

HORN COMMITTEES 2011-2012

*Sign-Up

ARD CHAIR-Liz Vincent

Sarah Harrington, Ruby James, classroom teacher

COMBINED CHARITIES - Cheryl & Lupy

*COURTESY COMMITTEE

*Liz Ueckert Cathy McCleskey K.D. IAT - D. Shields
Rita Daugherty B. Burcham-Davis Elizabeth Connelly
Carrie Wise*

GRADE /PLC CHAIRS

KINDER/PK	Clary
1st	Stein
2nd	Connelly
3rd	Thorn
4th	Dotan
5 th	Malone
ANCILLARY	Miller

*HORN HELPING HANDS/NO PLACE FOR HATE COORDINATOR

Ann Malone

INTERVENTION ASSISTANCE TEAM (IAT) CHAIR-Mickey Banks

Sarah Harrington, Ruby James, Classroom Teacher, Liz Vincent

LPAC-Shawn McMahan

Adrienne Shetsky, Diquana Shields, Linda Shapiro, Lynn Cinciripini, Liz Ueckert

*MASTER PLAN CHAIR-Keith Harrison

Sarah Harrington

on. Shetsky

*NEIGHBORHOOD GIFTED/TALENTED COORDINATOR-Cathy McCleskey

*R. Daugherty C. Blas D. Shields Reichstein Stein
C. Dotan C. Wise Gates*

*NAME THAT BOOK-Sherry Batke

Judy Jackson, Nancy McDonald

PTO LIAISON-Margaret Slutz

REFERRAL COMMITTEE CHAIR-Sharon Lawless

Sarah Harrington, Ruby James, Classroom Teacher

POSTER CONTESTS-Penny Howell

*SAFETY COMMITTEE-Missy Bendiksen, Sarah Harrington

~~B. Burch~~ Liz Vincent L. Shapiro
Vanessa Voth Lisa Miller G. Phillips

SAFETY PATROL

SDMC-Sarah Harrington

Connie Dotan (2nd year)

Nancy McDonald (2nd year)

Laura Canahuati (to be replaced) THORN

Carolyn Blass (to be replaced) TALLEY

Lynn Cinciripini (to be replaced) SHIELDS

Laura Anderson (to be replaced)

Tasha Fox (2nd year)

Missy Bendiksen (2nd year)

Margaret Slutz (to be replaced) PHILLIPS

PTO: Kent Cantrell, Beth Faris, Kirstin Vollrath, Jennifer Draper, Julie Davidson

*SPELLING BEE - Nicki Kruger Nancy McDonald
Evelyn Gates

*UIL SPONSORS - Judy Jackson

*YEARBOOK - Judy Jackson

*SAFETY PATROL
~~Beck~~

Garden beds

- 1 Karri Davis
- 2 Nancy McDonald
- 3 Vanessa K-9
- 4 Ling U.
- 5 Laura C.
- 6 Gates
- 7
- 8
- 9

Technology

Lynn Cinciripini 4th
Margaret
Monica

SDMC/VERTICAL TEAM MEETING

January 18, 2012

*Jackson's Classroom
Basket - OK*

✓ 1. APPROVAL OF MINUTES

✓ 2. PTO PRESIDENT'S REPORT

✓ 3. NEW SCHOOL DEDICATION – March 6, 2012
Committee Meeting-Tuesday, January 24, 3:00, Horn Library

✓ 4. BELLAIRE LITTLE LEAGUE GROUND BREAKING – January 26th, 11:30

✓ 5. STAAR OVERVIEW

6. BENCHMARK TESTING-Week of February 20-24; 4 hour blocks of testing per subject

4th /5th Reading: 8 passages

52 questions

3rd Reading: 6 passages

48 questions

5th Science: 52 questions

3rd, 4th, 5th Math: no information

4th Writing: Personal Narrative
Expository

48 questions

✓ 7. OPTIONAL TEST ADMINISTRATION PROCEDURES AND MATERIALS (Handout)

✓ 8. STANDARDS BASED PLANNING SESSIONS (Handout)
"Required " for teachers in Jocelyn's schools

✓ 9. VERTICAL TEAM CONCERNS

*1st grade coming on time
check clocks*



* TEST SECURITY
NO TEST IRREGULARITIES!

Optional Test Administration Procedures and Materials

For STAAR, STAAR Spanish, STAAR Modified, STAAR L, and TELPAS

Educators often provide differentiated instruction in the classroom by altering certain procedures or supplying certain materials based on student needs. Many of these procedures and materials are considered good instructional practices rather than accommodations, and some may be used on statewide assessments.

During statewide assessments, optional test administration procedures and materials may be provided to any student based on his or her needs. However, the student must have experience with the specific procedure or material to the extent that it has been determined effective in meeting his or her needs. Optional test administration procedures and materials are not intended for every student in a class or disability category. The test administrator should make them available to students who need them but not require students to use them during the statewide assessment.

Documentation of optional test administration procedures and materials is only required in order to plan for testing day(s). In many cases, test administrators are given the responsibility of arranging, coordinating, and providing optional test administration procedures and materials as well as testing accommodations. Thus, it is essential for all educators to know and understand the requirements related to administering statewide assessments.

* The list of optional test administration procedures and materials includes some things that have been considered testing accommodations in previous years. With the transition to the STAAR program beginning in the 2011–2012 school year, they will no longer be considered accommodations, and their use during the statewide assessment is not recorded on the student's answer document.

A student may use the following procedures and materials during the statewide assessments.

