



Campus Name: Ortiz Middle School

Campus Number: 338

Principal Name: Samuel Dominguez

School Support Officer Name: Cesar Martinez

Chief School Officer Name: Jorge Arredondo

Area School Office: East

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

Mission

Ortiz Middle School exists to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Ortiz graduates are active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Vision

Ortiz graduates are internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

SCHOOL PROFILE

Daniel Ortiz Jr. Middle School is located at 6767 Telephone Road in the Glenbrook Valley Community. The current enrollment, by PEIMS Summer Collection 2016-2017, is 1168 students. Ortiz MS serves students in grades 6, 7, and 8. The ethnic breakdown of the student population is approximately 72.7% Hispanic, 22.5% African American, 1.2% White, and 3.0% Asian/Pacific Islander. Approximately 11.9% of the students qualify for special education services and 28.0% are English language learners (ELL). Ortiz offers the English as a Second Language program for ELL students, and Special Education instruction is provided via the Co-Teaching Model, Life Skills, and the Behavior Student Center. Our school is a Title I school, and 100% of the families are eligible for free or reduced lunch. Furthermore, 6% of the students are enrolled in the Gifted and Talented program and receive instruction in pre-advanced placement classes. Ninety-five percent of the students are considered At-Risk. The attendance rate for 2016-2017 was 95.04%. Neighborhood associations include the Glenbrook Valley Civic Club and the Meadowbrook Civic Club.

SHARED DECISION MAKING

Organizational Structure

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

Membership Composition of the SDMC

Number of Classroom Teachers	5	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	2	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Revordia Denson	Classroom Teacher
Devin Williams	Classroom Teacher
Myrian Arvizu	School-based Staff
Amanda Benitez	Non-Instructional Staff
Gabriel Ortiz	Business Member
Rudy Reyes	Community Member
Claudia Guerra	Community Member
Natasha Johnson	Parent
Jennifer Espindola	Parent
Samuel Dominguez	Principal
Michael Johnson	Classroom Teacher
Evelyn Hart	Classroom Teacher
Marlene Gutierrez	Classroom Teacher
Erin Mayo	School-based staff

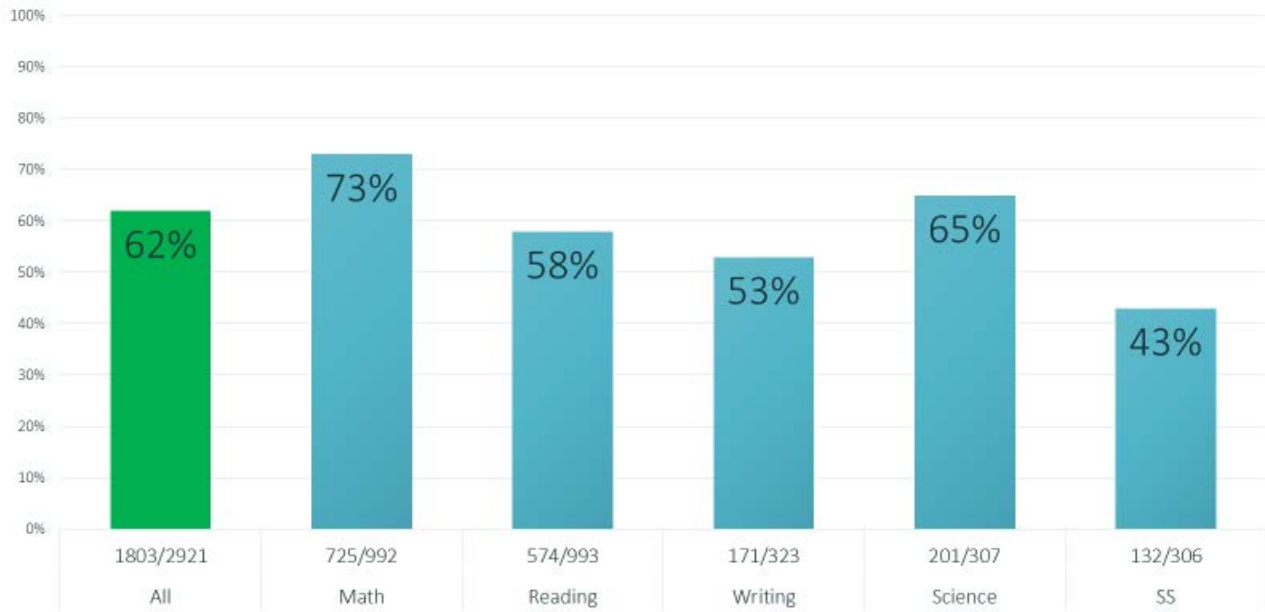
Other Campus Intervention Team members (non-SDMC):

For campuses designated for *Improvement Required, Focus or Priority* for 2016-2017:

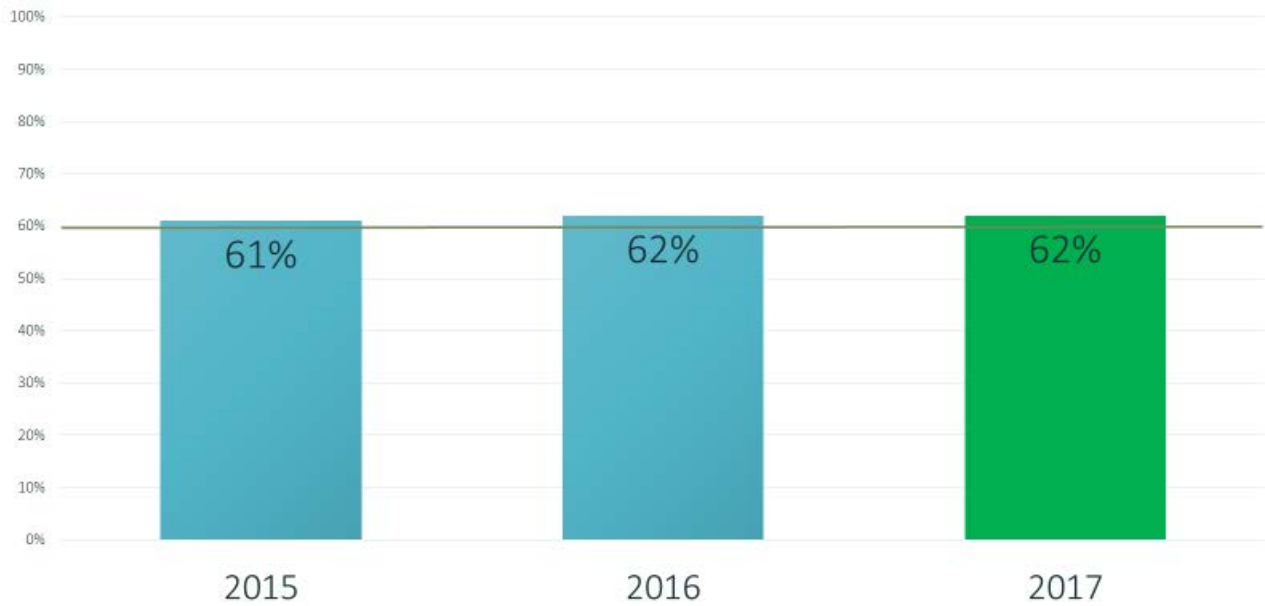
Name	Position
Cesar Martinez	School Support Officer (SSO)
Click here to enter text.	Professional Service Provider (PSP)
Morgan McKinley	Teacher Development Specialist (TDS)
Tamara Dean	Other district personnel – position: TDS
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other: Click here to enter text.

