
2021/2022

Work Hard. Act Smart. Lead with Heart!

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DMAC Solutions ®

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Campus Mission

Ortega Elementary School will establish, with the help of our parents and community members, a safe, supportive, creative, and collaborative environment that provides rigorous learning experiences based on high quality academic instruction and rich interpersonal opportunities that result in students meeting or exceeding state standards of performance which prepares them to be college, career and life ready.

Campus Vision

We envision Ortega Elementary as an empowered community of innovative problem solvers who value lifelong learning, and lead socially responsible, productive lives.

Campus Values

Students First
Compassion
Relationships
Whole-child
Listen & Respect Kids Needs
Hard Work
Growth Mindset
Perseverance
Lifelong Learning
Good Character
Flexibility
Honesty

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

ORTEGA EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey by continuing to support district and campus SEL initiatives, identify groups and areas that need more attention and to increase the opportunities for our staff and students to be healthier.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals.	Principal	September - May		Criteria: Agendas of team leader meetings with CSH components completed. 10/27/21 - On Track
2. implement a CSH team that will meet throughout the year to ensure that we are on track to meet all the requirements, and identify additional opportunities that will contribute to meeting CSH goals.	Administrators, Attendance Clerk, Attendance Committee, Coaches, Counselor, Parent Support Specialist	August - May		Criteria: CSH meeting minute CSH meeting agenda CSH meeting attendance sheets CSH goals met CSH plans for improving health of students and staff 10/27/21 - On Track
3. Survey staff and students about ideas that they would be interested in participating in, sponsoring and promoting.	Administrators, Attendance Committee, CATCH Team, Coaches, Counselor, Parent Support Specialist, PE Teacher, Students, Teachers	Aug-May		Criteria: Survey Survey results Event plans 10/27/21 - Some Progress

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Objective 2. (Social and Emotional School Climate) For the 21-22 school year, our counselor will promote and increase social and emotional growth, with 100% of our students, here on campus, by hosting meetings that serve the purpose of developing our student's social and emotional preparedness. (Condition #2 & 4)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselor will work with teachers to implement "Peace Areas" in every classroom and demonstrate how they should be used as well as demonstrate to students how to create the same type of space in their homes. (Condition #5)	Counselor, Teachers	August - May		Criteria: Peace areas identified in all classrooms. 10/27/21 - On Track
2. Counselor will schedule and visit with classes on a weekly basis to promote social emotional growth.	Counselor, Students	August-May		Criteria: Counselor's schedule Counselor's meeting plans/lesson plans for class sessions 10/27/21 - On Track
3. As teachers identify students that need additional social emotional support, the counselor will work to identify student groups to work with, in effort to provide additional supports and tools to students that need to work towards overcoming their social emotional challenges.	Counselor, Students, Teachers	Aug-May		Criteria: Identification of counselor small groups Students using tools/strategies to work through issues Teacher feedback Counselor feedback 10/27/21 - On Track

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Objective 3. (Family Engagement) Provide appropriate training for Ortega staff on how to engage and communicate with families, in effort to increase family engagement from/with our families from other countries as well as with our native families, throughout the school year. (Condition #1)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide time during staff meeting for case worker from local family shelter to talk with staff about the families that live in the shelter, resources provided, and ways staff can keep in contact with families currently living in the shelter. (Condition #6 & 7)	Principal	August-May		Criteria: BOY Agendas with included PD 10/27/21 - Completed
2. Ensure that the Parent Support Specialist is made aware of (by the registrar), all of our incoming students from the nearby shelters, to offer additional family/student supports and opportunities for parent training that will be hosted throughout the school year.	Parent Support Specialist, Parents, Registrar	Aug-May		Criteria: Parent attendance in engagement events Parent Support Specialist documentation Fliers and Robo-calls to families/community Event sign-in logs 10/27/21 - On Track
3. Teachers will communicate with Parent Support Specialist and counselor when students demonstrate a need for non-academic supports such as, the need for clothing, food, shelter, sleep, hygiene support, etc.	Counselor, Parent Support Specialist, Parents, Students, Teachers	Aug-May		Criteria: Counselor documentation PSS documentation Teacher documentation Student needs being met Increased well being of the whole child 10/27/21 - On Track