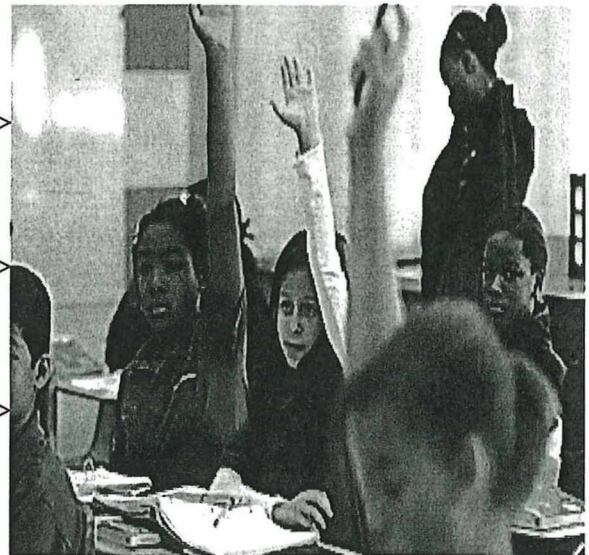
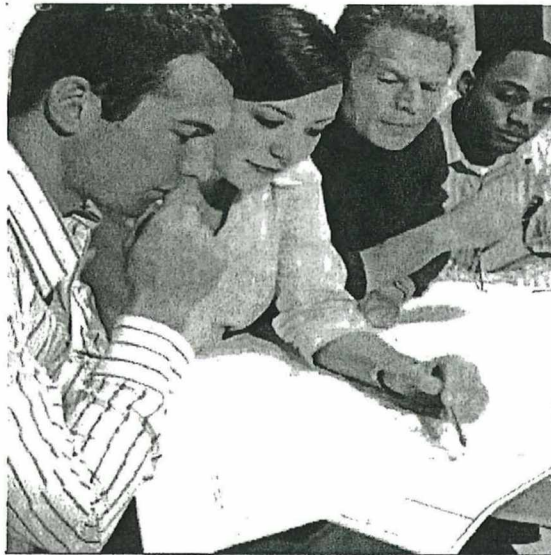
- **Preferential seating** is allowed so that a student may sit where he or she is most comfortable. For example, some students should not sit near a door or window because they are easily distracted, while other students may need to sit closer to the teacher's desk.
- **Signing test administration directions** for a student who is deaf or hard of hearing or **translating test administration directions** into the native language of an English language learner is allowed. This applies to test administration directions given verbally either before or after the test.

- A student with attention or reading difficulties may **read the test out loud** to facilitate comprehension. This can include reading aloud to self, reading aloud into a voice-feedback device (e.g., PVC phone), or reading aloud into a voice recorder to listen to while testing. If these procedures are distracting to other students or compromise the security of the test, an individual administration is required. All voice recordings must be erased or destroyed after testing.
- **Scratch paper or another workspace** may be used when the space provided with the test questions does not meet the student's needs. Scratch paper or another workspace can include graph paper, grid paper, colored paper, lined paper, blank paper, a chalkboard, or a dry-erase board for students to record computations, notes, or responses to test questions. It does not include the use of a word processor. The student is responsible for recording all responses on his or her answer document. If the student is unable to do this, or if the student requires the use of a word processor, refer to the Basic Transcribing or Complex Transcribing accommodation policies. In all cases, the test administrator must ensure that all student responses, including the written composition, are recorded on the student's answer document before the student leaves the testing room. If the use of scratch paper or another workspace is distracting to other students or compromises the security of the test, an individual administration may be required. Any scratch paper must be destroyed after testing.
- Any student may receive **reading assistance on the grade 3 mathematics test**. Upon request from a student, the test administrator may read aloud or sign any part of a mathematics test question or answer choice that the student is experiencing difficulty reading. This reading assistance is permitted on an individual basis for any grade 3 student who requests it. Test administrators must be aware that they are viewing secure test content and that responding to test questions or recording the information they see is strictly prohibited. If a student needs all of the test questions and answer choices read throughout the mathematics test, then this constitutes an oral administration and is limited to students who meet the eligibility criteria. Refer to the Oral/Signed Administration accommodation policy.
- Any student may request that the test administrator **read aloud the writing prompt**, with the exception of the English III analytical prompt. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text related to the prompt. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt. It is allowable to read the prompt as many times as necessary; however, it is not required that the test administrator read aloud the entire prompt unless the student requests it. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. In addition, the test administrator cannot make suggestions to the student about how to respond.

- Procedures to **minimize distractions**, such as a stress ball, noise-reducing headphones, or instrumental music (no lyrics) played through an individual student's headphones or earbuds (not for the entire class), may help a student maintain focus. The campus test coordinator must verify that the music played through headphones contains no lyrics or spoken language. If these procedures are distracting to other students or compromise the security of the test, an individual administration is required.
- **Colored overlays** may reduce visual distortions or discomfort, help stabilize print, and improve tracking ability for a student. The overlays may be placed over a page in the test booklet or taped to the computer monitor. Markers may be used to make notes on the overlay if necessary and appropriate.
- **Magnifying devices**, such as handheld magnifiers, eyeglass-mounted magnifiers, freestanding magnifiers, or magnifying overlays, may be used to enlarge text, graphics, or the display on a computer monitor. If this equipment is distracting to other students or compromises the security of the test, an individual administration is required. For tests administered in an online format, including TELPAS reading tests, technology-based equipment (e.g., LCD projectors, interactive white boards) can be used to enable students with impairments in vision to test online. Secure testing materials cannot be photocopied, scanned, or saved. If further enlargements to paper test materials are needed, refer to the Photocopying Test Materials accommodation policy.
- **Blank place markers**, such as blank index cards or adhesive notes, may be used on the test and answer document.
- **Highlighters or colored pencils** may be used in the test booklet to emphasize important information. Highlighters and colored pencils may not be used on the answer document.

Standards-Based Planning Sessions

Spring 2012 SIO Mouton



Join Us! Please join us for these networking opportunities to collaborate with other teachers on best practices!

We will dig deep into TEKS standards and highlight aligned instructional strategies to support those standards effectively!