Narrative of Data Analysis and Root Causes

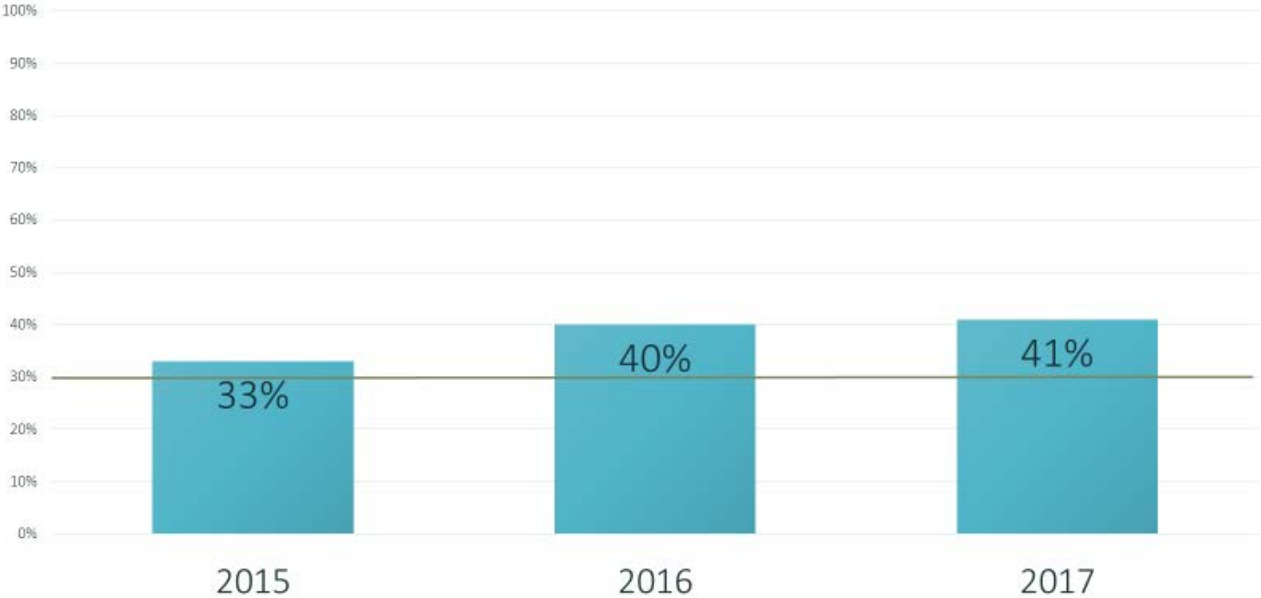
Met Approaches Standard on STAAR 2017
By Department



