

BETSAIDA ORTIZ

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PRINCIPAL

PROVIDING CONSISTENT LEADERSHIP AND EDUCATOR SUPPORT IN DRIVING STUDENT ACHIEVEMENT

Transformational, experienced school leader with proven success motivating and bolstering educator growth and student achievement with perseverance, creativity, and cutting-edge best practices. Demonstrated success leading instruction and operations at the elementary, middle, and high school levels, imparting a clear vision for success and safety while prizing shared and personal accountability. Championing critical reflection and continuous improvement, establishing an environment of kindness, care, and professionalism.

EDUCATIONAL LEADERSHIP EXPERIENCE-SCHOOL DISTRICT OF PHILADELPHIA

Middle Years for Arts and Humanities | Philadelphia, PA | August 2023 to Present

PRINCIPAL

- To satisfy a \$483,221 Grant,
Developed and Implemented a Social and Emotional learning curriculum
MTSS -Developing and implementing a comprehensive Multi-Tiered System of Supports (MTSS) plan to improve student outcomes and address diverse learning needs.
- Provide visionary leadership to black and brown students, overseeing all school operations.
- Collaborate with teachers, staff, and parents to develop and implement a comprehensive school improvement plan
- Utilize data analysis to monitor student achievement and implement evidence-based instructional strategies to improve outcomes.
- Lead professional development initiatives to support teacher growth and innovation
- Manage the school budget, allocate resources effectively, and ensure fiscal responsibility

John H. Brown Elementary | Philadelphia, PA | JAN 2023 to AUGUST 2023

CO-PRINCIPAL

Lead a community of learners during a transitional phase in leadership.

- *Implemented policies and procedures to celebrate their first 8th-grade class.*
- *Implemented Parent communication newsletter in multiple languages*
- *Implemented a small group instruction accountability that focused on unfinished learning.*
- *Overhauled morning entrance procedures to ensure that students were supervised in the morning. This decreased student lateness by 10%*
- *Developed a deployment plan to address safety concerns*
- *Decreased the Climate support lateness by 50%*
- *implemented a PBIS system that held students accountable for positive behavior.*
- *Created a space for students to pause and reflect on decisions made incorporating restorative practices*
- *Developed a system to ensure a tiered approach to student and teacher interactions.*

EDUCATION

M.Ed., Educational Leadership

Lehigh University
Bethlehem, PA

BA, Spanish K-12

Eastern University,
St. Davids, PA

CERTIFICATIONS

Restorative Practices,

IIRP
Bethlehem, PA

Principal Certification K-12

Lehigh University

ESOL Certification K-12

Administrative II, K-12

Accomplishments

- **Nomination:** 2018 Robert E. Lively Award by sitting Principal.
- **Interviewed by IIRP**
Article: The Power of a Circle.
- **Interview:** WHYY Restorative Justice.
- **Commendation** for successful Implementation of Restorative Practices

Delaplaine McDaniel Elementary School | Philadelphia, PA | Jan 2020 to Jan 2021**PRINCIPAL**

Chosen to lead an environment transitioning from a two-campus school marred by a newspaper article. Implemented accountability and regular observations. Steered the urban elementary amid harsh poverty, crime, and mental health issues, resulting in many trauma-informed students and challenges beyond the classroom.

- *Deployed Professional Learning Communities in supporting differentiated professional growth and building staff leadership capacity. Leveraged the feedback cycle to promote teacher development and student engagement. Supported teachers using the Charlotte Danielson Evaluation Framework and real-time feedback.*
- *Designed/facilitated professional development, including Backwards Planning, Data Analysis, and Differentiated Instruction.*
- *Reduced out-of-school student suspensions by 85% and raised student attendance using PBIS and new attendance-incentive programs.*
- *Analyzed formative assessment student performance data (PSSA, Benchmarks, DRA, Aimsweb) and authentic student work to address gap skills and align interventions, including I-Ready Reading and Math, Lexia Core 5, small group instruction, and Extended Day Program to support students at risk. Guided continuous school improvement using multiple data sources.*
- *Cultivated strong, transparent relationships with diverse students, families, and community stakeholders to foster a positive school climate and an environment of inclusivity and collaboration.*
- *Served as LEA and provided ongoing professional development for teachers to design IEPs for students with disabilities*

Frankford High School | Philadelphia, PA | 2016 to 2020**ASSISTANT PRINCIPAL**

When the Harding Middle School Principal transitioned into Frankford High School, I transitioned with him a year later.. While at Frankford, I worked on a participatory, career-and-college-focused, outcomes-driven school culture for students.