Please RSVP with schapa@houstonisd.org

All Sessions: 4pm – 5:30pm

Content Area	Date
January	
Expository Writing 4 th Grade HMWESC Room 2E06	12 th
Reading Fig 19 3 rd – 5 th Grade HMWESC Room 2E06	19 th
Science 5 th Grade Gordon ES 6300 Avenue Cafeteria	26 th
February	
Expository Writing 4 th Grade HMWESC 2E06	2 nd
Science 5 th Grade East Field Office 1102 Telephone Road	9 th
ESL Strategies HMWESC Room 2E06	9 th
Reading Fig 19 3 rd – 5 th Grade HMWESC Room 2E06	16 th

8:30 - 12
1/2 DAY
1-4:30

We look forward to seeing you there!

Dianne Alvarez, Judy Boldt, Obed Franco, Lenicia Gordon, Mili Henriquez

SDMC MEETING SIGN-IN

January 18, 2012

David Wainwright
Kirstin Volkert

Carrie Wise
M. Fanks

Paul Carrell

N. McDonald

John J. McCleskey

EM Connolly

Carrie (Dotson)

Ann Wabell

Joan Miller

Wainwright

J. Clary

S. Kelly

John Darden

Both Jans

M. Bendiksen

Horn Elementary
SDMC - Vertical Minutes
December 14, 2011

Sarah Harrington, principal; Cathy McCleskey, Magnet Coordinator; Connie Dotan, teacher; Tiffany Thorn, teacher; Diquana Shields, teacher; Carrie Wise, teacher; Grace Phillips, ancillary teacher; Tracey Clary, teacher; Nancy McDonald, teacher; Kent Cantrell, PTO president; Beth Faris, parent; Missy Bendiksen, teacher; Tasha Fox, ancillary teacher; Shannon Talley, teacher; Mickey Banks, teacher; Kirsten Volrath, parent; Julie Davidson, parent.

1. Minutes approved (unanimous)
2. PTO REPORT
Kent Cantrell built and set out playground tables.
Parent email was discussed regarding silent lunch in the cafeteria.
3. APPRAISAL CALENDAR

December 2-January 17	Progress Conferences (receive formative ratings).
January 18-February 8	Observation 2
February 9-10	Staff Review
February 13-March 30	Walkthrough 2
April 1-May 2	End of Year Conference (summative ratings).
4. DIGITAL BOOK POLICY
Need to send out a Waiver of Responsibility to parents, possibly in the Horn Notes.
Lots of students are coming to school with their Kindle's.
5. G/T EXPO-Cathy
Schedule date for Horn Expo is in May. All grade levels to participate. We can maybe make it on a PTO night, May 15th.
6. EFFECTIVE TEACHER INITIATIVE REPORT - Margaret Slutz.
7. TEACHER STAR REPORT - January 27th
(Log into the HISD Portal under Quick Links; select Star Chart Training link.)
Please log into before the Winter holiday.
8. PLC MEETINGS
K-1 Weekly planning together for to track curriculum and pacing.

- 2-3 Bi-monthly team planning by subject area to track curriculum and pacing.
- 4-5 Bi-monthly team planning to track data and discuss STAAR strategies.

9. HORN DEDICATION - MARCH 6TH

Ms. Harrington will get a committee to plan.

Meeting adjourned 4:15 p.m.

SDMC AGENDA

February 15, 2012

Monica: • Classroom inventory
• turn off computer
Smart Boards

✓ 1. APPROVAL OF MINUTES

✓ 2. PTO REPORT

Dala
ice machine
PTO - Ann

✓ 3. UPDATE OF TEACHER APPRAISAL AND DEVELOPMENT SYSTEM FOR SDMC MEMBERS
(Handout)

✓ 4. OPT-OUT OF "COMPETITIVE FOODS" FROM THE CAFETERIA (ICE CREAM, POPSICLES, CHIPS, RICE CRISPY TREATS)

Brian Miles - improving lunch program

✓ 5. TEKS FOR HEALTH EDUCATION (Handout)
(How TEKS are being met in the classroom)

disinfect w/ PCC
grade levels
send recommendations
to Sarah

✓ 6. STATE REQUIREMENTS FOR PHYSICAL EDUCATION
(PE classes only offered once a week)

✓ 7. HISD SCHOOL HEALTH ADVISORY COMMITTEE (SHAC) RECOMMENDATIONS FOR RECESS
(Horn teachers using recess as a disciplinary measure)

✓ 8. STRUCTURED RECESS VS FREE PLAY

pick up on time

9. GRADE LEVEL CONCERNS

Gardens / Urban Harvest
hardtop - lines coming off
Kinder Toilet paper / paper towels
Primary printer lounge - single copies
messy lounge

dirty stairwell

HORN SDMC/VERTICAL TEAM MEETING

? FEBRUARY 15, 2012

SIGN-IN

Daniel James
Cathy McCleskey

Kristin Vollath

Juli Davidson

Anne Maloni

Rita Daugherty

Beth Jinn

Carmel Jones

Shanna Talley

M Banks

John Phillips

Red Contreras

Nancy McDonald

Tiffany Thorn

Tasha Fox

Digiana Shields

Lisa Miller

Elizabeth Connolly

Bethany Shum

Tracey L. Clark

Horn Elementary
SDMC - Vertical Minutes
January 18, 2012

Sarah Harrington, principal; Cathy McCleskey, Magnet Coordinator; Connie Dotan, teacher; Tiffany Thorn, teacher; Diquna Shields, teacher; Carrie Wise, teacher; Grace Phillips, ancillary teacher; Tracey Clary, teacher; Nancy McDonald, teacher; Kent Cantrell, PTO president; Missy Bendiksen, teacher; Tasha Fox, ancillary teacher; Shannon Talley, teacher; Mickey Banks, teacher; Kirsten Volrath, parent; Julie Davidson, parent.