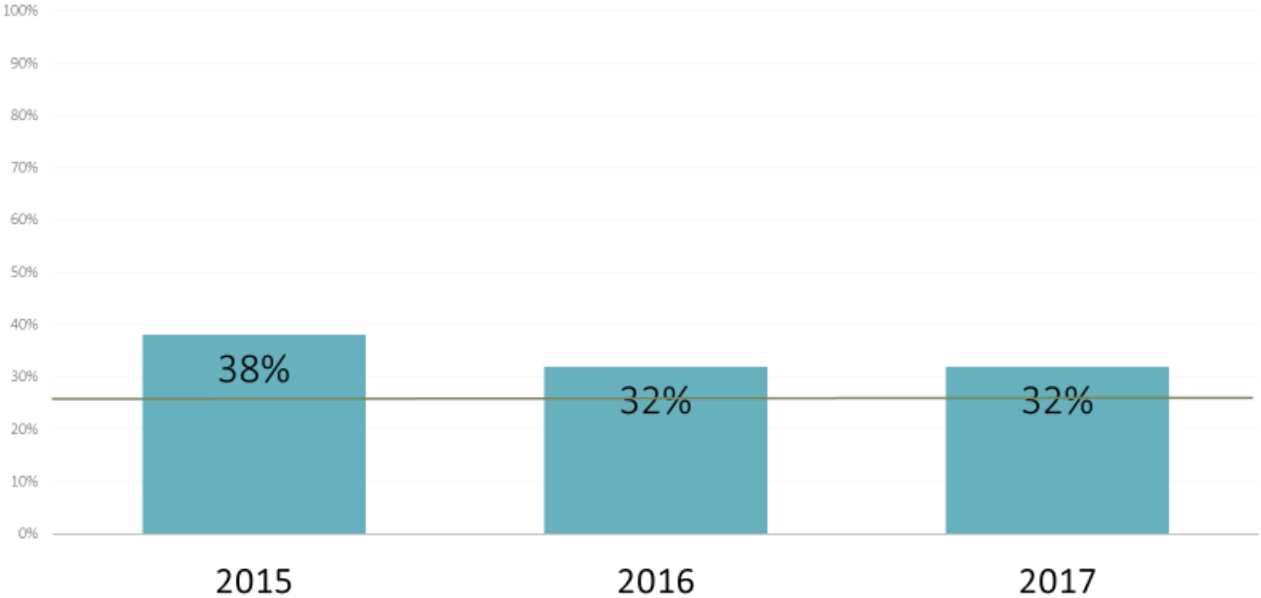
Index 1
3-year Comparison



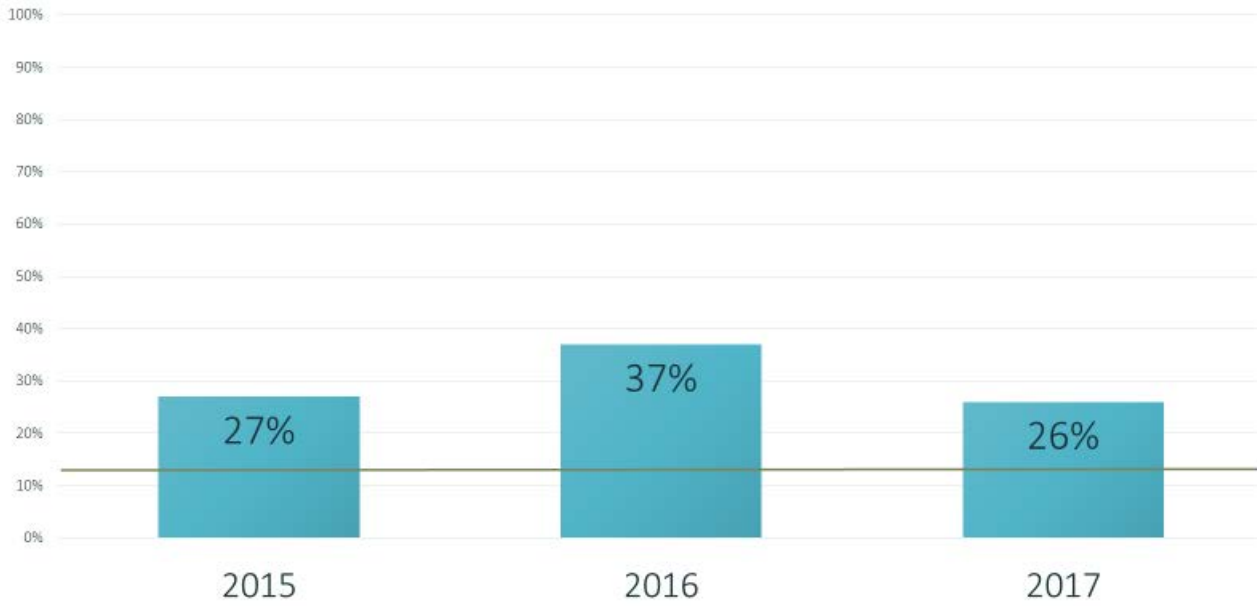
Index 2 3-year Comparison



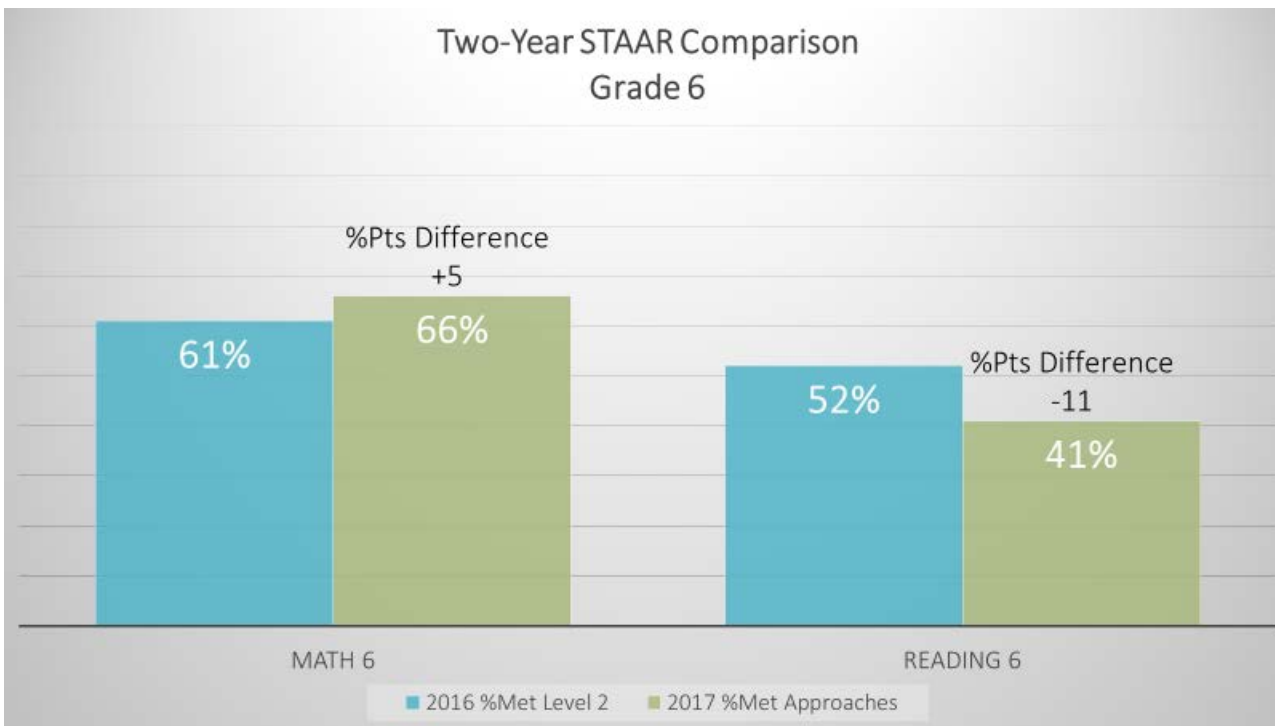
Index 3 3-year Comparison



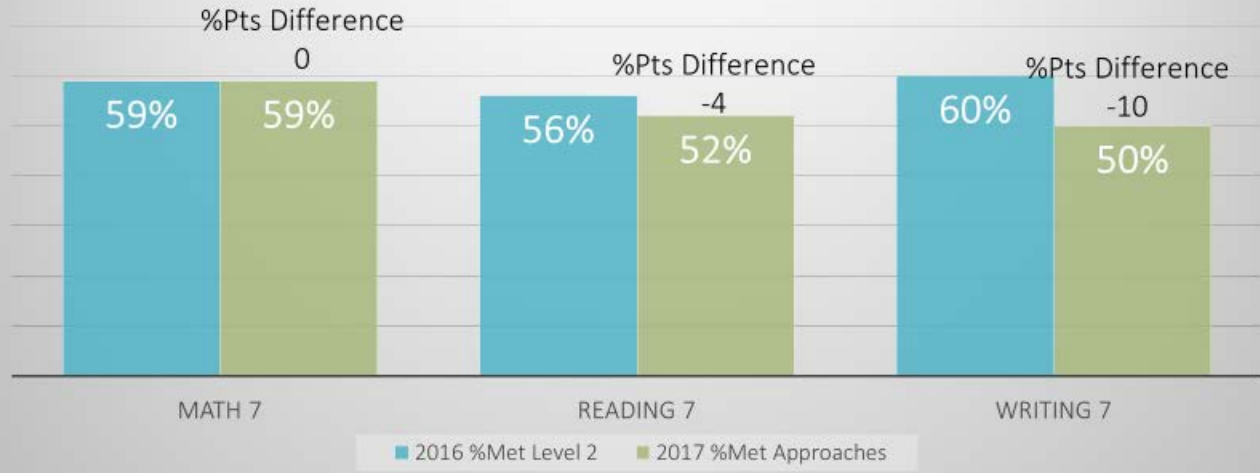
Index 4 3-year Comparison



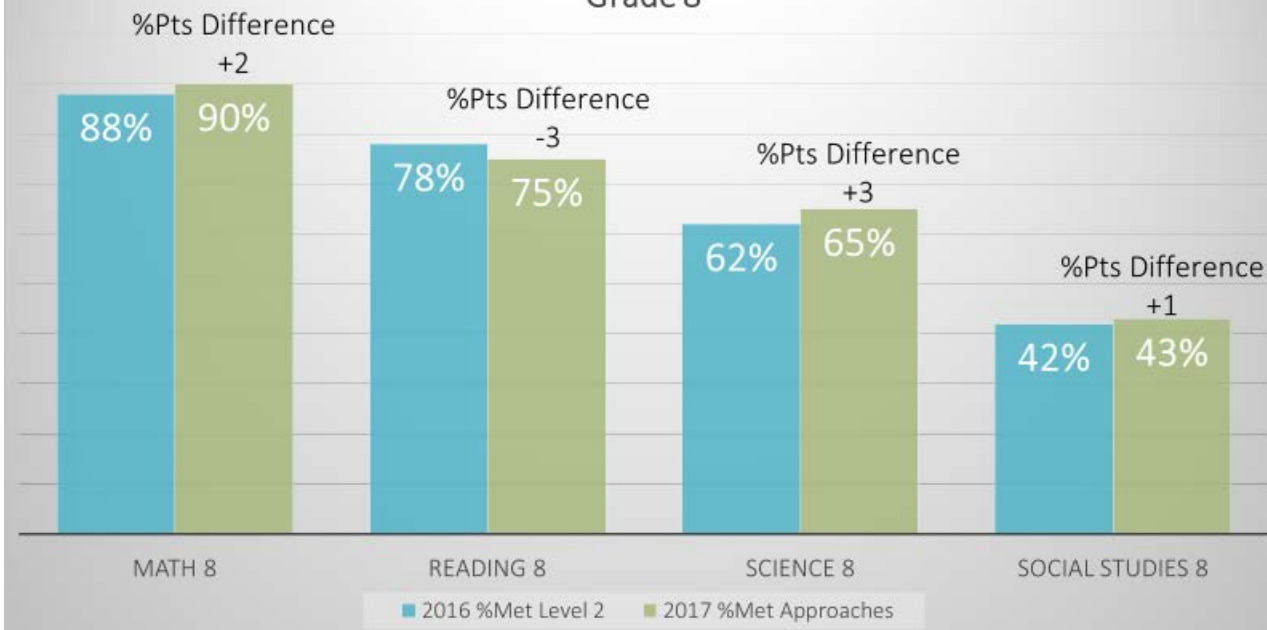
Two-Year STAAR Comparison Grade 6



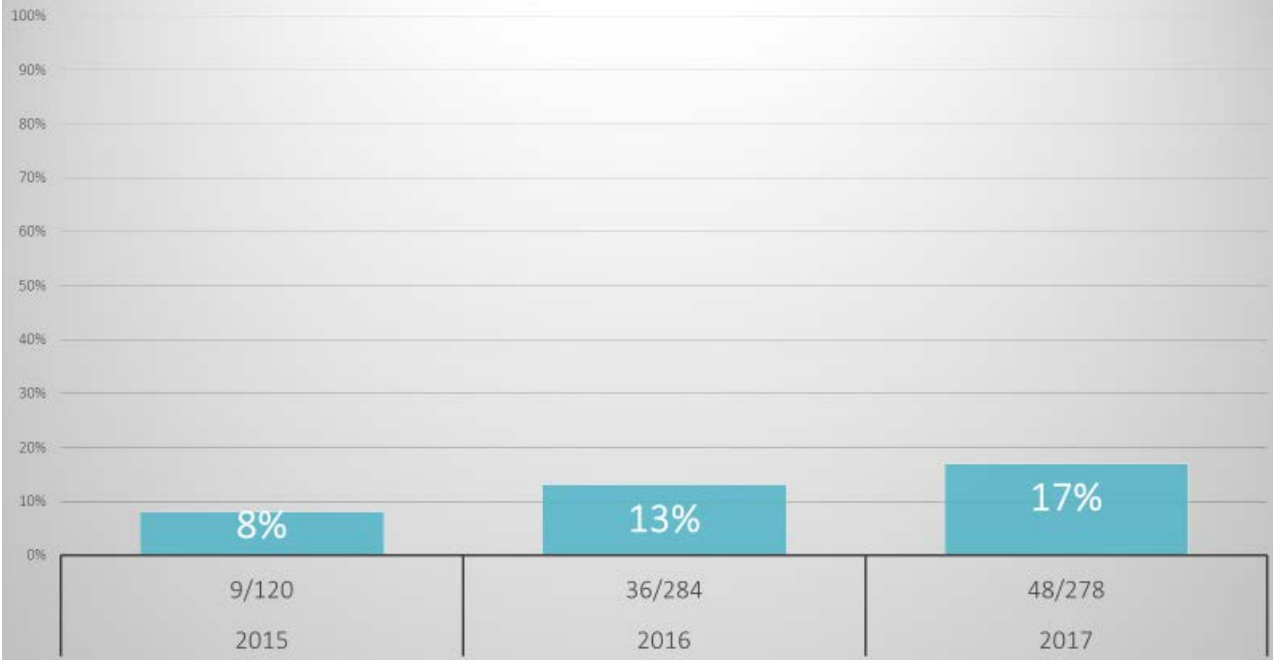
Two-Year STAAR Comparison Grade 7



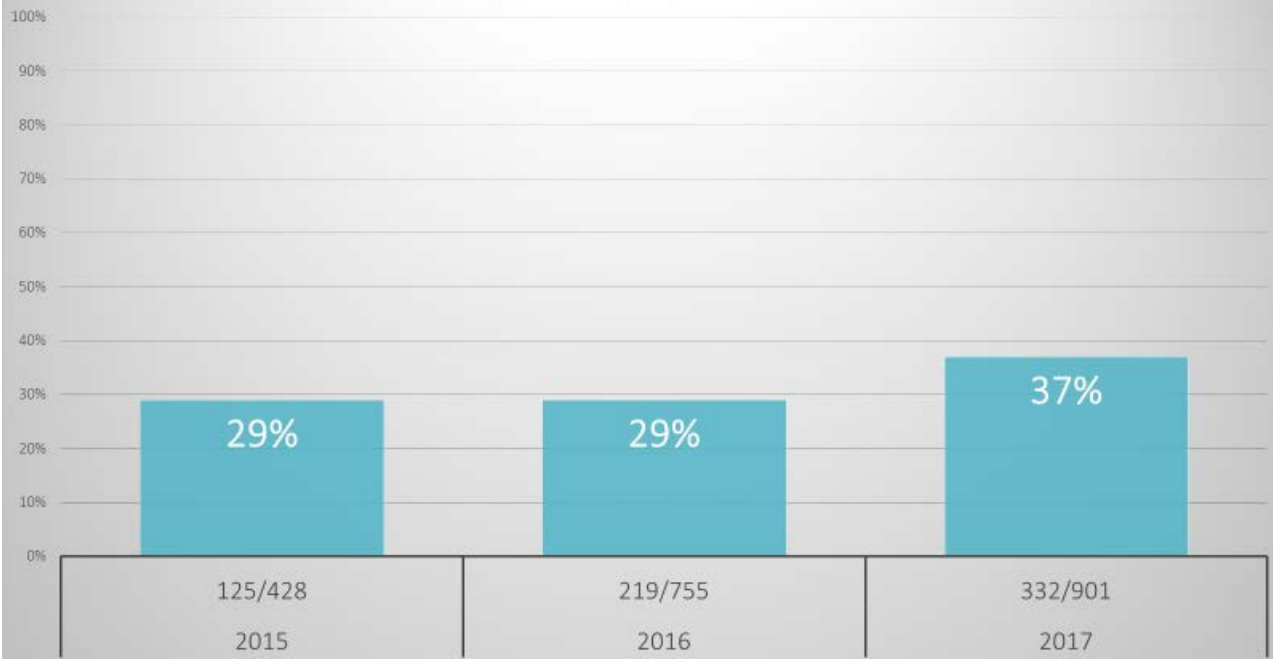
Two-Year STAAR Comparison Grade 8



Special Education



English Language Learners



Narrative of Identified Needs – Include Special Education

1. The reading and writing skills of students at all grade levels is a campus priority. A two-year STAAR scores comparison shows a decrease in the academic performance across grade levels and across special populations. 6th grade scores went from 52% passing rate to 41% for a decrease of 11%. 7th grade went from 56% to 52% for a decrease of 4%, 8th grade went from 78% passing rate to 75% for a decrease of 3%. The 7th grade writing passing score went from 60% passing rate to 50%. One of the root causes for the drop in academic performance is the different metrics used during the two comparison years. The opinion of many experts in the field is that a straight comparison from one year to the next using different metrics is not reliable and they describe it as comparing apples to oranges.
2. Social Studies continues to be a priority this year. Although the STAAR score for 8th grade went up 1% as compared to last year's score, the overall academic performance level is too low.
3. Science scores for 8th grade show an increase of 3% as compared with last year's STAAR scores. The academic performance went up from 63% to 66%. Although this is a positive accomplishment, the trend of increasing by 3 percentage points needs to continue over the span of 5 years to obtain an overall increase of 15% in five years.
4. Safety, and our student and faculty perception of safety on campus, needs to improve in particular as it relates to bullying, bus safety, and gang activity.
5. Attendance in school year 2016-2017 was 95.04%. This was slightly above district goal of 95% and well below campus goal of 97%.
6. The overall academic performance of Special Education students continues to be a campus priority. Although the SPED STAAR scores show a three-year trend of increasing scores, the academic level at which SPED students perform continues to be too low. STAAR scores went up from 8% passing rate to 13% passing rate, to 17% passing rate in the last three years.