ORTEGA EL

Goal 2. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) Throughout the 2021-2022 SY, all students will engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) HMH Instructional materials with key ideas, essential questions, and recommended materials are used across classrooms, including resources that are text rich and intentionally designed to meet the needs of students with disabilities and English learners among other student groups, will enable 100% of our Kinder – 5th grade ELAR teachers to increase student academic performance, heavily focused on literacy, throughout this school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lesson plans will include how HMH materials will be used in lesson delivery. Development of common assessments using HMH instructional/assessment resources.	Assistant Principal, Principal, Teachers	August - May		Criteria: Lesson Plans, Student products, Student grades, Teacher created assessments. 10/27/21 - On Track
2. Professional Development for how to effectively implement and routinely utilize HMH instructional resources.	Assistant Principal, Principal, Teachers	August - May		Criteria: Teacher participation certificate for HMH professional development opportunities. Classroom observation of turn around implementation of skills taught and resources used during HMH PD. Professional Development Sign-in sheet. 10/27/21 - Completed
3. HMH resources will be used not only in whole group settings, but will be utilized to support small group interventions/struggling students. (Condition #3)	Teachers	August - May		Criteria: During observations, evidence of HMH materials being used during small group interventions will be observed. Small group intervention plans will include how HMH materials will be used to support interventions. (Groups created in data meetings). Student familiarity with materials. 10/27/21 - Significant Progress

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Throughout the 2021-2022 SY, campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) Through the implementation of weekly data meetings (in PLCs) 100% of teachers and school leaders will analyze and disaggregated student data and progress using both formative and summative assessment to identify gaps, plan for small group instruction and re-teach, and develop know/show charts and exemplars in preparation for upcoming instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meeting dates are set and on Calendars for each PLC	Principal	September 3		10/27/21 - Completed
2. Administer weekly common assessments in 3rd-5th grade.	Teachers	August-May		Criteria: School City reports. Data gathered from teacher created assessments (ie..spelling test). 10/27/21 - On Track
3. Bi-weekly data analysis meetings to determine next steps related to instruction, small grouping and re-teach.	Assistant Principal, Principal, Teachers	August - May		Criteria: Planning meetings; PLC agendas, meeting minutes. 10/27/21 - Significant Progress

ORTEGA EL

Goal 4. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Students with 504 services) Ensure that the campus is in compliance by holding 100% of the required 504 meetings by the required due date throughout this school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and send invite to all necessary stakeholders simultaneously, to expedite the confirmation of the date and attendees of the scheduled meeting.	Assistant Principal	August-May		Criteria: Record of invites. Signed consents. Teacher feedback. Parent feedback. Record of confirmed attendance. Signature obtained from committee members in attendance of meeting(s). 10/27/21 - On Track
2. Collecting all required documentation before meeting date to ensure that all necessary information can/will be presented at the meeting, preventing need to reconvene for any reason.	Assistant Principal	August-May		Criteria: Necessary documentation uploaded (Frontline/Laserfiche). Necessary Signatures obtained. IAP distributed. Receipts of accommodation documented. 10/27/21 - On Track
3. Review meeting due dates and put meetings on calendar in advance in order to provide stakeholders with advanced notice of meeting dates.	Assistant Principal	August - May		Criteria: Meeting invitations. Intent to attend confirmations. Pertinent documentation uploaded. Event is on the calendar. 10/27/21 - On Track
4. Hold 504 annual and reevaluation meetings simultaneously.	Assistant Principal	August - May		Criteria: Purpose(s) of meetings is indicated on gathered and uploaded documentation. Feedback from parent and teachers support purpose(s) of meeting. 10/27/21 - Significant Progress

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Objective 2. (Disproportionality in discipline referrals) 100% of our teachers will have a parent/teacher conference (in person or virtual) with the parent of a student that they are planning on writing a referral for, prior to writing a referral for reasons that are not considered non-discretionary reasons, in order to decrease the number of referrals and the number of incidents committed by our students considered disproportionality represented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Develop a system for monitoring consistent implementation of BIP fidelity, to include evidence of the provision of IEP accommodations, and/or IEP behavioral strategies, this will be a topic visited in PLC's to ensure that the teachers are all practicing/implementing the accommodations and to discuss/address undesirable behaviors that they may be increasing.</p>	<p>Principal, SpEd Administrator, Teachers</p>	<p>August-May</p>		<p>Criteria: Decreased referrals. Effective implementation of BIP's/IEP's. Increased conversation around positive reinforcement. Topic on PLC agenda. Increase of effective communication/relationships with parents of students that may require referrals to be written.</p> <p>10/27/21 - Pending</p>
<p>2. Conduct Problem Solving ARD meetings when implementation of BIP/IEP strategies are failing to address repeat and increase of unwarranted and undesirable behaviors.</p>	<p>Principal, SpEd Administrator, Teachers</p>	<p>August-May</p>		<p>Criteria: Topic of discussion on ARD agenda. Referrals that reference implementation of IEP/BIP failing to address behavior. Calls to parent(s) logged in ECST. Parent/teacher conference documented. Counselor intervention. Principal/Assistant Principal intervention. Parent input/feedback. Teacher input/feedback.</p> <p>10/27/21 - Significant Progress</p>
<p>3. Contact and consult with your special education campus coordinator PRIOR to holding a Manifestation Determination ARD meeting to determine that all proper prior steps have been taken, documented, and communicated properly.</p>	<p>Principal, SpEd Administrator, Teachers</p>	<p>August - May</p>		<p>Criteria: Calls and conferences properly documented in Ecst. Proper implementation of BIP/IEP. There may be documented referrals. Counselor input/feedback. Principal/Assistant Principal input/feedback.</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				10/27/21 - Pending