1. Minutes approved
2. PTO PRESIDENT'S REPORT
Questions were asked regarding cafeteria.
 - Is there still "silent lunch"? No
 - Are students allowed to go to the bathroom during lunch? Yes
 - Are students allowed to get second lunches? Yes
3. NEW SCHOOL DEDICATION - March 6, 2012
Committee Meeting was Tuesday, January 24th. A list of addresses is being compiled so that invitations can be mailed out.
4. BELLAIRE LITTLE LEAGUE GROUND BREAKING - January 26th, 11:30 a.m.
5. STAAR OVERVIEW
For years, students have been taking the Texas Assessment of Knowledge and Skills (TAKS) to determine whether they have mastered the material and concepts required for their current grade of course. Beginning in 2011-2012, TAKS will be replaced with a new testing program, the State of Texas Assessments of Academic Readiness (STAAR).
6. BENCHMARK TESTING - Week of February 20-24; 4 hour blocks of testing per subject.
 - 4th/5th Reading: 8 passages
52 questions
 - 3rd Reading: 6 passages
48 questions
 - 5th Science: 52 questions
 - 3rd, 4th, 5th Math: no information
 - 4th Writing: Personal Narrative
Expository

7. OPTIONAL TEST ADMINISTRATION PROCEDURES AND MATERIALS
(Handout)

- Test security
- NO test irregularities

8. STANDARDS BASED PLANNING SESSIONS (Handout)
"Required" for teachers in Jocelyn's schools.

Meeting adjourned 3:25 p.m.



SDMC

Update on the Teacher Appraisal and Development System: For SDMC Members

February 2012

Dear SDMC Members,

Giving teachers regular, meaningful feedback on their performance is critical to improving teaching and learning in the classroom. Recent research proves that teachers have a tremendous impact on their students that extends long after they leave the classroom. One study that looked at the lives of over 2.5 million students over a 20 year period showed that elementary and middle school teachers who help their students increase their standardized test scores also have a long-lasting, positive impact on their students' lives—resulting in lower teenage-pregnancy rates, greater college matriculation, and higher earnings as adults.¹

Studies like this confirm the importance of HISD's first core initiative under the Strategic Direction: an effective teacher in every classroom. The best way to reach that goal is to ensure that HISD's new teacher appraisal and development system provides teachers with the feedback and support they need to become even stronger instructional leaders for their students. That's why it's so critical that we ensure that teachers and appraisers have all of the supports they need to implement the new appraisal and development system with fidelity. To make sure that we're on track, we're spending a lot of time this year listening to teachers, school leaders, and community members throughout the district provide feedback on their experiences with the new system thus far.

This fall, we held a series of focus groups with teachers, appraisers, and teacher development specialists (TDS) to gather feedback about the new teacher appraisal and development system. We've also been gathering feedback that we've received through principal meetings, ETI Campus Representative meetings, and the ETI email inbox, and visiting schools to talk with teachers and appraisers about what's working well and what aspects of the system could be improved. The district also just conducted a comprehensive survey of teachers and appraisers, the results of which will be evaluated for additional feedback on improving the appraisal system.

In November, we asked your committees to spend time discussing the impact of the appraisal and development system so far and share their feedback. 175 SDMCs took the time to submit feedback, and as we processed those responses, a number of common threads emerged.

- **Benefits for Teachers:** The system is seen as a positive step toward giving teachers more individualized feedback and support, though it has been a challenge for appraisers to implement. Over half of the SDMCs polled agree that it is providing teachers with more frequent and meaningful feedback, equipping teachers and appraisers with a clear set of standards for instructional performance, and providing teachers with more individualized development.
- **Design Components:** The system's fundamental design components such as conferences, clear performance expectations within the rubrics, and increased emphasis on observation and feedback requirements were often noted as unique strengths.

¹ Chetty, Raj; Friedman, John; and Rockoff, Jonah. (2011). "The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood." National Bureau of Economic Research Working Paper No. 17699, December 2011.

- **Supports for Teachers and Appraisers:** Teachers and appraisers need additional supports to boost the impact of the system and ensure effective implementation. These include ongoing training to ensure fair and consistent application of the rubrics, increased numbers of effective Teacher Development Specialists, exemplars of effective teaching, clearer communications around the appraisal process and timelines, and increased time and capacity for appraisers to complete appraisal activities.
- **Training:** Summer training seemed to prepare stakeholders to understand and implement the new system, but ongoing training is needed to reinforce expectations for performance and to ensure that the system is implemented with fidelity.

Overall, the feedback we received gives us confidence that the new system is a big step forward for our teachers and students. Yet, we also have room to improve as we move forward with implementation. We will continue to gather feedback from teachers and appraisers into the spring in order to better inform the discussion on ways to improve the system's implementation for next year. We'll be conducting additional focus groups in the spring, holding ongoing working groups with teachers and appraisers, and sending out an end-of-year survey. We'll also be going back to SDMCs in May to learn how the rest of the appraisal year went.

As we collect more information about the strengths of the new system and areas of improvement, we look forward to sharing that information with you. In the meantime, we're working as a district to respond to initial feedback from teacher, appraisers, and community members by taking the following steps:

- **Continuing to offer specific learning opportunities to appraisers to improve their skills and knowledge** (e.g., ongoing open labs, norming sessions, and video exemplars of highly effective teaching)
- **Streamlining paperwork requirements for the appraisal and development system**
- **Revisiting and improving communication vehicles for appraisers and teachers**
- **Building strategic plans to train teachers and appraisers on the student performance component and other aspects of the appraisal and development system over the spring and summer**
- **Monitoring the implementation of system requirements**

Thank you for taking the time to share your feedback on the system thus far, and for all that you do for our students.