7. STAAR scores for ELL students show a trend similar to the trend obtained by SPED students. A three-year comparison shows scores of 29% passing rate, to 29% passing rate, to 37% passing rate in the last three years. Although this is a positive trend. The overall academic performance level of ELL students needs to increase at a rate of three percentage points in the next five years for an overall increase of 15 % in five years.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Index	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
II. Student Progress	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing Gaps	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
IV. Postsecondary Readiness	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Federal System Safeguards				
Reading Performance	No	Click here to enter text.	SPED ELL ECO DISADV	Goal Area 1 ELA/Reading
Reading Participation	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Reading Alt #2	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Performance	No	Click here to enter text.	SPED ELL ECO DISADV	Goal Area 1 Math
Math Participation	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Alt #2	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.
4 Year Graduation	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.
5 Year Graduation	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.

STAFF DEVELOPMENT PLANS

August PD:

Team Building

Curriculum Binders

Grade Level Meetings

TADS Update

IB Unit Planners

IB Policies

IB Approaches to Learning

IB Learner Profiles

Data and Ortiz Expectations

Thinking Maps – new teachers

Job Alike – off campus

Documentation – SPED, 504, PGP's, ESL, Failures

PLC Expectations

Lesson Planning

Backwards Planning

Data Disaggregation/Data Meetings

Technology – On Track, HUB, Grade Speed, OneSource, Renaissance 360

Literacy in the Middle

Handbooks

1st Day Procedures

HISD HUB:

OneSource

Sexual Harassment

Bullying

Blood Borne Pathogens

Child Abuse

Food Allergies

Suicide Prevention

On-going throughout the year as offered by the district and other entities:

Literacy in the Middle

IB Training

Job Alike for Fine Arts (East Area Schools Art Initiative)

lead4ward (leaders)

lead4ward (ELA)

lead4ward (Math)

lead4ward (Sci)

lead4ward (SS)

Early Dismissal Days
 Literacy in the Middle
 Department Lead Meetings
 ESL PD
 GT Certification and 6-hour update
 Arts Initiative Vertical Alignment Meetings

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2017-2018 school year.

