HOUSTON INDEPENDENT SCHOOL DISTRICT

Campus Name: Ortiz Middle school

Campus Number: 338

Principal Name: Samuel Dominguez

School Support Officer Name: Franklin G Cahuasqui

Chief School Officer Name: Geovanny Ponce

Area School Office: East

SCHOOL IMPROVEMENT PLAN 2018-2019

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 2018-2019, is 1038 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 2018-2019 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. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement required* sanctions or federal sanctions as a *Focus* or *Priority* campus. 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 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	**6**	Number of Parents (at least 2)	**2**
Number of School-based Staff (Half the number of classroom teachers)	**3**	Number of Community Members	**1**
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)
Jesseye Brown	Classroom Teacher
Jasmine Davis	Classroom Teacher
Evelyn Hart	Classroom Teacher
Dorothy Johnson	Classroom Teacher
Michael Johnson	Classroom Teacher
Maryah Shewcraft	Classroom Teacher
Lisa Boze	School-based Staff
Tina Garcia	School-based Staff
Myriam Arvizu	School-based Staff
Amanda Benitez	Non-Instructional Staff
Gabriel Ortiz	Business Member
Rudy Reyes	Community Member
Jennifer Espindola	Parent
Natasha Johnson	Parent
Sam Dominguez	Principal

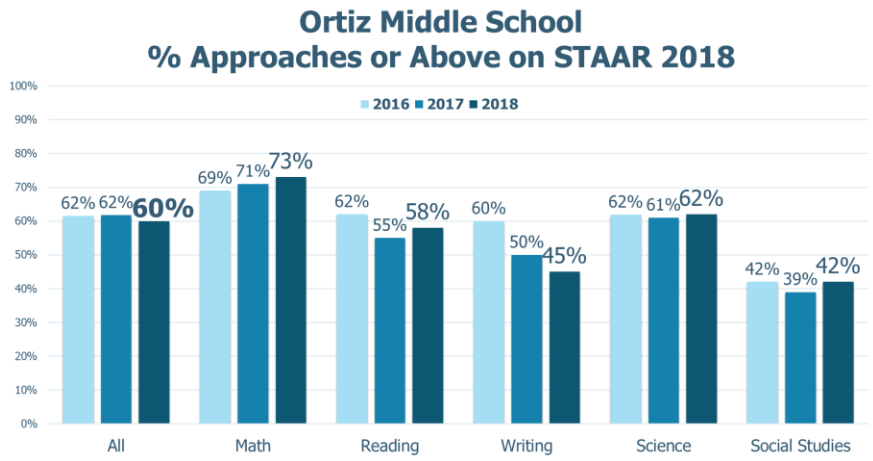
Other Campus Intervention Team members (non-SDMC):

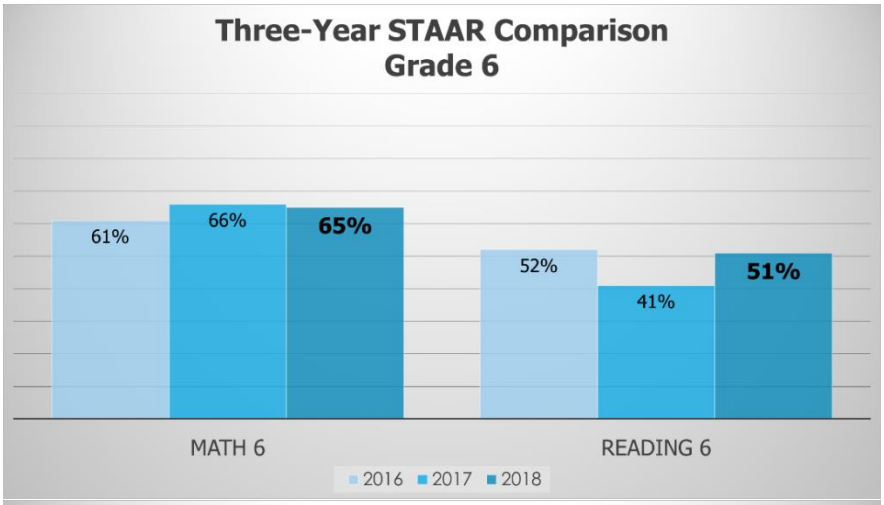
For campuses rated *Improvement required* for 2018-2019:

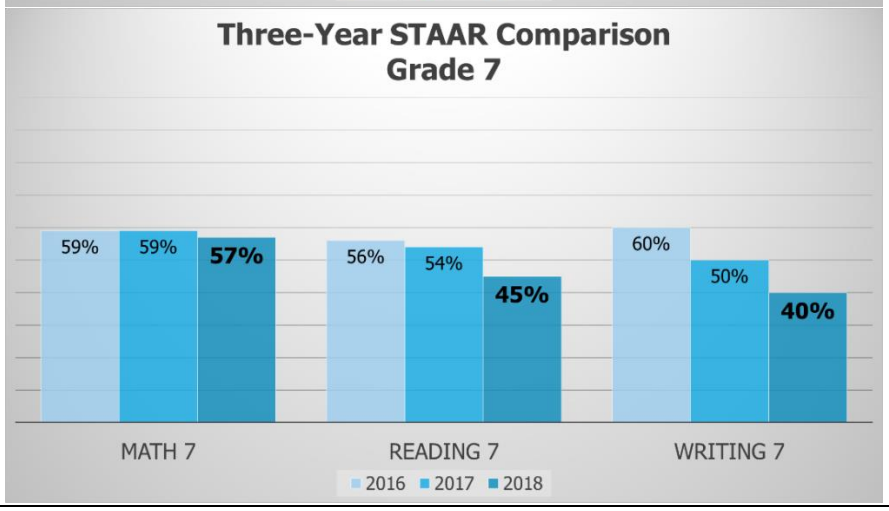
Name	Position
Franklin G Cahuasqui	School Support Officer (SSO)
Click here to enter text.	Professional Service Provider (PSP)
Morgan McKinley	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other district personnel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