Sincerely,

Ann Best

Elementary School Guidelines, 2011–2012
Curriculum

SAMPLE SCHEDULE (B) TO MEET LEGISLATIVE MANDATES

VARIOUS WEEKLY PHYSICAL EDUCATION SCHEDULES (W/45-MINUTE SESSIONS)	ADDITIONAL MINUTES NEEDED TO MEET MINIMUM 135 MINUTES OF PHYSICAL ACTIVITY PER WEEK	OPTIONS TO ADDRESS ADDITIONAL MINUTES NEEDED TO MEET LAW'S MINIMUM REQUIREMENTS	TOTAL MINUTES
1 day/week at 45 minutes per day	90	<ul style="list-style-type: none"> ○ 4 DAYS 23 MINUTES SR* ○ 1 DAY 45 MINUTES FA ○ 3 DAYS 15 MINUTES SR ○ 1 DAY 45 MINUTES FA ○ 3 DAYS 15 MINUTES FR 	45 minutes PE + 90 minutes other PA = 135 minutes
2 DAYS/WEEK AT 45 MINUTES PER DAY	45	<ul style="list-style-type: none"> ○ 1 DAY 45 MINUTES FA ○ 3 DAYS 15 MINUTES SR ○ 2 DAYS 15 MINUTES SR ○ 1 DAY 15 MINUTES FR 	90 minutes PE + 45 minutes other PA = 135 minutes
3 DAYS/WEEK AT 45 MINUTES PER DAY	Meets Required Minimum	<ul style="list-style-type: none"> ○ MEETS MINIMUM FREE RECESS AS CAMPUS SCHEDULE PERMITS 	Meets

KEY: PE = Physical Education; SR = Structured Recess; PA = Physical Activity; FR = Free Recess
(Unstructured); ED = Extended Day; FA = Fine Arts (Dance)

RECESS

Structured and unstructured physical activities have been shown to have positive implications in the development of the whole child. Active play supports areas of growth concerning academic achievement and physical health.

Elementary School Physical Activity: In accordance with Texas Education Code 28.002, a school district shall require students enrolled in kindergarten or a grade level below sixth grade to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus' daily recess. If a school district determines, for any particular grade level below sixth, that this requirement is impractical due to scheduling concerns or other factors, students in that grade level may participate in moderate or vigorous physical activity for at least 135 minutes during each school week.

The state further requires the following: "The local school health advisory council shall consider and make policy recommendations to the district concerning the importance of daily recess for elementary school students. The council must consider research regarding unstructured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The council shall

ensure that local community values are reflected in any policy recommendation made to the district under this subsection.”

Therefore, the Houston Independent School District recommends that recess guidelines per campus reflect the values of the school's community:

- **The HISD School Health Advisory Council strongly recommends a daily schedule for grades PK-5 that includes 30 minutes of recess per grade level.**
- Each school should determine what time of day the recess should be scheduled and collaborate with the Physical Education teacher to develop building-level guidelines to ensure adequate supervision and safety precautions.
- Recess will be thirty minutes including time leaving and returning to the classroom. Twenty minutes will be used for dependent and independent student activity through the use of structured and unstructured activity based upon the recess goals established by the responsible teacher within the weekly lesson plan.
- Dedicated time for structured recess should be strongly considered by schools that do not meet the minimum Physical Education requirement:
Chapter 103: Health and Safety, Subchapter AA-Commissioner's Rules Concerning Physical Fitness
103.1003. Student Physical Activity requirements and Exemptions. (a) In accordance with the Texas Education Code (TEC), 28.002(1), all students in kindergarten-grade 8 must participate in at least 30 minutes of moderate to vigorous daily physical activity subject only to the limitations or exemptions specified in this section.
(1) For a student enrolled in any grade level below grade 6, the school district or open-enrollment charter school may require a student to participate in moderate or vigorous physical activity for at least 135 minutes during each school week as an alternative.
- A certified educator must be responsible for monitoring students to prevent accidents.
- The student/teacher ratio must be appropriate to ensure adequate supervision.

Elementary School Guidelines, 2011–2012

Curriculum

- Each school will develop an alternative plan for recess on inclement weather days.
- Recess will be held outside if weather permits.
- Building principals will ensure that recess will not interfere with the Physical Education program.
- Recess and physical education must be listed in the daily program.
- Recess cannot/should not be used as a form of punishment.

Definitions

- **Physical Education:** A physical fitness lesson that adheres to the Texas Essential Knowledge and Skills (TEKS) objectives that is planned, monitored and assessed by a certified teacher.
- **Structured Physical Activity:** Supporting lessons, recess and other fitness opportunities that adhere to the Physical Education guidelines stipulated by the state of Texas, to ensure that students receive a minimum allotment of 135 minutes of weekly exercise.
- **Structured Recess:** A physical fitness recess where students are to participate in independent activity that is guided by a certified educator.
- **Unstructured Recess:** "Free Recess" where students are allowed the opportunity to use time for instructional reflection, peer interaction and activity of choice that is monitored by a certified educator.

Recommendations for Meeting 135 Minutes of Physical Activity Requirement:

Campus planning for physical activity is governed by the mission to meet the needs of all students in every content area; therefore physical activity may conform to the needs of the campus to support student achievement.

- Seek the consultation of the school's physical education teacher or the Elementary Health and Physical Education manager to map a supportive campus level physical activity schedule.
- Include the physical education teacher in common planning opportunities so that collaborative efforts are made to meet the minimum time requirement.

Elementary School Guidelines, 2011–2012
Curriculum

- Consider ways in which physical activity is achieved at a campus level including specialized courses found within Fine Arts such as dance to include within the minimum time count; Note that all students would need to be enrolled in this course in order to use this time toward the minimum count.
- Consider ways in which physical activity is achieved through extended day instruction such as karate, dance, soccer, basketball, cheerleading and tennis. Note that all students would need to be enrolled in such courses in order to use this time toward the minimum count.