Yes No

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL) and EIC (LOCAL)

The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit/Dual Enrollment/Honors students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit/Dual Enrollment/Honors courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before.

Yes No

Rationale for Waiver	
Metrics of Success	

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#2-All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2017-2018 Academic Calendar

This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 20th, November 10th, January 26th and February 23rd of the 2017-2018 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.

Yes No

Rationale for Waiver

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Metrics of Success

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#3-Alternative Schools - PTA/PTO on Campuses with Specialty Instructional Settings Waiver of Local Board Policy GE (LOCAL) and GE1 (REGULATION)

This is a request to waive the requirement for a PTA/PTO program at these unique, highly transitional alternative campuses in HISD. Students attending these campuses are assigned on an individual basis, and many times only assigned for a short duration. Since each child's program is individualized and confidential, individual parent meetings are utilized to discuss student services that meet the needs of every single student. When possible, parents are required to participate in meetings and/or parent conferences to give consent to services rendered. Many times, phone conferences are conducted in lieu of parent attendance to accommodate a particular student status. The impact of this waiver will be measured by the number of individual parent meetings held and its relation to individual student success with the ongoing and self-paced instructional services offered at the campus under the supervision of trained teacher/mentors.

Yes No

Rationale for Waiver

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Metrics of Success

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#4-All Schools – Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL)

The purpose of this waiver is to use a nine week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine week cycle will align and provide for consistent communication with parents. This does not waive required UIL three week progress reporting. With a 9 week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.

Yes No

Rationale for Waiver

Metrics of Success

#5-High Schools - Modified Schedule/State Assessment Days (State General Waiver)

This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a statement of compliance is required.

Yes No

Rationale for Waiver

Metrics of Success

#6-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E)

The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application. Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. The districts and charter schools are required to enroll foreign exchange student who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

Yes No

Rationale for Waiver

Metrics of Success

#7-High Schools – Credits and Curriculum Waiver (School Guidelines, Section VIII)

The purpose of this waiver is to allow students to earn the one-half health credit through the designated disciplines of either physical education (PE) or Biology I by embedding health TEKS and aligning them with the designated discipline. The designated discipline teacher must be certified in Health. TEKS integration must be documented and the course syllabus must be submitted to and approved by Curriculum through the Student Health Advisory Committee (SHAC).

Yes No

Rationale for Waiver

Metrics of Success

SIP Part 2: Goals & Objectives

The SIP requires SMART Goals (which should include a **summative evaluation**, which outlines the factors used to measure the objective at year-end and to determine if it was attained) and measurable objectives based on the Needs Assessment. Campuses **must** address any unmet accountability index and any unmet System Safeguard. Based on the **Data Analysis** and **Needs Assessment**, the following Goals must be addressed. Faced with a priority need, the goal is the changed outcome the campus is planning to accomplish. **All goal areas specific to your campus grade levels must be addressed.**

Goal Area I: Increase Student Achievement (HISD Goal 1)

1. Reading/Language Arts
2. Mathematics
3. Accountability and Federal System Safeguards
4. Index 4 Goals
 - a. Dropout Prevention / Graduation Rate Improvement (MS, HS)
 - b. Ninth Grade Promotion (HS)
 - c. Advanced Course / Dual Credit Enrollment (HS)
 - d. AP/IB Exams Participation and Scores (HS)
 - e. PSAT/SAT/ACT Participation and Scores (HS)
 - f. College Readiness (ES,MS,HS)
5. Attendance

Goal Area II: Improve Safety, Public Support, and Confidence (HISD Goals 3, 5)

- a. Bullying Prevention
- b. Child Abuse & Sexual Abuse Prevention
- c. Coordinated Health Program (Elementary, Middle, and K-8 Campuses Required)
- d. Dating Violence Awareness
- e. Discipline Management – Safe Environments
 - a. DAEP Referrals
 - b. Special Education In-school Suspension
 - c. Special Education Out-of-School Suspension
- f. Drug, Tobacco, Alcohol Prevention
- g. Suicide Prevention
- h. Parent and Community Involvement

Goal Area III: Special Population Goals & Strategies – include funding sources in the Resource Column for Special Populations

- a. Gifted & Talented Program
- b. Special Education Program
 - a. STAAR/EOC Participation
 - b. Representation
 - i. Overall
 - ii. African-American
 - iii. Hispanic
 - iv. ELL
 - c. Placement in Instructional Setting 40/41
- c. Economically Disadvantaged
 - a. STAAR/EOC Participation
- d. English Language Learners
 - a. STAAR/EOC Participation
 - b. TELPAS Reading and Composite Scores
- e. Dyslexia Program

GOAL AREA 1: Student Achievement: Reading/Language Arts

Priority Need:	Improve academic reading performance
Critical Success Factor(s):	6-8 Grade Reading
Goal and Summative Evaluation:	By the end of the school year 2017-2018, the combined Reading percentage of students meeting Approaches Standard on the STAAR Test will increase by 7 percentage points from 58% in 2017 to a combined reading percentage of 65% in 2018.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Analyze and use data to drive instruction in the classroom	Reteach low objectives Spiral content through Do Nows and Exit Tickets	6-8 Reading Teachers D. Perkins M. Malone L. Boze', M. Arvizu, S. Dominguez, E. Mayo	OnTrack	Daily PLC meetings Every three weeks assessments	Teach – test – reteach – retest every three weeks
Teach literacy strategies that are research-based	LIM- District-wide initiative; small group, independent reading, writing, read/think aloud	6-8 Reading Teachers D. Perkins M. Malone L. Boze',	Classroom libraries HUB lessons	Daily independent reading, Daily PLC's Read alouds Think alouds	Administrative coaching, walkthroughs, observations, formative assessments
Targeted tutorials based on data.	Tutorials for specific TEKS targeted for specific students who are low in TEK based on data.	6-8 Reading Teachers D. Perkins M. Malone L. Boze', M. Arvizu, S. Dominguez, E. Mayo	Ontrack data, data-driven tutorial lessons, IB subject guides, hands-on learning, project-based learning, academic vocabulary	After school tutorials and Saturday tutorials beginning in the Fall.	Do Now & Exit ticket data to show student achievement and growth
Use IB framework to deliver curriculum. Students will become global learners and graduates.	IB MYP Programme and resources. Implement 4 unit planners during 2017-2018	6-8 Reading Teachers D. Perkins M. Malone L. Boze', M. Arvizu, S. Dominguez, E. Mayo, T. Garcia	IB Training IB Subject Guides Ibo.org OCC – IB Online Curriculum Centre	Entire school year 2017-2018	Teachers will use IB framework to design real world, global, project-based lessons for students. Students will maintain a portfolio of their work/products and complete community service project.