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Objective 3. (Admission, Review, and Dismissal (ARD) meetings) Ensure that in 100% of the ARD meetings, the committee will set attainable annual goals that will lay out what the student will be working toward over the school year to ensure that 100% of Special Education students get the most out of an IEP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide written guidance to parents, special education staff and administration on how to utilize alternative means of ARD participation such as by telephone or video conference (i.e. Zoom, Teams), to ensure that all committee members are able and available to participate in the decision making process to best support the development of the student's IEP.	Principal, SpEd Administrator	August - May		Criteria: Parent participation in virtual and in-person ARD's. Well developed, inclusive IEP to support student academic progress. Recorded virtual meetings. Signed participation logs. Teacher input/feedback forms. Parent input/feedback. 10/27/21 - On Track
2. In effort to have the entire committee present for all ARD meetings, ensure parents are provided written ARD meeting notices at least 5 school days prior to the ARD unless parents agree to a shorter time frame.	Principal, SpEd Administrator	August - May		Criteria: Meeting notices. Returned parent confirmation of intent to attend. Signed Committee attendance log. Documented calls to parent to invite to meeting. 10/27/21 - On Track
3. Perform monthly IEP goal check-ins to determine student progress, as the student should be working effectively towards meeting all goals established by the team, throughout the school year.	Principal, SpEd Administrator, Teachers	August - May		Criteria: Monitoring meeting sign in. Documentation of goals met. Documentation of student progress. Teacher input/feedback. 10/27/21 - Pending
4. Share TEA developed special education resources with parents (i.e. TEA Parent's Guide to the ARD Process) to ensure that they are aware of their role and responsibilities as an ARD committee member.	Parents, Principal, SpEd Administrator	August - May		Criteria: Parent signed receipt of information. Parent participation in ARD meetings. 10/27/21 - On Track

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Objective 4. (STAAR Alt 2 Participation) 2021-2022 SY, 100% of the staff that is involved with STAAR Alt 2 testing process will attend/participate in district and campus training to ensure preparedness of test proctors, student(s), proper recording and submission of student responses, before testing window opens, to best serve all STAAR Alt 2 student participants.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review student IEP STAAR ALT 2 Eligibility criteria to ensure that STAAR ALT 2 justification statements are appropriately documented in IEP.	Intervention Staff, Principal, SpEd Administrator, Teachers	August - May		Criteria: Alignment between IEP and STAAR Alt 2 requirements/expectations Meeting/training/professional development sign in sheets STAAR Alt 2 calendar and plan for test administration 10/27/21 - Some Progress
2. CTC will allow appropriate time to prepare and to allow test proctors to familiarize themselves with all of the components of STAAR Alt 2 testing and the common irregularities that are encountered with STAAR Alt 2, which will be new to this campus as there have not been any STAAR Alt 2 testers in prior years.	Assistant Principal, Teachers	Feb-April		Criteria: Training documentation Sign in and sign out for material prep Meeting attendance logs 10/27/21 - Pending
3. Teachers will ensure that students taking STAAR Alt 2 know what their accommodations are and how to use and ask for them. Students will have an understanding of how to best utilize the abundance of time that they have to take the assessments.	Assistant Principal, Students, Teachers	Aug-May		Criteria: Students knowledge of their accommodations Well prepared test proctors 10/27/21 - Some Progress

ORTEGA EL

Goal 5. (Increased Enrollment & Attendance) Campus enrollment will increase from 143 students to 230 students by May, 2022, (refer to 21-22 projection).

Objective 1. (Increased Enrollment) During the 2021-2022 SY, campus enrollment will increase from 206 students to 250 students by May, 2022, (refer to 21-22 projection), our growth will potentially contribute to progression in growth of our Dual Language Program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement our 9 weeks Attendance Challenge to increase student consistency in attendance.	Attendance Committee, Parent Support Specialist, Principal	August - October		Criteria: Attendance prizes to be raffled. Pics of students that won attendance challenge. Rewards for all students eligible for attendance challenge. 10/27/21 - On Track
2. Establish an Attendance Committee.	Assistant Principal, Attendance Clerk, Parent Support Specialist, Principal	August - May		Criteria: Documentation from attendance meetings. Sign-in sheets for attendance meetings. Plans developed by attendance committee to address attendance concerns. 10/27/21 - Completed
3. Teachers, Parent Support Specialist and administrators will monitor consecutive absences and make phones, home visits and implement attendance contracts when phone calls and home visits fail to rectify consistency in student absences.	Administrators, Attendance Clerk, Attendance Committee, Parent Support Specialist, Teachers	Aug-May		Criteria: Attendance records Call logs in eCST Visits documented in eCST 10/27/21 - On Track

ORTEGA EL

Goal 5. (Increased Enrollment & Attendance) Campus enrollment will increase from 143 students to 230 students by May, 2022, (refer to 21-22 projection).