RECESS DOES NOT REPLACE PHYSICAL EDUCATION.

DRAFT

Horn Elementary
SDMC - Vertical Minutes
February 15, 2012

Sarah Harrington, principal; Cathy McCleskey, Magnet Coordinator; Connie Dotan, teacher; Tiffany Thorn, teacher; Diquana Shields, teacher; Carrie Wise, teacher; Grace Phillips, ancillary teacher; Tracey Clary, teacher; Nancy McDonald, teacher; Kent Cantrell, PTO president; Missy Bendiksen, teacher; Tasha Fox, ancillary teacher; Shannon Talley, teacher; Mickey Banks, teacher; Kirsten Volrath, parent; Julie Davidson, parent.

1. Minutes approved
2. PTO PRESIDENT'S REPORT
 - Gala is this Friday at Hotel Derek.
 - Ice machine will be hooked up in the teacher's lounge Monday.
 - Voting on new board next Tuesday 8 a.m.
3. UPDATE OF TEACHER APPRAISAL AND DEVELOPMENT SYSTEM FOR SDMC MEMBERS - Handout.
4. OPT-OUT OF "COMPETITIVE FOODS" FROM THE CAFETERIA (ICE CREAM, POPSICLES, CHIPS, RICE CRISPY TREATS).
Kirsten Volrath attended meeting with Mike Lunceford. Unanimous vote to OPT out of students buying snacks.
5. TEKS FOR HEALTH EDUCATION (Handout)
(How TEKS are being met in the classroom).
6. STATE REQUIREMENTS FOR PHYSICAL EDUCATION
(PE classes only offered once a week) - Handouts. Much discussion regarding Senate Bill no. 530. How are we meeting state requirements?
7. HISD SCHOOL HEALTH ADVISORY COMMITTEE (SHAC)
RECOMMENDATIONS FOR RECESS. (Horn teachers using recess as a disciplinary measure).
8. STRUCTURED RECESS VS. FREE PLAY

Meeting adjourned 3:55 p.m.

Spence

**ACTION REQUIRED
by August 22, 2011**

MEMORANDUM

August 15, 2011

TO: Principals

FROM: Academic Services

SUBJECT: **GUIDELINES FOR COMPETITIVE FOOD SALES**

CONTACT: Brian Giles, Food Services Department, 713-491-5853

State law defines "Competitive Food Sales" as all food and beverages that are not provided by school food service. State law requires that Competitive Food Sales adhere to the following guidelines regarding time, location, and nutritional content:

ELEMENTARY SCHOOLS

Competitive Food Sales are **not allowed** to be provided to students any time, anywhere on school premises **until after the end of the last scheduled class**.

MIDDLE / JUNIOR HIGH SCHOOLS

Competitive Food Sales are **not allowed** anywhere on school premises **from 30 minutes before to 30 minutes after meal periods**. All food, beverages and snack items must comply with the nutrition standards and portion size restrictions in the Texas Public School Nutrition Policy (see attached PDF).

HIGH SCHOOLS

Competitive Food Sales are **not allowed during meal periods in areas where reimbursable (school lunch and breakfast) meals are served and consumed**. All food, beverages and snack items must comply with the nutrition standards and portion size restrictions in the Texas Public School Nutrition Policy (see attached PDF).

The Texas Department of Agriculture will be performing audits of HISD schools during the 2011–2012 school year. Schools found to be non-compliant with these laws will receive financial penalties.

If you have any questions, please contact Brian Giles, Senior Administrator of Food Services, at 713-491-5853.

Broome, Donald T

Horn ES 12/4/12

From: Broome, Donald T
Sent: Monday, December 03, 2012 9:37 AM
To: Harrington, Sarah L
Subject: CAMPUS SAFETY AND FIRE INSPECTION
Importance: High

Good Morning Ms. Harrington:

I will be conducting your 2012-2013 school safety CSI-FSI on **Tuesday December 4, 2012 at 10:15 am to update our records in Risk Management.** The safety and fire walkthrough with the plant operator will take approximately one hour at the most and consist of the following list to be checked to prepare a current report for your campus. Please have your Fire Marshal Notebook available for me to review during my visit. Thanking you in advance for your cooperation.

1. Exits/Stairs and Hallways
2. Mechanical Rooms/Areas
3. Kitchen
4. Classroom/Office Areas/Housekeeping
5. Fire Extinguishers
6. Custodial Closets/Storage
7. Dumpster Trash Area
8. Electrical Box Areas
9. Outside/Grounds
10. ** Fire Marshal Notebook

Donald T. Broome, BS
Field Safety Inspector
Risk Management Department
Houston Independent School District
Teledyne Building
5827 Chimney Rock
Houston, Texas 77081
713-556-9232
713-556-9244 Fax
dbroome@houstonisd.org
'SAFETY ABOVE ALL ELSE

12/3/2012

SDMC/VERTICAL TEAM AGENDA
April 11, 2012

✓ 1. APPROVAL OF MINUTES

✓ 2. PTO REPORT-Kent Cantrell

golf -
Snowcones

Bell schedule
change - w
support

3. REPORT FROM DISTRICT V MEETING-Kirstin Vollrath

DESS

✓ 4. GUIDELINES FOR COMPETITIVE FOODS

PTO sales are allowed after school; cupcakes/cookies/donuts for birthday celebrations in the cafeteria after lunch are permitted.

✓ 5. FIELD TRIPS GUIDELINES

Students may be charged for "enrichment" field trips that are not part of the educational program. Field trips that are sponsored by HISD would be considered a part of the educational program (4th grade-Museum of Natural Science; 3rd grade-Fine Arts Museum; 5th grade Outdoor Education/Camp) paid for by HISD and Horn.