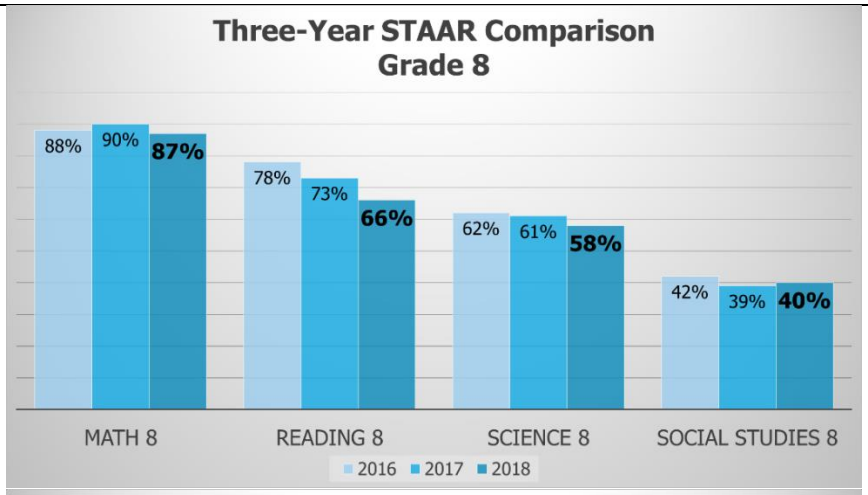
NEEDS ASSESSMENT

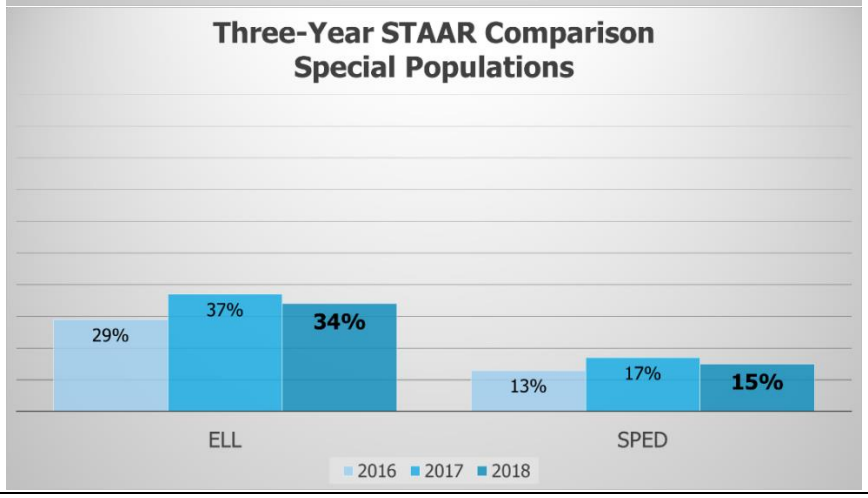
Narrative of Data Analysis, Problems and Root Causes (causal factors – include % of economically disadvantaged data)











Narrative of Identified Needs – Include Special Education Needs

1. The reading and writing skills of students at all grade levels is a campus priority. A two-year STAAR score comparison in Reading shows an increase of 10% for sixth grade students from 41% to 51%. However, seventh grade dropped from 54% to 45% and eighth grade dropped from 73% to 66%. Moreover, the seventh grade Writing scores dropped from 50% to 40%.
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 a decrease of 3% as compared with last year's STAAR scores. The academic performance went down from 61% to 58%.
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 2017-2018 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. A three-year comparison study of STAAR scores for SPED students at all grade levels and for all subjects shows a mixed outcome. From school year 2016 to 2017 to 2018, scores went from 13% to 17% to 15%. Although the overall trend is a positive one, the academic level for all SPED students continues to be too low.
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 37% passing rate, to 34% passing rate in the last three years. Although this is a positive trend, the overall academic performance level of ELL students continues to be too low.

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 Domain	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)? (Barely met would be the cut point for a domain score of D.	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. School Progress	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing the Gaps	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

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** ☒

If you checked "Yes", the Waiver section below must be completed.

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	
Metrics of Success	

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	

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. Al 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	

High Schools – Foreign Exchange Student Waiver (State General Waiver)
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 students 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	

<u>CUSTOM WAIVERS</u> – Complete for any custom waivers that were approved.
Note: This would include the Alternate Start/End Times waiver that was granted for specific campuses.

Title: Yes ☐ No ☒	
Rationale for Waiver	
Metrics of Success	

Title: Yes ☐ No ☒	
Rationale for Waiver	
Metrics of Success	

SIP Part 2: Goals & Objectives

GOALS: Faced with a **Priority Need** and the **Critical Success Factor(s),** the **Goal** is the changed outcome the campus is planning to accomplish. The SIP requires **SMART Goals**, including measurable objectives based on the **Needs Assessment** and a year-end **Summative Evaluation**. Campuses **must** address any unmet accountability standard or domain. **All goal areas below, that are specific to your campus grade levels, must be addressed.**

Goal Area I: Increase Student Achievement

1. Reading/Language Arts/Literacy
2. Mathematics
3. Texas Accountability System
4. Post-Secondary Readiness
    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 – Safety & Violence Prevention

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

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/Literacy

Priority Need:	7th Grade Writing
Critical Success Factor(s):	Writing in every content area
Goal:	By the end of the school year 2018-2019, students taking the STAAR Writing test will increase by 15% at the approaches level and by 10% at the meets and masters levels compared to the scores obtained in the school year 2017-2018.
Summative Evaluation: (Year-End)	The 2018-2019 STAAR data will show overall student writing increase by 15% at the approaches level and by 10% at the meets and masters levels.