GOAL AREA 1: Student Achievement: Math

Priority Need:	Math 7 th Grade
Critical Success Factor(s):	Improve academic performance
Goal and Summative Evaluation:	By the end of school year 2017-2018, the combined Math percentage of students meeting Approaches Standard on the STAAR Test will increase from 73% in 2017 to 75% in 2018, and 65% of 7 th grade students will meet the Approaches Standard.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Identify students’ specific math academic needs and implement action plans as needed	Analyze data reports to identify TEKS and assign groups to targeted intervention or enrichment	Math Teachers Dean of Instruction M. Arvizu	STAAR Reports Heatmaps Formative Assessments OnTrack DDI Reports Renaissance 360	August 2017 – June 2018 Daily PLCs; data meetings after each snapshot, every 3-4 weeks	Developed pacing calendars and action plans in response to formative assessment data
Plan relevant math units and effectively deliver math lessons	Collaborate with PLCs, share resources and use researched/best practice instructional strategies. Use the IB framework to design real world, global, project-based math units for students.	Math Teachers Dean of Instruction M. Arvizu T. Garcia D. Johnson	Lead4Ward STAAR Released Items HUB Data Reports Master Teachers Modeling IB Unit Planners IB Subject Guides IB OCC	August 2017 – June 2018 Daily PLCs; data meetings after each snapshot, every 3-4 weeks	Wednesdays LP Review Student Work/products Student projects Walkthroughs and Observations PLC agendas and meeting minutes
Assess and monitor student learning; adjust instructional practices as needed	Develop and administer Snapshots that are well-aligned to the TEKS and STAAR, run data reports and disaggregate data in PLCs. Track TEKS and student groups to monitor and adjust instruction.	Math Teachers Dean of Instruction M. Arvizu	Lead4Ward STAAR Released Items HUB Data Reports Master Teachers Modeling Heatmaps Formative Assessments OnTrack DDI Reports Motivation Math	August 2017 – June 2018 Daily PLCs; data meetings after each snapshot, every 3-4 weeks	CAs Review and Approval List of Action Steps Updated Pacing Calendars Wednesdays LP Review Walkthroughs and Observations PLC agendas and meeting minutes
Develop, implement and monitor Targeted Interventions	Provide tutorials, small-group, and/or pull-out for identified students and TEKS. Administer e-tickets to monitor learning.	Math Teachers Dean of Instruction Clerks M. Arvizu N. Smith O. Escamilla-Reyes	OnTrack Standard Analysis OnTrack Grouping by Standard Lead4Ward Motivation Math Renaissance 360	September 2017 – April 2018 Thursdays Tutorial Calls; Mondays, Saturdays and Spring Break Tutorials	Developed Targeted Intervention Plans Roster of Identified students and TEKS Checkpoints/E-ticket Data

GOAL AREA 1: Student Achievement: Performance Index - Student Achievement /Student Progress/Closing Gaps/Postsecondary Readiness (mandatory, if not met)

Priority Need:	Low percent of student achieving Level III Performance in the STAAR test
Critical Success Factor(s):	Improve Academic Achievement
Goal and Summative Evaluation:	By the end of school year 2017-2018 students at all grade levels and all testing subjects will achieve Level III Performance in STAAR scores at a level 15% higher than STAAR scores in school year 2016-2017.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Identify 15% of students in every class to prepare to move up to the next performance level	Identify students who are close to achieving a higher performance level and guide through tutorials a higher level of achievement	Dean of Instruction Grade Level Assistant Principal, Department Chairs, Teachers	STAAR Data Snapshot Data Historical Academic Performance Data OnTrack Data Snapshot Data	Identify students in September and have monthly checks to ensuring students are progressing towards the goal.	Analysis of STAAR Test scores and snapshots.
Offer Advance Tutorials to students seeking a higher level of achievement	Create tutorials for students who, although have mastered required TEKS, want to perform at higher levels of achievement.	Principal Dean of Instruction Department Chairs Teachers	Provide additional materials and salary for teachers working overtime in this project	Starting in October and continuing until students take the STAAR Test	Teachers should create and maintain a tracking device recording student performance in specific TEKS and progress towards achieving a higher performance level
Inform Parents about STAAR Test levels of achievement	Parents who are knowledgeable about STAAR scores should be an asset in guiding and helping students achieve at higher academic levels.	VIPS Coordinator Title I Coordinator Principal Dean of Instruction Teachers	Have monthly meetings with parents of the students targeted to perform at higher levels.	Start in October and continue until STAAR Test	Greater parent participation in academic issues related to their student level of academic achievement
Public recognition of students attaining higher performing levels	Have a ceremony where students and parents are recognized for achieving higher academic levels. Celebrate publicly academic achievement as a way to create a climate	Principal Dean of Instruction Assistant principals Department Chairs Teachers	Use of the auditorium Schedule time after school hours Overtime pay for supporting personnel Awards (medals, diplomas, etc.)	The ceremony should take place after analysis of STAAR scores.	Greater percent of students achieving level II Performance in the STAAR Test.

	of academic excellence in our campus		Food and drink		
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GOAL AREA 1: Student Achievement: Federal System Safeguards – (mandatory, if not met)

Priority Need:	Did not meet State Performance Status System Safeguards in Social Studies; did not meet Federal Performance Status System Safeguards in Reading or Math.
Critical Success Factor(s):	Improve Academic Achievement
Goal and Summative Evaluation:	Ortiz will meet all State and Federal Performance Status System Safeguards in 2018.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Implement master courses from the Hub in Social Studies.	Social Studies teachers will use master courses from the Hub to teach SS curriculum in all grades.	SS District specialist, SS teachers, department leads, administrators	The Hub	2017 – 2018 school year.	Student achievement and improvement on snapshots; individual student data trackers.
Targeted tutorials based on data.	Tutorials for specific TEKS targeted for specific students who are low in TEK based on data.	Department leads, math teachers, department leads, administrators	OnTrack data, data-driven tutorial lessons, IB subject guides, hands-on learning, project-based learning, academic vocabulary	After school beginning in September; Saturdays beginning in the Fall.	Exit ticket data to show student achievement and growth.
Identify 15% of students in every class to prepare to move up to the next performance level	Identify students who are close to achieving a higher performance level and guide through tutorials a higher level of achievement	Dean of Instruction Grade Level Assistant Principal, Department Chairs, Teachers	STAAR Data Snapshot Data Historical Academic Performance Data OnTrack Data Snapshots Data	Identify students in September and have monthly checks to ensuring students are progressing towards the goal.	Analysis of STAAR Test scores and snapshots.
Use data to drive instruction in the classroom; spiral and scaffold lessons on low TEKS	Data-driven instruction	Teachers, administrators	Data from STAAR, snapshots, District assessments, exit tickets	Daily PLC's; data meetings after each snapshot, every 3-4 weeks.	Teach – test – reteach – retest cycle. Use data to monitor effectiveness/student achievement.
Daily PLC's for teachers	Teachers will meet daily to plan lessons, share instructional strategies, disaggregate data, create snapshots, and	Teachers, department leads, instructional specialists, administrators	Student data, instructional resources	2017 – 2018 school year.	Assessments are aligned and follow teach-test-reteach-retest cycle; lessons are student-centered and engaging; student progress is

	collaborate using backwards planning				evident; individual student data trackers
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GOAL AREA 1: Student Achievement: Attendance

Priority Need:	Maintain attendance rate of 97% for the 2017-2018 school year.
Critical Success Factor(s):	Improve school attendance.
Goal and Summative Evaluation:	By the end of school year 2017-2018, we will achieve a yearly attendance rate of 97%.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Identify students with attendance issues per grade level.	Identify students as soon as the unexcused absences occur per grade level.	Teacher Mr. Dominguez Ms. Boze Ms. Benitez Grade level AP's Grade level clerks Mayor's office Personnel support	Chancery report system Truancy Court Judge Mayor's office personnel support School attendance committee	August -September 2017	Consistent Bi-Weekly DRIP meetings to follow up, reevaluate, adjust attendance charts and reports *Be aware of our attendance rate
Bi-weekly DRIP meetings to discuss truant cases, policies, and procedures to file truancy.	Review existing policies and procedures for chronic absences.	Teacher Mr. Dominguez Ms. Boze Mrs. Benitez Grade level AP's Grade level clerks Mayor's office Personnel support	Chancery report system Truancy Court Judge Mayor's office personnel support School attendance committee	August- May 2016-2017	Consistent Bi-Weekly DRIP meetings to follow up, reevaluate, adjust attendance charts and reports *Be aware of our attendance rate
Identify local resources	Build strong relationships with community.	Teacher Mr. Dominguez Ms. Boze Mrs. Benitez Grade level AP's Grade level clerks Mayor's office Personnel support	HISD Strategic Partners Department East end Schools Magnet Coordinators East End Chamber of Commerce Texans Can Academies	August-May 2016-2017	Reach out to community partnership for more participation on campus