- *Led a team of 3 Deans in supporting teachers in classroom management and school climate—established structures and systems, reducing suspensions by 30%.*
- *Coordinated ninth-grade academic and social supports and interventions, resulting in 80% of freshmen receiving five quality credits. An increase of 10%*
- *Facilitated and developed targeted Professional Development workshops, which improved instructional programs and increased overall student achievement by 5%.*
- *Led steadily amid change, adapting to three different assistant superintendents and leadership styles in four years.*
- *Conducted classroom observations and teacher evaluations.*
- *Supervised School-Based Teacher Leaders and developed others through instructional coaching, co-visits, planning, and debriefing.*
- *Created and supervised extracurricular activities that bridged school culture with academics, fostering increased parent and community involvement.*
- *Coordinated the provision of student support services, directing programs designed for students at risk of failure.*
- *Served as LEA; managed the Special Education Department to ensure access and compliance for students with disabilities.*

"A visionary and transformational leader"

"Betsaida's expertise in curriculum, instruction, and data analysis is phenomenal"

"Principal Ortiz is a driven and passionate servant leader"

Colleague Feedback

Warren G. Harding Middle School | Philadelphia, PA | 2012 to 2016**ASSISTANT PRINCIPAL**

Employed evidenced-based practices promoting student attainment of academic goals.

- *Reduced student discipline by 35% and increased student attendance by 33%, designing and maintaining efficient school-based systems.*
- *Monitored/assessed teacher performance through informal and formal observations.*
- *Trained and certified to provide turnaround training in Restorative Practices*
- *Trained and implemented AVID -Advancement Via Individual Determination, a schoolwide college and career readiness*

system. AVID is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

- Analyzed academic and climate data to unearth trends and monitor progress toward school-wide goals.
- Supervised and managed the Special Education department; served as LEA; reviewed IEPs, and collaborated to develop specifically designed instruction

Carnell Middle School | Philadelphia, PA | 2008 to 2012

ASSISTANT PRINCIPAL

Managed discipline for up to 240 sixth to 8th-grade students, collaborating with parents, foster homes, and school personnel daily. Strived to provide fair and equitable treatment of all students.

- Supported eight teachers in developing and implementing classroom management strategies, influencing the growth and development of an achievement-focused school culture.
- Collaborated with students, teachers, and parents to implement strategies supporting a positive, conducive learning environment, including PBIS and MTSS.
- Sustained and monitored safety throughout the building and conducted Town Hall Meetings.
- Maintained databases compiling information on student attendance, discipline, and merit.
- Led a school-wide initiative on Restorative Practices and Peer mediation to resolve student conflict

TEACHING EXPERIENCE

Edison High School | Philadelphia, PA | 2000 to 2008

SPANISH TEACHER

Delivered rigorous instruction for grades 9 to 12 in Spanish. Served as Acting Dean of Students as needed.

- Created a classroom environment emphasizing differentiated instruction and modification related to students with IEPs. Data-informed instruction and research-based strategies guided the learning process toward achieving curriculum goals.
- Utilized progress-monitoring tools to maintain and enhance student academic achievement.
- Facilitated school-based professional development workshops and served as Teacher Leader and Grade Group Liaison in the Literacy content area.

William Penn High School (A Demonstration High School) | Philadelphia, PA | 1994 to 2000

SPANISH TEACHER

Taught Spanish to Spanish Speakers in grades 10-12

- As a Demonstration Teacher, I utilized the most current educational techniques and instructional media, which contributed to effective teaching practices; as a teacher leader modeled lessons for teachers.
- Utilized progress Analyzed student learning and planned and administered a variety of appropriate assessments,
- Collaborated with colleagues and actively participated in grade-level and school-level teams
- Ensured effective and positive parent communication.

Fairhill Elementary School | Philadelphia, PA | 1990 to 1992

ESOL TEACHER

- Dedicated English as a Second Language Teacher fluent in Spanish with strong communication and assessment skills.
- Patient and goal-oriented with a drive to educate new and existing U.S. Citizens in the English Language. Proven abilities in working with a wide range of age levels, providing appropriate and creative instruction
- Implemented diverse approaches to ensure both language and academic success
- Analyzed student learning and planned and administered a variety of appropriate assessments

Julia de Burgos Bilingual Middle Magnet | Philadelphia, PA | 1990 to 1992

ELA TEACHER

- *Implemented diverse approaches to ensure both language and academic success*
- *Analyzed student learning and planned and administered a variety of appropriate assessments*

References Available Upon Request