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	Formative Evaluation
100% of the teachers trained on the "Chunk Method" for writing.	During preservice, the ELA Department Chair will train all teachers in the "Chunk Method" for writing.	ELA Department Chair Teachers Administration	Post-It Chart paper	August 14 & 16, 2018	Administrative, coaching walkthroughs, and observations
100% of the students will own a literacy notebook	Students will be required to obtain a notebook, or one will be given them.	Teachers Administration	Composition notebooks	August 27, 2018 – May 24, 2019	Administrative coaching, walkthroughs, and observations
100% of the students will write daily	Students will write in 1 or more of their core courses	Teachers Administration	Composition notebooks Post-It Chart paper	August 27, 2018 -June 3, 2019	Administrative coaching, walkthroughs, and observations
3 times during the school year, essay samples collected	Student essays will be scored and analyzed for effective techniques	Teachers Administration	Common Assessments District Assessments	August 27, 2018 -May 24, 2019	BOY, MOY, EOY assessments
Hire 1 SRW teacher	Students in need of help will receive additional instruction	Administration	Budget Funds	August 27, 2018 -June 3, 2019	BOY, MOY, EOY, and other assessments used to place students in SRW classes
Daily Grammar Focus taught using the Vertical Alignment Chart	Use DPE for Do Now, Exit Ticket, or Homework	Teachers Administration	Daily Paragraph Editing by Evan Moor	August 27, 2018 -June 3, 2019	Administrative, coaching walkthroughs, and observations

GOAL AREA 1: Student Achievement: Math

Priority Need:	Combined Math Scores
Critical Success Factor(s):	Effective use of Lead4ward Resources and monitoring implementation
Goal:	By the end of school year 2018-2019, the combined Math percentage of students meeting Approaches Standard on the STAAR Test will increase by 6% as compared to the scores from the previous year.
Summative Evaluation: (Year-End)	The 2018-2019 STAAR data will show overall students' math increase by 6% at the approaches level.

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	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 2018 – June 2019** Daily PLCs; data meetings after each assessment, every month.	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 2018 – June 2019** Daily PLCs; data meetings after each assessment, every month.	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 assessments 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, HUB STAAR Released Items Data Reports Master Teachers Modeling Heatmaps Formative Assessments OnTrack DDI Reports Motivation Math	**August 2018 – June 2019** Daily PLCs; data meetings after each assessment, every month.	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 Clerks M. Arvizu N. Smith R. Booher	OnTrack Standard Analysis OnTrack Grouping by Standard Lead4Ward Renaissance 360	**Sept 2018 – May 2019** 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: Attendance

Priority Need:	Achieve attendance rate of 97% for the 2018-2019 school year.
Critical Success Factor(s):	Improve school attendance.
Goal:	By the end of school year 2018-2019, we will achieve a yearly attendance rate of 97%.
Summative Evaluation: (Year-End)	Yearly attendance rate will be ≥ 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	Formative Evaluation
Identify students with attendance issues per grade level.	Identify students as soon as the unexcused absences occur per grade level.	Administrators Teachers Ms. Benitez Ms. Guerra Grade level clerks	Chancery report system Truancy Court Judge Ms. Guerra's documentation Personnel support School attendance committee	2018 – 2019 school year	Consistent weekly DRIP meetings to follow up, reevaluate, adjust attendance charts and reports *Be aware of our attendance rate
Weekly DRIP meetings to discuss truant cases, policies, and procedures to file truancy.	Review existing policies and procedures for chronic absences.	Administrators Teachers Ms. Benitez Ms. Guerra Grade level clerks	Chancery report system Truancy Court Judge Ms. Guerra's documentation Personnel support School attendance committee	2018 – 2019 school year	Consistent 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.	Administrators Teachers Ms. Benitez Ms. Guerra Grade level clerks	HISD Strategic Partners Department East end Schools Magnet Coordinators East End Chamber of Commerce	2018 – 2019 school year	Reach out to community partnership for more participation on campus

Mentor chronic cases to prevent dropouts	One on one mentoring, group mentoring, parent education.	Ms. Mitchell Ms. Guerra	School faculty Paraprofessionals Clerks	2018 – 2019 school year	Consistent weekly DRIP meetings to follow up, reevaluate, adjust attendance charts and reports *Be aware of our attendance rate
Take accurate attendance daily	Freeze ADA period. Establish procedures for taking attendance on special occasions, i.e. field trips & performances	Administrators Teachers Ms. Benitez Ms. Guerra Grade level clerks	Chancery report system School faculty Paraprofessionals Clerks Attendance rosters School attendance committee	2018 – 2019 school year	Consistent weekly DRIP meetings to follow up, reevaluate, adjust attendance charts and reports Monitor ADA/teacher compliance *Be aware of our attendance rate