✓ 6. PROPOSED CHANGES IN BELL SCHEDULE

Submit feedback by April 30th to Nathan Graf (ngraf@houstonisd.org)

Fax: 713-613-3087

Cell: 832-434-4725

7. GRADE LEVEL CONCERNS

springate - ave B
AED maintenance needed
Blocking Pine

Upstairs - laminator broken

Olympic Paint

PK - high swings
empty sand box
ball - downing

* Restroom: soap & paper
tissues

Megg - not in lunch room
1st 11:05-

"Type to Learn"

Book sign in
04/11/12

M. Bendik

Beth Tins

Lisa Miller

Nancy McDodd

J Phillips

Julie Davidson

Shannon Talley

Cathy McCleskey

Monica T. Mendez

Karl Cantel

Liguana Shields

Carmel Lott

Jeffery Ar

Carrie Wise

Kristi Vollmer

McConnell

Banks

* trace - ~~hazy order~~
* send email to Bitter
~~hallett give dates~~

SDMC/VERTICAL TEAM AGENDA
May 9, 2012

✓ 1. APPROVAL OF MINUTES

water on arc B side / restrooms
PK - sand box
Water fountains

✓ 2. PTO REPORT

5 no cores Friday May 18th
Speed humps July

✓ 3. UPDATE ON APPRAISAL & DEVELOPMENT SYSTEM (handout)

- ✓ Letter from Ann Best
- ✓ SDMC Feedback Questions

✓ 4. ASPIRE VERIFICATION AND LINKAGE

May 9-May 24

VERIFICATION is the process for you to verify your tentative 2011-2012 ASPIRE

Award eligibility, categorization, and attendance for accuracy.

LINKAGE is the process for core teachers in grades 1-5 who provide instruction in Reading, Math, ELA, Science, and Social Studies which includes:

Roster of students

Mobility of students

Percentage of instruction for a student in a given subject.

Non-core teachers also must verify your position on the campus.

Ancillary Teachers (Category F)

Instructional Support Staff (Category G)

monica has resources & will assist

✓ 5. GRADE LEVEL CONCERNS

pass out cupcakes

dust in classrooms - ask about vents

1/2 early dismissal
May 31st

cut tall grass

be sensitive to SPD. students
no talking in the hallway about
students

SDMC/VERTICAL TEAM SIGN-IN
May 9, 2012

Lisa Miller

M Banks

D. Shields

J. De
Sherrally

Nancy McDonald
Cory DeLo

B. H. H.

K. Coulter

T. Clary

A. Malone

M Bendiksen

Grace PE

Sam W. H. H.

Beth Huns

Carrie Wise

E. McConnelly

Erin Knigge

Horn Elementary
SDMC - Vertical Minutes
April 11, 2012

Sarah Harrington, principal; Cathy McCleskey, Magnet Coordinator; Connie Dotan, teacher; Tiffany Thorn, teacher; Diquana Shields, teacher; Carrie Wise, teacher; Grace Phillips, ancillary teacher; Tracey Clary, teacher; Nancy McDonald, teacher; Kent Cantrell, PTO president; Missy Bendiksen, teacher; Tasha Fox, ancillary teacher; Shannon Talley, teacher; Mickey Banks, teacher; Kirsten Volrath, parent; Julie Davidson, parent.

1. Minutes approved
2. PTO PRESIDENT'S REPORT
Sno Cones sold this Friday.
Golf Tournament this Friday.
3. REPORT FROM DISTRICT V MEETING - Kirsten Vollrath
School times will not be changed.
4. GUIDELINES FOR COMPETITIVE FOODS
PTO sales are allowed after school; cupcakes/cookies/donuts for birthday celebrations in the cafeteria after lunch are permitted
5. FIELD TRIPS GUIDELINES
Students may be charged for "enrichment" field trips that are not part of the educational program. Field trips that are sponsored by HISD would be considered a part of the educational program (4th grade Museum of Natural Science; 3rd grade-Fine Arts Museum; 5th grade Outdoor Education/Camp) paid for by HISD and Horn.
6. PROPOSED CHANGES IN BELL SCHEDULE
Submit feedback by April 30th to Nathan Graf (ngraf@houstonisd.org)
Fax: 713-613-3087
Cell: 832-434-4725

Meeting adjourned at 3:20 p.m.



Update on the Appraisal and Development System: For SDMC Members

May 2012

Dear SDMC Members,

As the new teacher appraisal and development system is being implemented in every school, we've been committed to gathering feedback from all members of the HISD community. As the first full year of using this new system comes to a close, we are writing to update you on the feedback we've received so far, the improvements we're making as a result, and to ask for more input on how to improve the system in the future.

In addition to focus groups with teachers, appraisers, and teacher development specialists, and soliciting your feedback in the fall, we administered a mid-year survey in January to all teachers and appraisers. We received responses from a third of our teachers and nearly half of appraisers, and their feedback is heavily aligned with what we've heard from teachers, school leaders, and SDMCs throughout the year. Here are a few highlights:

- **Our mid-year survey demonstrates that the system is being implemented as it was designed, with 92% of surveyed teachers being observed at least twice by the mid-year point.**
- **Appraisers are generally more positive than teachers about the system's impact, yet a majority of teachers agree that appraisers are observing their performance adequately and consistently applying appraisal standards to all teachers.**
- **A majority of teachers and appraisers also agree that the system is rigorous, provides clear expectations for performance, includes the right number of classroom observations, and provides teachers with individualized development.** Teachers and appraisers who see their teacher development specialist more frequently are more satisfied with their support.

For a full report and an executive summary of the mid-year survey on the teacher appraisal and development system, please visit <http://hisdeffectiveteachers.org/midyearsurvey/>.