Adopt chronic cases to prevent dropouts	One on one mentoring, group mentoring, parent education.	School counselor	School faculty Paraprofessionals Clerks	September- May 2016-2017	Consistent Bi-Weekly DRIP meetings to follow up, reevaluate, adjust attendance charts and reports *Be aware of our attendance rate
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Goal Area 2: Improve Safety, Public Support, and Confidence:

Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex

Priority Need:	Reducing the disproportionality in out of school suspension
Critical Success Factor(s):	School Culture
Goal and Summative Evaluation:	By June 1, 2018, 75% of Ortiz students will have received good citizenship recognition using the IB attributes.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
100% of the students will be trained on bullying prevention.	Bullying Prevention	M. Arvizu	HISD Hub course.	September 16, 2017	Student certificates
100% of the faculty will be trained on bullying prevention.	Bullying Prevention	E. Mayo	HISD Hub course	August 14-31, 2017	Teacher certificates
100% of teachers will be trained to implement the IB Approach to Learning skill, Learner Profile, and Eagle Ethics	Grade Levels will represent the Eagle Ethics & Learner Profiles	T. Garcia E. Mayo	IB program components	By August 11, 2017	Less approvals for out of school suspensions
100% of the students will be introduced to the IB Approaches to Learning Skill, the Learner Profile, and Eagle Ethics	The ATL, Learner Profile, and Eagle Ethics will be embedded in instruction	Teachers, S. Mitchell R. Booher L. Boze O. E. Reyes A. Mesa T. Garcia M. Arvizu S. Dominguez	IB program components	August 28, 2017 – June 1, 2018	Amount of certificates distributed to students.

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Safety

Priority Need:	Reduce the number of school suspension referrals 75%
Critical Success Factor(s):	Improve school climate
Goal and Summative Evaluation:	The goal is to improve school safety by having 100% of our teachers at their assigned duty posts every day.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Teachers and non-teacher staff will report to assigned morning and afternoon duty from 7:30 AM – 3:25 PM.	Assign teachers and non-teacher staff to specific areas as needed. (Cafeteria, tennis court area, hallways etc.	Administrators	School map with assigned locations.	By August 31, 2017	Daily monitoring using a checklist. Send out friendly reminders to staff members that fail to report to their assigned areas.
Discipline management	Positive reinforcement will be used across the grade levels to assure rules are being followed.	Administrators Teacher support staff counselor	Daily monitor logs. Giving positive feedback to staff monitors.	Throughout the 2017-2018 school year.	Discipline referrals will be reduced through-out the grade levels
100% of the teachers will monitor the hallways during transitions.	Teachers as well as other staff personnel will stand outside their classroom during transitional times	Administrators Teachers Other personnel staff.	Administrator monitor log	August 14, 2017 – June 1, 2018.	Daily monitoring.

Priority Need:	Low parent and community involvement in school events and meetings
Critical Success Factor(s):	Increase Family and Community Engagement
Goal and Summative Evaluation:	In school year 2017-18, we will increase parent involvement on school campus and events by 50% compared to parent attendance for the 2016-17 school year.

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Parent and Community Involvement

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Increase parent participation through VIPS program	Send notification of VIPS sign-up procedures Offer multiple VIPS opportunities for parents throughout year	Magnet Coordinator Webmaster Administration, staff and teachers	Administration, staff and teachers	VIPS Informational Meeting Opportunities for volunteers throughout the year	Increased membership in VIPS program Sign in sheets
Communicate school data, expectations, student progress/growth	Principal Meet and Greet	Administration	Data, supplies, available stakeholders	Once a month (morning and afternoon sessions)	Increased parent involvement Sign-in Sheets
Increase parent/ community awareness of Magnet program offerings and application process	HS Magnet Recruitment Day Magnet Newsletter	Magnet Coordinator Administration Magnet Coordinator	Office of School Choice	September - May	Increased parent involvement Sign-in Sheets
Increase parent/ community awareness of IB program philosophy and requirements	Coffee, Tea, and IB parent informational meetings IB Newsletter	IB Coordinator Administration IB Coordinator	Manager, Advanced Academics/IB Programmes	Four meetings a year (two in the fall, two in the spring) September - May	Increased parent involvement Sign-in Sheets
Share campus culture and showcase student talent and skills to increase parent participation at school events	Invite parents to Open House, Black History Month program, Asian New Year Celebration, Noche Latina program, and Performing and Visual Arts concerts and showcase	Administration Committee Members	Teachers Students Band Choir Orchestra Drama Dance	September – May	Increased parent involvement Sign-in Sheets

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Coordinated Health Program (ES, MS and K-8 Campuses)

Priority Need:	Parents and students have inadequate knowledge and lack of availability to Health programs in the community.
Critical Success Factor(s):	Increase access to health programs and resources in our community while providing public support.
Goal and Summative Evaluation:	In the school year 2017-2018, we will provide access to available health programs and materials to improve understanding to 100% of eligible students.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
100% of qualifying students in need of eyeglasses will be screened and provided eyeglasses.	Coordinated health program.	Nurse, teachers, administrators	Free Eyeglasses Program	Throughout 2017-2018	Fall and Spring eyeglass field trips.
100% of students will be trained on the effects of cyberbullying and safe internet practices.	Cyberbullying prevention/ Internet safety	Administrators	HISD training, NetSmartz program	By December 8 th , 2017	Student certificates/student sign in sheets
100% of eligible students in need of immunizations will be provided opportunities for immunizations	Coordinated health program	Nurse, administrators	Baylor College of Medicine Immunization program	Throughout 2017-2018	Immunization visits
100% teachers will be trained on suicide prevention.	Suicide prevention	Administrators	HISD training	By August 22, 2017	Certificates

GOAL AREA 3: Special Populations: Special Ed., Gifted and Talented, ELL, Economically Disadvantaged, Dyslexia, At-Risk, etc.

Priority Need:	Low SPED. and ELL STAAR scores 6 th , 7 th , & 8 th ; increasing the number of Level III students
Critical Success Factor(s):	Increase academic performance, Improve teacher quality
Goal and Summative Evaluation:	At the end of the 2017 – 2018 school year, 6 th , 7 th , & 8 th grade special population STAAR scores will be 10% higher than the 2017 STAAR scores.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Monitor Snapshot data and rigor level to provide meaningful feedback to teachers of ELL students and SPED students.	Provide professional development; Common Planning/PLC time built into master schedule; Use of literacy libraries	Administration Dean of Instruction Department Chairs Teachers	Region IV HUB Teacher specialist Master Schedule	August 2017-May 2018	Snapshot results/Retest results STAAR Results PD training completion reports
Student-centered lesson activities; student task matches verb(s) of the TEK(s).	Beginning of Year training and materials (PLC's & Pre-Service weeks)	Administration Dean of Instruction Department Chairs Teachers	Content Specialist HUB Content Binders	August 2017-May 2018	Snapshot MOY/EOY Data
Increase academic vocabulary in all content areas for ELL learners and SPED students .	Word walls Ortiz Literacy Plan LIM program	Administration Dean of Instruction Department Chairs Teachers	HUB ELL & SPED Accommodations	August 2017-May 2018	Lesson activities TELPAS results Student progress/levels in the ELL program
Increase the number of students taking PAP courses and HS credit courses.	Provide a more rigorous curriculum using IB framework to increase student achievement and prepare students for advanced courses.	Teachers Administrators Dean of Instruction IB Coordinator	IB Training IB Subject Guides lbo.org OCC – IB Online Curriculum Centre	August 2017-May 2018	The number of students qualifying for PAP and HS credit courses will increase from 2017 school year to 2018 school year