Objective 2. (Online Registration) SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule 4 parent sessions on campus with computer access for parents to register their children.	Parent Support Specialist	May-June		10/27/21 - On Track
2. PSS will visit local daycares and child care centers to provide registration information and support for our PK programs, at the end of the school year to promote enrollment and early registration.	Administrators, Parent Support Specialist	April - June		Criteria: Increased enrollment Fliers PSS documentation Completed online registration 10/27/21 - Pending
3. When there is evidence of incomplete online registration, registrar will reach out to families to provide support in getting online registration completed.	Registrar	May-July		Criteria: Completed online registrations Registrar documentation 10/27/21 - On Track

ORTEGA EL

Goal 5. (Increased Enrollment & Attendance) Campus enrollment will increase from 143 students to 230 students by May, 2022, (refer to 21-22 projection).

Objective 3. (Community Outreach) Participate in 10 community outreach activities throughout the school year designed to increase enrollment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PSS will visit local area communities to provide information about the programs and open enrollment at Ortega.	Parent Support Specialist	Sept.-May		Criteria: Fliers PSS documentation Increase in enrollment 10/27/21 - Pending
2. Host community events that will spread the word about Ortega throughout the community. Plans include community movie night, community yard sale, community walk.	Campus Leadership Team	Oct-May		Criteria: Community events/participants Fliers Invoices for items purchase to host events Attendance logs 10/27/21 - Pending
3. Continue to reach out to no-shows and when families come into register inquire about other elementary aged children in the home, provide Ortega program information and assist with registration/enrollment.	Registrar	Aug-May		Criteria: Increased enrollment Fliers district website info shared 10/27/21 - Pending

ORTEGA EL

Goal 6. (Exemplary Customer Service) During the 2021-2021 SY, 100% of our students, faculty and staff will know and implement district and campus Covid protocols, as we focus on safety for all throughout the school year, and minimize the chances of our most vulnerable population contracting the Covid virus due to activity here on campus.

Objective 1. (Exemplary Customer Service) During the 2021-2021 SY, 100% of our students, faculty and staff will know and implement district and campus Covid protocols, as we focus on safety for all throughout the school year, and minimize the chances of our most vulnerable population contracting the Covid virus due to activity here on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members.	Office Staff, Parent Support Specialist, Principal	August- May		Criteria: Robo calls made to families about need to know information related to Covid, and other pertinent news. Letters sent home to families about pertinent information. Emails sent to families about pertinent information. Weekly folders to send information home to families. Newsletters 10/27/21 - On Track
2. As questions arise, families will likely resort to submit concerns via Let's Talk, and in response to that we will use Strive to read and accurately respond to 100% of campus Let's Talk dialogues within 24 business hours.	Assistant Principal, Office Staff, Principal	August-May		Criteria: Let's Talk submissions closed within 24 hours. Positive interactions with families/parents. No escalations, issues/concerns will be resolved at the campus level. 10/27/21 - On Track
3. Ensure the grounds, safety protocols, signage are consistently monitored and effectively maintained in order to minimize the possibility of compromising anyone's safety.	Principal	August - May		Criteria: Proper signage posted. Safety committed input/feedback. Safety committee sign in sheets. Safety committee meeting agendas. Teacher seating charts. Lunchroom seating charts. Nurse conducts health checks. Covid protocols adhered to 100%. Sanitation stations throughout the campus and classrooms. Immediate response to students not feeling well.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Isolation area in nurses office. 10/27/21 - On Track

ORTEGA EL

Goal 7. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 10/27/21 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/27/21 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 10/27/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/27/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 10/27/21 - Completed

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 10/27/21 - Completed 10/27/21 - Discontinued
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 10/27/21 - On Track
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				10/27/21 - Discontinued
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/27/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 10/27/21 - Completed

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

ORTEGA EL Site Base

Name	Position
Stephens, Jennifer	Campus Manager
Traylor, Danya	Assistant Principal
Stapleton, Steven	Executive Director of Elementary Schools
Rusnak, Michele	Assistant Director of Elem. PE
Cordero, Gina	Director Campus & District Accountability

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ORTEGA

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	86	50	100	80	100	63	100	71	94	100	92	94
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ORTEGA

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	297	31		2	1	2	242		1		1	14					142				
2018-2019	292	31					233			1		16					146				
**2019-2020	315	54					230					24					167				
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	155		3	1	3		262		1	1	1	40		2		2					
2018-2019	146			1			266			1		50									
**2019-2020	148						285					65									

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)? Suspensions are decreasing over time and females are less likely to be suspended than males.