As we prepare to distribute an end of year survey to teachers and appraisers, we've already taken steps to address initial feedback from teachers and school leaders on how we can improve the implementation of the new system, including:

- **Building new technology solutions to help manage the appraisal process.** New technology platforms available for the 2012/2013 school year will ease paperwork burdens on appraisers and teachers, and aid them in managing all components of the system, including Student Performance and classroom observations.
- **Developing new support systems for appraisers.** We heard from you that improving consistency in applying rubric standards across and within schools is an area for focus, so we've offered ongoing open labs and norming sessions on the Instructional Practice rubric throughout the year for appraisers. We created an online system for principals and SIOs to request support site visits that address each campus' unique needs. Additionally, appraisers will need to meet increased certification requirements to ensure consistency across the district.
- **Streamlining paperwork requirements.** Observation, walkthrough, and conference forms were modified to reduce requirements while maintaining the quality of feedback to teachers.

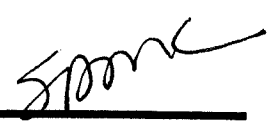
- **Planning strategic training opportunities.** In response to feedback from teachers and appraisers, we're requiring trainings on Student Performance well in advance of implementation, and started sessions this spring. Appraisers are also required to undergo additional training this summer prior to the start of the school year.
- **Improving communications vehicles.** We're revising the ETI Representative role to provide teachers with more support and we've made use of existing communication channels with principals to enhance information sharing.

Thank you for your feedback so far this school year. Your comments have helped us decide where we need to focus the improvements we're making to the implementation of the teacher appraisal and development system. Your additional feedback is even more essential at this stage, given you have now experienced a full year of implementation. The feedback we collect this month from SDMCs will help serve as the basis for a more in-depth conversation around continuous improvement starting next school year. Please take the time to reflect on your entire year and let us know your thoughts on how the system can improve.

In the meantime, thank you for the time and energy you've devoted to making sure teachers get the support and feedback they need to succeed in the classroom, so they can have an even greater impact on their students.

Sincerely,

Ann Best



From: ASPIRE Award
Sent: Tuesday, May 08, 2012 2:02 PM
To: Harrington, Sarah L
Subject: ASPIRE Verification and Linkage Period May 9-24

To All Campus-based Employees:

HISD uses verification and linkage information to ensure the most accurate value-added reports to inform instruction and to accelerate student progress. This process also is critical in calculating ASPIRE Awards. **The 2011–2012 Verification and Linkage Period for All Campus-Based Employees is May 9–24.**

Verification is a process for you to review your tentative 2011–2012 ASPIRE Award Program eligibility and categorization information. The system computes eligibility based on rules and data. Your task is to review the information and discuss problems or corrections with your principal for resolution. Employees should also review their preliminary eligibility, including attendance, for accuracy. This is not your final ASPIRE award eligibility as some rules can only be computed upon completion of the school year. You should, however, click the box stating you have reviewed this information to indicate you have completed verification.

Linkage is a process done to attribute instructional influence on student academic progress for core foundation teachers in grades 1–9 who provide instruction in Reading, Mathematics, Language Arts, Science, and Social Studies that includes:

- Establishing a **roster** of students taught throughout the year;
- Indicating the **mobility** of students in and out of the class; and
- Reporting the **percentage of instruction** a teacher has for a given student in a given subject.

If you are a core foundation teacher and do not complete this process, your value-added report (for teachers in grades 3-9) will be based on the linkage provided by your principal or campus-support team after the teacher linkage period has closed. Teachers of students in grades 1 and 2 are now required to link their students for the purpose of calculating teacher-level Comparative Growth and providing teachers with a Comparative Growth report. High school teachers now required to link their students are those who teach first-time 9th grade students enrolled in courses with an EOC exam in English, Algebra I, Geometry, Biology, World Geography and Human Geography.

If you are not a core foundation teacher, your position on the campus does not require student linkage, but you must still verify your position on the campus. This process ensures that no campus-based employee is inadvertently left off the campus roster for award purposes. Elective/ancillary teachers (Category F) and instructional support staff (Category G) have the option of participating in linkage.

This year, Apollo Fellows are required to provide student linkages for the students for whom they were responsible for tutoring in scheduled Math and Reading courses. While the Apollo fellows may not have sufficient students at a high enough percentage to receive a value-added report for the linkages provided, providing these linkages more accurately reflects campus practices with respect to the contributions made by both the teacher of record and the Apollo fellow to the success of those students. (Note: Apollo Fellows are not eligible for ASPIRE Awards; they receive a separately determined performance pay award.)

The deadline for completing verification and linkage is 11:59 pm on Thursday, May 24.

Note: All student–teacher linkages made during this period are final. This information is used, along

with test scores, to generate value-added scores and reports and to calculate ASPIRE awards, which cannot be recalculated once submitted to SAS EVAAS® shortly thereafter. Value-added information is also used in HISD staffing decisions. It is extremely important, therefore, to complete, review and correct student-teacher linkages during the stipulated time period.

All employees must opt in (or out) of the award. Additionally, some employees are not assigned 100 percent of the time to a single campus, or are paid from a different campus than that to which they are assigned. These employees should verify that the percentage of time displayed on the ASPIRE portal accurately reflects the amount of time spent on a campus. It is HISD policy (and federal law) to accurately reflect the percentage of time an employee spends on a campus.

You will receive more information from your principals or your designated campus support team. Before you begin, review the **Staff User Guide**, which is available in the Help section of the "My Linkage" page of the ASPIRE portal. Other helpful resources are also located **here**.

If you have questions about the 2011–2012 ASPIRE Award Program, you are encouraged to review the award program materials on the ASPIRE portal in the **Awards section**.

If you still have questions, e-mail **ASPIREAward@houstonisd.org**.

Thank you again for your careful attention and support in completing this important process!