SIP Part 3: Special Funding Goals

Goal Area: Title I, Part A – 10 Required Components of Schoolwide Planning

1. **Comprehensive Needs Assessment** All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards.
 - **Our area of strength is math at all grade levels. Our areas of growth are reading and writing at all grade levels; Social Studies and Science in 8th Grade; and increasing the academic performance level of SPED students and ELL students.**
 - **Title I funds are used to pay the salaries of two Reduction in Class teachers. Title I funds are also used to pay overtime to teachers working Saturdays in our targeted tutorials program and it also pays for our Summer School Program.**

2. **Schoolwide Reform Strategies** List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.
 - 1) **Implementing the International Baccalaureate Program campus wide**
 - 2) **Implementing the Performing and Visual Arts Magnet Program as a way to increase academic achievement**
 - 3) **Planning and delivering data driven instruction**
 - 4) **Providing time for teachers to have Professional Learning Communities meetings daily**

3. **Instruction by Effective Teachers** state the campus' strategies to ensure that 100 percent of your teachers and paraprofessionals are effective teachers.
 - **All our teachers and paraprofessionals are fully certified by the state in their respective subject areas and at their respective professional levels**
 - **Through our appraisal system we identify areas needing improvement in new teachers and experienced teachers. Once these areas of improvement are identified, we provide guidance, training, and professional development to help teachers become effective in those areas**

4. **High-Quality and Ongoing Professional Development** Explain the process to provide high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development must include the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them.
 - **Process of high-quality professional development: All our core teachers attend year-long trainings by Lead4ward and also Literacy in the Middle. These two programs are offered by the district.**
 - **Process of ongoing professional development: Lead teachers are allowed additional time in their daily schedules to work with new and struggling teachers. Lead teacher receive training during the summer and during the school year to effectively support new teachers and to provide in-campus professional development throughout the school year.**

5. **Strategies to Attract and Retain Effective Teachers to High-Need Schools** Describe strategies used to retain and attract effective teachers.
- **Our campus is not identified as a High-Need School**
6. **Strategies to Increase Parental Involvement** Identify at least four (4) strategies specific to your campus to increase parental involvement activities.
- 1) **International Arts Festival in the Fall semester**
 - 2) **International Food Festival in the Spring semester**
 - 3) **Asian New Year Celebration; Black History Month Celebration; Noche Latina**
 - 4) **Magnet and IB News Letter**
7. **Ensure Smooth Transition for Students (PRIMARY/ES)** Explain plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. **(SECONDARY)** Identify transition activities for students as they enter each level (intermediate, middle, high school) and as students exit special programs (e.g. Bilingual, ESL & Special Education).
- **(PRIMARY/ES) Preschool transition: N/A**
 - **(SECONDARY) Transition activities: Spring Break Camp for incoming students; Summer Camp for incoming students; IB Camp for students new to IB; Magnet Tours of the school every Wednesday throughout the year**
8. **Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments** In addition to state performance data, describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 9.
- **Describe measures: Teachers design common assessments in intervals of three to four weeks. They have access to the district-provided snapshot assessments as an additional source of information. The data generated is analyzed by three methods: school provided analysis in excel format; OnTrack, and manually in PLC meetings using Lead4Ward heat maps. Teacher meet daily in PLC's to analyze the data and to inform the instructional decisions needed for the short term and long term academic plan**
10. **Effective, Timely Additional Assistance** Address activities to identify and ensure effective, timely assistance for all students not meeting state standards.
- **Process to identify students: Administrators hold data meetings to analyze summative and formative data to identify students in need of academic intervention. Teachers meet daily to analyze summative and formative data to identify individual students in need of academic support and the specific areas in which students need additional support**
 - **Activities to ensure effective and timely assistance: Saturday Tutorials every Saturday from 9:00 AM to 12:00 PM; Weekdays tutorials from 3:30 to 5:00 PM; Teacher initiated tutorials after school hours; Ongoing intervention plans as needed. In addition, the IAT committee meets once every month to identify students in need of additional academic interventions through the RTI process**

11. Coordination and Integration of Federal, State and Local Services Programs State the strategies to coordinate programs/services/funds under ESSA to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met.

- **Strategies to increase program effectiveness: First, administrators meet weekly with the school's business manager to ensure funds are being used according to federal, state, or local requirements and according also with their respective purpose. Second, we coordinate the different programs in order not to duplicate the services or materials provided by each program. Third, we evaluate the effectiveness of the services we are offering with these funds by making an analysis of cost vs. academic progress.**

Positions Funded Out of Title I Funds
(Please indicate the quantity of each position selected for the school year.)

<ul style="list-style-type: none"> — Parent Engagement Rep — Tutor, Academic (Hourly) — Tutor, Associate (Hourly) — Tutor, Sr. Academic 1 Counselor (must have rationale that shows duties are supplemental to the regular school program) — Social Worker (must have rationale that shows duties are supplemental to the regular school program) — Psychologist (must have rationale that shows duties are supplemental to the regular school program) — Coach, Graduation — Teacher, Intervention (Hourly) All grade levels - [General] — Teacher, Intervention (Hourly) All grade levels – [Math] — Teacher, Intervention (Hourly) All grade levels – [Reading] — Teacher, Intervention (Hourly) All grade levels – [Science] 	<ul style="list-style-type: none"> — Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record) — *Teacher, Class-Size Reduction [General] All elementary grade levels — *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels — *Teacher, Class-Size Reduction [ESL] All elementary grade levels 2 *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels
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Capital Outlay Requested (Y/N)?

If yes, please list the items below. **Please note, all capital outlay requests must receive approval from TEA prior to purchase.**

Indicate “Yes” or “No” below if your campus’ Title I funds will be utilized to fund the following items:

Item	Yes or No
1. In-State Travel	No
2. Out-of-State Travel	No
3. Professional Development	No
4. Field Lessons	No
5. Contracted Services	No
6. Tutoring	Yes
7. Materials and Supplies	No

Goal Area: Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Nurse Edna Hedrick

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2015 (include an estimate of number of students that must be screened): N/A

2. Vision Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Edna Hedrick

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened): N/A

3. Hearing Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Edna Hedrick

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened): N/A

4. Type 2 Diabetes Screening at Grades: 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Edna Hedrick

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened): N/A

5. Spinal Screening at Grades: 6, 9

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Edna Hedrick

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2016 (include an estimate of number of students that must be screened): N/A

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis: Nurse Edna Hedrick

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2015-2016: N/A

7. AED (Automated External Defibrillators) Monthly Maintenance Check

Person certified in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually. Nurse Edna Hedrick

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2017 – 2018 school year. (Include the number of AEDs on campus: N/A

School Improvement Plan SharePoint Site Uploads

The following documents are uploaded to the School Improvement Plan SharePoint Site separately:

1. **The School Improvement Plan**– only upload one time, after your SSO has approved it

Please use the following naming convention:

School name, SIP 2017-2018

2. **The Executive Summary** - This summary is submitted to the HISD Board of Education as part of the public hearing, at which time the Board votes on approval of the SIP.

Please use the following naming convention:

School name, Executive Summary 2017-2018

The Executive Summary gives a brief description of the school's culture and ongoing developments by condensing the more detailed reports in the SIP. The following information must also be included:

- The title, school name, principal's name, and administrative District;
- A brief description of the school, students, and community;
- A description of the areas in need of improvement (based on analysis of data in the needs assessment) that will be addressed in the SIP;
- A list of all measurable objectives, which should match those presented in Part 2 of the SIP; and
- A brief description of the major initiatives or strategies that will be implemented.

3. **The completed Signature Page – including SSO and Chief's signatures**

Please use the following naming convention:

School name, Signature Page 2017-2018