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:	By the end of school year 2018-2019, 80% of Ortiz students will earn good citizenship recognition using the IB attribute
Summative Evaluation: (Year-End)	By June 1, 2019, 80% 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	Formative Evaluation
100% of the students will be trained on bullying prevention.	Bullying Prevention	T. Garcia	HISD Hub course.	September 17, 2019	Student certificates
100% of the faculty will be trained on bullying prevention.	Bullying Prevention	M. Arvizu	HISD Hub course	August 13-23, 2018	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 M. Arvizu	IB program components	By August 15, 2018	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 27, 2019– June 3, 2019	Amount of certificates distributed to students.
25%of the students will receive social emotional support	Small group circles	S. Mitchell Administrators	Restorative discipline lesson Plans	August 27-June 3,2019	Completion certificates

10% of the students will participate in a 0 period that addresses better communication between students and students and students and teachers.	Small group discussion.	S. Mitchell Ms. Hart Ms. Brown Administrators	The Hate You Give Iron Man	August 27-June 3,2019	Completion certificates

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Violence Prevention & Safety

(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)

Priority Need:	Reduce the number of in-school suspension referrals by 77%
Critical Success Factor(s):	Improve school climate : Campus & Grade level
Goal:	By the end of school year 2018-2019 the number of in-school suspensions will decrease by 77% as compared to the number of in-school suspensions from the prior year.
Summative Evaluation: (Yea- End)	The end of year statistics will show a 77% decrease in the number of in-school suspensions

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	Formative Evaluation
Teachers and non-teacher staff will report to assigned morning and afternoon duty from 8:15 AM – 4:05 PM.	Assign teachers and non-teacher staff to specific areas as needed. (Cafeteria, tennis court area, hallways etc.	Administrators	School map with assigned locations for teachers and staff.	By August 31, 2018	Daily monitoring using a checklist. Send out friendly reminders to staff members that fail to report to their assigned areas.
Discipline management	PBIS and Positive reinforcement will be used across grade levels to assure rules are being followed.	Administrators Teacher support staff counselor	Daily monitor logs. Giving positive feedback to staff monitors.	Throughout the 2018-2019 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 to help monitor students and focus on safety.	Administrators Teachers Other personnel staff.	Administrator monitor log	August 13, 2018 – May 31, 2018.	Daily monitoring.

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Violence Prevention & Safety

(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)

Priority Need:	Build awareness in students regarding dating violence.
Critical Success Factor(s):	Improve school climate; Campus Safety
Goal:	By the end of school year 2018-2019, 100% of 7th grade students will have completed Character Playbook modules.
Summative Evaluation: (Yea- End)	Character Playbook log of student use in technology classes.

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	Formative Evaluation
Technology/Design teachers will incorporate Character Playbook into their 7th grade lesson plans	Plan with teachers in developing an IB unit planner that incorporates Character Playbook.	T. Garcia M. Nasim Uddin C. Jones	Curriculum documents, Character Playbook online program, technology, lesson/unit plans.	Fall semester by December 20, 2018 Spring semester by May 24, 2019.	Monitoring of lesson plans; classroom observations, Character Playbook rosters and logs.
Counseling services provided by school counselor.	Teachers/staff who become aware of a need for counseling in the area of dating violence will refer student(s) to school counselor.	Administrators Teachers Support staff Counselor	Referrals to counselor; Counselor logs; Referrals for out-of-district services (if needed)	Throughout the 2018-2019 school year.	Counselor referrals.

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

Priority Need:	Low parent and community involvement in school events and meetings
Critical Success Factor(s):	Increase Family and Community Engagement
Goal:	In school year 2018-19, we will increase parent involvement on school campus and events by 55% compared to parent attendance for the 2017-18 school year.
Summative Evaluation: (Year-End)	The number of parents attending the events will increase.