What are the top 3 reasons students get referrals? Causing physical harm to another student; causing physical harm to an adult or destroying school property.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ORTEGA

SY 20-21 MAP Growth BOY to EOY

	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	22	32	18	50	20	45	10	45	-5	7	0	14	86	6	0	33	67	-19
2	26	42	23	35	27	37	22	41	6	12	25	8	67	13	38	31	31	-36
3	26	38	12	50	0					3	*	*	*	0				
4	24	29	38	33	12	67	17	17	-16	1	*	*	*	0				
5	40	23	35	43	0					4	*	*	*	0				
All	138	32	26	42	59	46	17	37	-5	27	22	15	63	19	26	32	42	-21

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages? Students are not making adequate progress throughout the year. More students are scoring at the mastery level at BOY than EOY. This is true in both languages.

SY 20-21 TELPAS Progress

	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021		2020 to 2021	2021			
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K						--	--	--	--
1						25%	38%	13%	13%
2						--	--	--	58%
3						*	*	*	*
4						*	*	*	60%
5						*	*	*	44%
All									

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components? Since the participation rate was very low in 2021, it is very difficult to note trends in TELPAS data.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ORTEGA

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).

	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged					
		# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	
2021 STAAR																											
Math	03	12	46	33	8	0	0	--	--	--	--	11	50	27	0	0	1	33	*	*	*	12	50	33	8	0	
Math	04	20	74	25	15	10	2	67	*	*	*	15	71	13	7	0	1	100	*	*	*	16	70	19	6	6	
Math	05	20	44	35	10	0	2	40	*	*	*	17	47	41	12	0	0	--	--	--	--	19	48	37	11	0	
Math	All	52	53	31	12	4	4	44	*	*	*	43	54	28	7	0	2	29	*	*	*	47	54	30	9	2	
Reading	03	10	38	60	20	10	0	--	--	--	--	9	41	56	11	0	1	33	*	*	*	10	42	60	20	20	
Reading	04	22	79	50	27	14	2	67	*	*	*	17	77	47	24	6	1	100	*	*	*	18	75	44	17	6	
Reading	05	22	50	59	27	14	2	40	*	*	*	19	54	63	32	16	0	--	--	--	--	21	54	62	29	14	
Reading	All	54	55	56	26	13	4	44	*	*	*	45	57	56	24	9	2	29	*	*	*	49	56	55	22	10	
Writing	04	21	75	29	14	5	3	100	*	*	*	15	68	20	7	0	1	100	*	*	*	18	75	22	11	6	
Science	05	22	49	27	9	0	2	40	*	*	*	19	53	32	11	0	0	--	--	--	--	21	53	29	10	0	

	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services									
		# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets	% Masters					
2021 STAAR																										
Math	03	12	50	33	8	0	4	80	*	*	*	4	67	*	*	*	3	60	*	*	*					
Math	04	16	70	19	6	6	9	75	11	0	0	7	100	0	0	0	7	88	0	0	0					
Math	05	19	48	37	11	0	9	41	33	11	0	1	25	*	*	*	3	60	*	*	*					
Math	All	47	54	30	9	2	22	56	18	5	0	11	69	9	0	0	13	72	8	0	0					
Reading	03	10	42	60	20	20	3	60	*	*	*	3	43	*	*	*	3	50	*	*	*					
Reading	04	18	75	44	17	6	8	67	38	13	0	7	100	14	0	0	7	88	29	14	14					
Reading	05	21	54	62	29	14	10	45	50	10	0	1	25	*	*	*	3	60	*	*	*					
Reading	All	49	56	55	22	10	21	54	43	10	0	11	61	18	0	0	13	68	31	8	8					
Writing	04	18	75	22	11	6	7	58	29	14	0	6	86	0	0	0	8	100	0	0	0					
Science	05	21	53	29	10	0	10	45	10	0	0	1	25	*	*	*	3	60	*	*	*					

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?
 Special education students are not scoring at the meets or masters level. There are low participation rates across the board and therefore, difficult to create trends. 4th Math seemed to score higher at meets and masters than 3rd & 5th.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ORTEGA

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	4.17%	3.03%	5.56%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	8.99%	10.80%	8.59%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)? ?Students have the opportunity to work with other G/T students during enrichment activities such as STEM challenges and Makerspace.

How are you communicating with all families about GT and/or advanced learning opportunities? We are publicizing G/T opportunities through Robocalls, campus website, and Principal Coffee Chats.

How do you support a culture that provides advanced learning opportunities to all students? **Encouraging teachers to teach in new and innovative ways such as STEM challenges, Makerspace, and BLENDED learning.**

² Includes African American students who are within the “Two or more races” category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	R	O	E		E	E	E		E	R	E		O	E	E		E	E	R	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ORTEGA

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	5% (12)	7.1% (20)	
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			%100
% of African American SpEd students	SEEDS			.82%
% of Initial, Transfer, and Annual ARDs held on time	CRTE	N/A	N/A	N/A
% parent participation for ARD meetings	CRTE	N/A	N/A	N/A
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	SEEDS	0%	0%	0%
<p>Special Populations reflection: Ortega serves 504, GT, Special Education (including speech only) and English Language Learners. As our enrollment fluctuates our special populations seem to remain consistent in numbers. We work diligently to adhere to IEPs/IAP's and to provide services and accommodations that our students need and benefit from.</p>				

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	16	0	15	0	0	0	0	1	15	5	1	<25	14	2			
Growth Score	41																
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N																

Math #PM Tests	15	0	14	0	0	0	0	1	14	5	1	<25	13	2			
Growth Score	13																
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N																
Total															0	2	

*EL Current and Former

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ORTEGA

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)? In 2021, the campus did not have the minimum number of 25 students in most student groups. Therefore, the only group that was counted in Domain 3 was the “All Students” group in Reading and Math.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	276	238	281	
	Students in enrollment area				
Transfers	Transfers to other AISD schools	76	81	85	78
TELL Survey	General School Climate	88%	90%	94%	93%
	Managing Student Conduct	80%	87%	96%	98%
	Principal Leadership	78%	81%	93%	89%

Reflection Questions: Why do you think families are transferring to other AISD schools? We serve a high mobility community and we have learned that typically when a rental lease expires our families relocate to other communities and transfer their children to the home school of the community that they move into. We also receive students that have temporary living arrangements in the nearby men’s and women’s shelters, and these families come and go in a matter of a few months, sometimes weeks, as well. There are also nearby charter schools that offer things like free after school care, free uniforms and likely some COVID relief supports that our campus does not offer. This too may contribute to transfers, and to families choosing charters rather than the school they are zoned for.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases? Enrollment continues to fluctuate. Since 17-18 campus enrollment continued to remain steady, however COVID has impacted enrollment. Many families are hesitant to enroll their child and are instead keeping their child at home (PK grades) or choosing virtual options.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ORTEGA

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies				X
Campus Website			X	
Phone/Voicemail/Email Practices				X
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals				X
Customer service prioritization				X
Facility & Operations				
Grounds			X	
Safety Protocols			X	
Signage			X	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? This year we will focus on safety protocols. Since COVID cases continue to rise in the community, it is imperative that all staff are aware of campus safety protocols and these are followed strictly.</p>				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ORTEGA

- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ORTEGA

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - ORTEGA

Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	4	4	4	3	3	3

3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
--	--	--

4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

Focus Area for Improvement	Rationale
EA 5.3	Data-driven instruction will help teachers to make better informed instructional decisions and help all students to achieve at greater levels. This is also in harmony with the district focus on Leverage Leadership.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - ORTEGA

EA 4.1	Ensuring that classroom formative assessments are rigorous and aligned both vertically and horizontally will facilitate student achievement and help the campus improve on state accountability measures.
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Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	86	50	100	80	100	63	100	71	94	100	92	94
SY 21-22 Goal	89%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

As our score is currently 86%, we will continue with our CSH best practices. One change that will help to bring CSH to the forefront of campus needs is that our new PE teacher will serve as a Team Leader on campus. This will help to disseminate information and CSH goals.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - ORTEGA

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	297	31		2	1	2	242		1		1	14					142				
2018-2019	292	31					233			1		16					146				
**2019-2020	315	54					230					24					167				
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	155		3	1	3		262		1	1	1	40		2		2					
2018-2019	146			1			266			1		50									
**2019-2020	148						285					65									

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)? Suspensions are decreasing over time and females are less likely to be suspended than males.

What are the top 2 reasons students get referrals?

Causing physical harm to another student; destroying school property;

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - ORTEGA

SY 20-21 MAP Growth BOY to EOY

English										Spanish								
Grd	BOY				EOY				Change	BOY				EOY				Change
	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg		Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	
1	22	32	18	50	20	45	10	45	-5	7	0	14	86	6	0	33	67	-19
2	26	42	23	35	27	37	22	41	6	12	25	8	67	13	38	31	31	-36
3	26	38	12	50	0					3	*	*	*	0				
4	24	29	38	33	12	67	17	17	-16	1	*	*	*	0				
5	40	23	35	43	0					4	*	*	*	0				
All	138	32	26	42	59	46	17	37	-5	27	22	15	63	19	26	32	42	-21

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

Students are not making adequate progress throughout the year. More students are scoring at the mastery level at BOY than EOY. This is true in both languages.