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	Formative Evaluation
Increase parent participation through VIPS program	Send notification of VIPS sign-up procedures and events Offer multiple VIPS opportunities for parents throughout year	Magnet Coordinator Webmaster Administration, staff and teachers	Administration, staff and teachers	VIPS Informational Meeting – October 24, 2108 Opportunities for volunteers throughout the year September - May	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 Programs	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	Invite parents to Open House, Black History Month program, Asian	Administration Committee Members	Teachers Students Band	September – May	Increased parent involvement Sign-in Sheets

parent participation at school events	New Year Celebration, Noche Latina program, and Performing and Visual Arts concerts and showcase		Choir/Piano Orchestra/Guitar Theater Arts Dance Ballet Folklorico Mariachi		Parent Support 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 and education about these issues for families.
Goal:	In school year 2018-2019, we will provide access to available health programs and materials to improve understanding to 100% of eligible students.
Summative Evaluation: (Year-End)	100% of eligible students and families will receive materials and access to health programs.

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	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 2018-2019	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 PBIS program	By December 8th, 2018	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 2018-2019	Immunization visits
100% teachers will be trained on suicide prevention.	Suicide prevention	Administrators	HISD training	By August 22, 2018	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
Critical Success Factor(s):	Increase student academic performance
Goal:	At the end of the 2018- 2019 school year, the STAAR scores for SPED and ELL students will increase by 10% in all subjects and all grade levels as compared to the scores from the previous year
Summative Evaluation: (Year-End)	STAAR data will show a 10% increase for SPED and ELL 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	Formative Evaluation
Monitor 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 Binders	August 2018-June 2019	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 &Pre-service weeks)	Administration Dean of instruction Department Chairs Teachers	Content Specialist HUB Content Binders	August 2018-June 2019	MOY and BOY 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 2018-June 2019	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 Ibo.org OCC- IB Online Curriculum	August 2018-June 2019	The number of students qualifying for PAP and HS credit courses will increase from 2018 school year to 2019 school year.

SIP Part 3: Special Funding Goals

Goal Area: ***Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance***

Note: As a Schoolwide Title 1 Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

    - **Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment.**

      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.

    - **Indicate the programs and resources that are being purchased out of Title I funds.**

      Title 1 funds are used to pay the salaries of two Reduction in class teachers. Title 1 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. **School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies 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.

    - 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 instructional Baccalaureate Program campus wide.**
        2. **Implementing the performing and Visual Arts Magnet Program to increase academic achievement.**
        3. **Planning and delivering data driven instruction**
        4. **Provide time for teachers to have Professional Learning Communities meetings daily.**

3. **Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:
Parents **shall** be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement 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 Newsletter

Capital Outlay Requested (Y/N)? NO
If yes, please list the items below. **Please note, all capital outlay requests must receive approval from TEA prior to purchase.**

Positions Funded Out of Title I Funds (Please indicate the quantity of each position selected for the school year.)	
— Parent Engagement Rep — Tutor, Academic (Hourly) — Tutor, Associate (Hourly) — Tutor, Sr. Academic — 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, AVID — Teacher Specialist — Instructional Specialist — 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]	— 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 2 *Teacher, Class-Size Reduction [ESL] All elementary grade levels — *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

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	**Yes**
4. Field Lessons	**No**
5. Contracted Services	**No**
6. Tutoring	**Yes**
7. Materials and Supplies	**Yes**

Goal Area: State Compensatory Education

Total amount of State Compensatory Education funds: $32,161.41

Personnel funded with State Compensatory Education funds: sixth grade reading teacher

List names here: Faith Pullum

Total number of FTE's funded with State Compensatory Education funds: 0.5

Brief description of how these funds are utilized on your campus: Funded half the salary of a reading teacher

State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE.

For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

Goal Area: Mandated Health Services

1. **Immunization Monitoring**

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Edna Hedrick, Nurse
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2017 (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, 2017 (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, 2017 (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, 2017 (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 2, 2018 (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 2017-2018: 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