SY 20-21 TELPAS Progress

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2021				
Grade	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	--	--	--	--
1	25%	38%	13%	13%
2	--	--	--	58%
3	*	*	*	*
4	*	*	*	60%
5	*	*	*	44%
All	39%	39%	33%	45%

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components? Since the participation rate was very low in 2021, it is very difficult to note trends in TELPAS data.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - ORTEGA

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches Meets	% Meets Masters	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets Masters	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets Masters	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets Masters	% Masters
2021 STAAR																					
Math	03	12	46	33	8	0	0	--	--	--	--	11	50	27	0	0	1	33	*	*	*
Math	04	20	74	25	15	10	2	67	*	*	*	15	71	13	7	0	1	100	*	*	*
Math	05	20	44	35	10	0	2	40	*	*	*	17	47	41	12	0	0	--	--	--	--
Math	All	52	53	31	12	4	4	44	*	*	*	43	54	28	7	0	2	29	*	*	*
Reading	03	10	38	60	20	10	0	--	--	--	--	9	41	56	11	0	1	33	*	*	*
Reading	04	22	79	50	27	14	2	67	*	*	*	17	77	47	24	6	1	100	*	*	*
Reading	05	22	50	59	27	14	2	40	*	*	*	19	54	63	32	16	0	--	--	--	--
Reading	All	54	55	56	26	13	4	44	*	*	*	45	57	56	24	9	2	29	*	*	*
Writing	04	21	75	29	14	5	3	100	*	*	*	15	68	20	7	0	1	100	*	*	*
Science	05	22	49	27	9	0	2	40	*	*	*	19	53	32	11	0	0	--	--	--	--
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches Meets	% Meets Masters	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets Masters	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets Masters	% Masters	# Scored Tests	% Participation	% Approaches Meets	% Meets Masters	% Masters
2021 STAAR																					
Math	03	12	50	33	8	0	4	80	*	*	*	4	67	*	*	*	3	60	*	*	*
Math	04	16	70	19	6	6	9	75	11	0	0	7	100	0	0	0	7	88	0	0	0
Math	05	19	48	37	11	0	9	41	33	11	0	1	25	*	*	*	3	60	*	*	*
Math	All	47	54	30	9	2	22	56	18	5	0	11	69	9	0	0	13	72	8	0	0
Reading	03	10	42	60	20	20	3	60	*	*	*	3	43	*	*	*	3	50	*	*	*
Reading	04	18	75	44	17	6	8	67	38	13	0	7	100	14	0	0	7	88	29	14	14
Reading	05	21	54	62	29	14	10	45	50	10	0	1	25	*	*	*	3	60	*	*	*
Reading	All	49	56	55	22	10	21	54	43	10	0	11	61	18	0	0	13	68	31	8	8
Writing	04	18	75	22	11	6	7	58	29	14	0	6	86	0	0	0	8	100	0	0	0
Science	05	21	53	29	10	0	10	45	10	0	0	1	25	*	*	*	3	60	*	*	*

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)? Special education students are not scoring at the meets or masters level. There are low participation rates across the board and therefore, difficult to create trends. 4th Math seemed to score higher at meets and masters than 3rd & 5th.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - ORTEGA

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	4.17%	3.03%	5.56%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	8.99%	10.80%	8.59%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)? Students have the opportunity to work with other G/T students during enrichment activities such as STEM challenges and Makerspace.

How are you communicating with all families about GT and/or advanced learning opportunities?
We are publicizing G/T opportunities through Robocalls, campus website, and Principal Coffee Chats.

How do you support a culture that provides advanced learning opportunities to all students?

Encouraging teachers to teach in new and innovative ways such as STEM challenges, Makerspace, and BLENDED learning.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	R	O	E		E	E	E		E	R	E		O	E	E		E	E	R	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	5% (12)	7.1% (20)	
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			%100
% of African American SpEd students	SEEDS			.82%
% of Initial, Transfer, and Annual ARDs held on time	CRTE	N/A	N/A	N/A
% parent participation for ARD meetings	CRTE	N/A	N/A	N/A

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - ORTEGA

% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE	0%	0%	0%
<p>Special Populations reflection: Ortega serves 504, GT, Special Education (including speech only) and English Language Learners. As our enrollment fluctuates our special populations seem to remain consistent in numbers. We work diligently to adhere to IEPs/IAP's and to provide services and accommodations that our students need and benefit from.</p>				

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	16	0	15	0	0	0	0	1	15	5	1	<25	14	2			
Growth Score	41																
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N														0	1	0

Math #PM Tests	15	0	14	0	0	0	0	1	14	5	1	<25	13	2			
Growth Score	13																
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N														0	1	
Total															0	2	

*EL Current and Former

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - ORTEGA

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)? In 2021, the campus did not have the minimum number of 25 students in most student groups. Therefore, the only group that was counted in Domain 3 was the “All Students” group in Reading and Math.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	276	238	281	258
	Students in enrollment area				
Transfers	Transfers to other AISD schools	76	81	85	78
TELL Survey	General School Climate	88%	90%	94%	93%
	Managing Student Conduct	80%	87%	96%	98%
	Principal Leadership	78%	81%	93%	89%

Reflection Questions: Why do you think families are transferring to other AISD schools? We serve a high mobility community and we have learned that typically when a rental lease expires our families relocate to other communities and transfer their children to the home school of the community that they move into. We also receive students that have temporary living arrangements in the nearby men’s and women’s shelters, and these families come and go in a matter of a few months, sometimes weeks, as well. There are also nearby charter schools that offer things like free after school care, free uniforms and likely some COVID relief supports that our campus does not offer. This too may contribute to transfers, and to families choosing charters rather than the school they are zoned for.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases? Enrollment continues to fluctuate. Since 17-18 campus enrollment continued to remain steady, however COVID has impacted enrollment. Many families are hesitant to enroll their child and are instead keeping their child at home (PK grades) or choosing virtual options.

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	1-Support Needed	2-Developing	3- Meets Expectations	4-Exceeds Expectations
Campus Communication Goals & Practices				
Campus Communication Strategies				X

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - ORTEGA

Campus Website			X	
Phone/Voicemail/Email Practices				X
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals				X
Customer service prioritization				X
Facility & Operations				
Grounds			X	
Safety Protocols			X	
Signage			X	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? This year we will focus on safety protocols. Since COVID cases continue to rise in the community, it is imperative that all staff are aware of campus safety protocols and these are followed strictly.</p>				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - ORTEGA

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form)*
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach documentation of Parent/Family Involvement Policy on your campus stationary)*
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. *(Upload ALL documents in PlanWorks)*

Ortega Elementary
Campus Name

[Signature]
Principal's Signature

9/2/21
Date

Austin ISD Data Tracker - SY 21-22

Campus Name: Ortega															
Grade Level	Student Group	Subject Tested	Performance Level	2019	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
					Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
All	All	Reading	App.	79%	SCA 1	90%	62%	SCA 2	90%		SCA 3	90%	STAAR	90%	
All	All	Reading	Meets	37%	SCA 1	60%	32%	SCA 2	60%		SCA 3	60%	STAAR	60%	
All	All	Reading	Masters	15%	SCA 1	30%	23%	SCA 2	30%		SCA 3	30%	STAAR	30%	
All	All	Math	App.	83%	SCA 1	90%	72%	SCA 2	90%		SCA 3	90%	STAAR	90%	
All	All	Math	Meets	40%	SCA 1	60%	50%	SCA 2	60%		SCA 3	60%	STAAR	60%	
All	All	Math	Masters	19%	SCA 1	30%	33%	SCA 2	30%		SCA 3	30%	STAAR	30%	
All	All	Science	App.	67%	SCA 1	90%	83%	SCA 2	90%		SCA 3	90%	STAAR	90%	
All	All	Science	Meets	38%	SCA 1	60%	72%	SCA 2	60%		SCA 3	60%	STAAR	60%	
All	All	Science	Masters	11%	SCA 1	30%	28%	SCA 2	30%		SCA 3	30%	STAAR	30%	
All	Emer. Bilingual	Reading	Meets	29%	SCA 1	36%	20%	SCA 2	36%		SCA 3	36%	TELPAS	36%	
All	African American	All	Meets	41%	SCA 1	60%	30%	SCA 2	60%	0%	SCA 3	60%	STAAR	60%	
All	Hispanic	All	Meets	42%	SCA 1	60%	40%	SCA 2	60%	0%	SCA 3	60%	STAAR	60%	
All	Emer. Bilingual	All	Meets	43%	SCA 1	60%	31%	SCA 2	60%	0%	SCA 3	60%	STAAR	60%	
All	Special Education	All	Meets	55%	SCA 1	60%	26%	SCA 2	60%	0%	SCA 3	60%	STAAR	60%	
3rd	All	Reading	Meets	46%	SCA 1	60%	35%	SCA 2	60%		SCA 3	60%	STAAR	60%	
3rd	All	Math	Meets	36%	SCA 1	60%	52%	SCA 2	60%		SCA 3	60%	STAAR	60%	

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:

Raw	Scaled	Grade
60	90	A

The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).

Strategic Plan Scorecard Elements

TEA Data Tracker Elements