

## HORN COMMITTEES 2012-2013

ARD CHAIR-Natalia Egan  
Sarah Harrington  
Ruby James  
Classroom Teacher

AFTER SCHOOL ASSIGNMENTS  
Carpool  
Private Buses-Avenue B  
Walkers-Avenue B  
HISD Buses-Keller  
SpEd Buses-SLC Teaching Assistants

COMBINED CHARTIES-Lupy and Cheryl

### COURTESY COMMITTEE-

Candace Newhouse  
Tracey Clary  
Laura Canahuati

Karen Davis  
Nancy McDonald

### GRADE LEVEL/PLC CHAIRS (weekly meetings required and documented)

PK/KINDER-Wasson  
1<sup>ST</sup>-Reichstein  
2<sup>ND</sup>-Jackson  
3<sup>RD</sup>-Wise  
4<sup>TH</sup>-Blass  
5<sup>TH</sup>-Daugherty  
ANCILLARY-Phillips

X GARDENS- Beth Faris  
Karin David  
Nancy McDonald  
Gates

HORN HELPING HANDS/NO PLACE FOR HATE COORDINATOR-

Lisa Miller - only if I have  
~~a parent~~

### LPAC CHAIR-Shawn McMahan

Sarah Harrington/Cathy McCleskey  
ESL Teachers - D. Shields  
n. McDonald



MASTER PLAN COMMITTEE CHAIR-Keith Harrison (PTO parent)-

Sarah Harrington

Margaret Slutz

Lauren Jung  
Nicole McAdams  
TRUDY JACKSON

NEIGHBORHOOD GIFTED/TALENTED CORDINATOR-Cathy McCleskey

KINDER- Wasson

1<sup>st</sup>-Gates

2<sup>nd</sup>-Voth

3<sup>rd</sup>-Wise

4<sup>th</sup>-Cinciripini

5<sup>th</sup>-~~Ueckert~~ Daugherty

NAME THAT BOOK COORDINATOR-Sherry Batke, TRUDY JACKSON

PROFESSIONAL DEVELOPMENT COMMITTEE CHAIR-Thorn

(Plan PD for Early Dismissal Days; submit Plan to SIO)

Wasson

Bell

Jackson

Wise

Blass

Malone

Slutz

PTO LIAISON-Tiffany Thorn

POSTER CONTESTS-Penny Howell

SHARON L. TAYLOR

RTI/ INTERVENTION ASSISTANCE TEAM/504 CHAIR-Sharon Lawless

Sarah Harrington/Cathy McCleskey

Ruby James

Carol Taylor

Natalia Egan

Classroom Teacher

NAME THAT BOOK COORDINATOR-Sherry Batke

Judy Jackson - K-2

NEIGHBORHOOD GIFTED/TALENTED CORDINATOR-Cathy McCleskey

KINDER-

1<sup>st</sup>- Carrie Wipe  
2<sup>nd</sup>- Evelyn Gates / Kemp  
3<sup>rd</sup>- Nick Kruger / McAdams  
4<sup>th</sup>- Stacy Leick  
5<sup>th</sup>- Reta Daugherty  
Judy Jackson

4<sup>th</sup> -  
Kinder -

NO PLACE FOR HATE COORDINATOR-Lauren Jung

HORN HELPING HANDS

PROFESSIONAL DEVELOPMENT COMMITTEE CHAIR-Vanessa Flores

(Plan PD for Early Dismissal Days; submit Plan to SIO)

R. Daugherty

Lauren Wasson

Alleck

Tiffany Thorn

PTO LIAISON-Tiffany Thorn

POSTER CONTESTS-Penny Howell

Tracey Clary

RTI/ INTERVENTION ASSISTANCE TEAM/504 CHAIR-Vanessa Flores

Sarah Harrington/Cathy McCleskey

Ruby James

Carol Taylor

Karana Bowen

Classroom Teacher

SAFETY COMMITTEE-Combined with SDMC

Melissa Bendiksen

Sarah Harrington

Linda Shapiro

Russell Francis

Sharon Lawless

Grace Phillips

M. Banks

Lynn Cinciripini

Liz Weckert

Best

HORN  
SDMC/VERTICAL TEAM AGENDA  
October 10, 2012

✓ 1. APPROVAL OF MINUTES

*Carnival  
Spaghetti*

✓ 2. PTO REPORT

*shade on playgrounds  
more fence  
Ball drive  
PAC request for tutors*

3. RECESS

*no cones on Blacktop*

4. I-STATION

*Reading state program 3-8 assessment  
Tier 1, 2, 5  
real phones  
lessons -*

5. ED-PLAN

*replaces ACCESS*

✓ 6. APPRAISAL & DEVELOPMENT SYSTEM

✓ 7. COMPARATIVE GROWTH TEACHER REPORTS

✓ 8. EARLY DISMISSAL-OCTOBER 24<sup>TH</sup>, 1:00-3:00

Empowering Writers Workshop-Garner's Room  
Creative Math-Library

9. DEADLINES:

Hazardous Materials Inventory

Measures Worksheet Acknowledgement *all but one*

lppyDippy *10/19*

Student Performance Goals/EOY Assessments *Oct 31*

*Concerns*

*(1) copy machine*

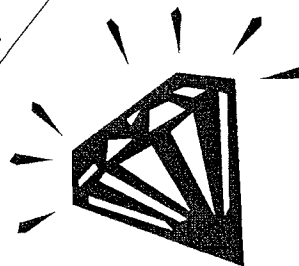
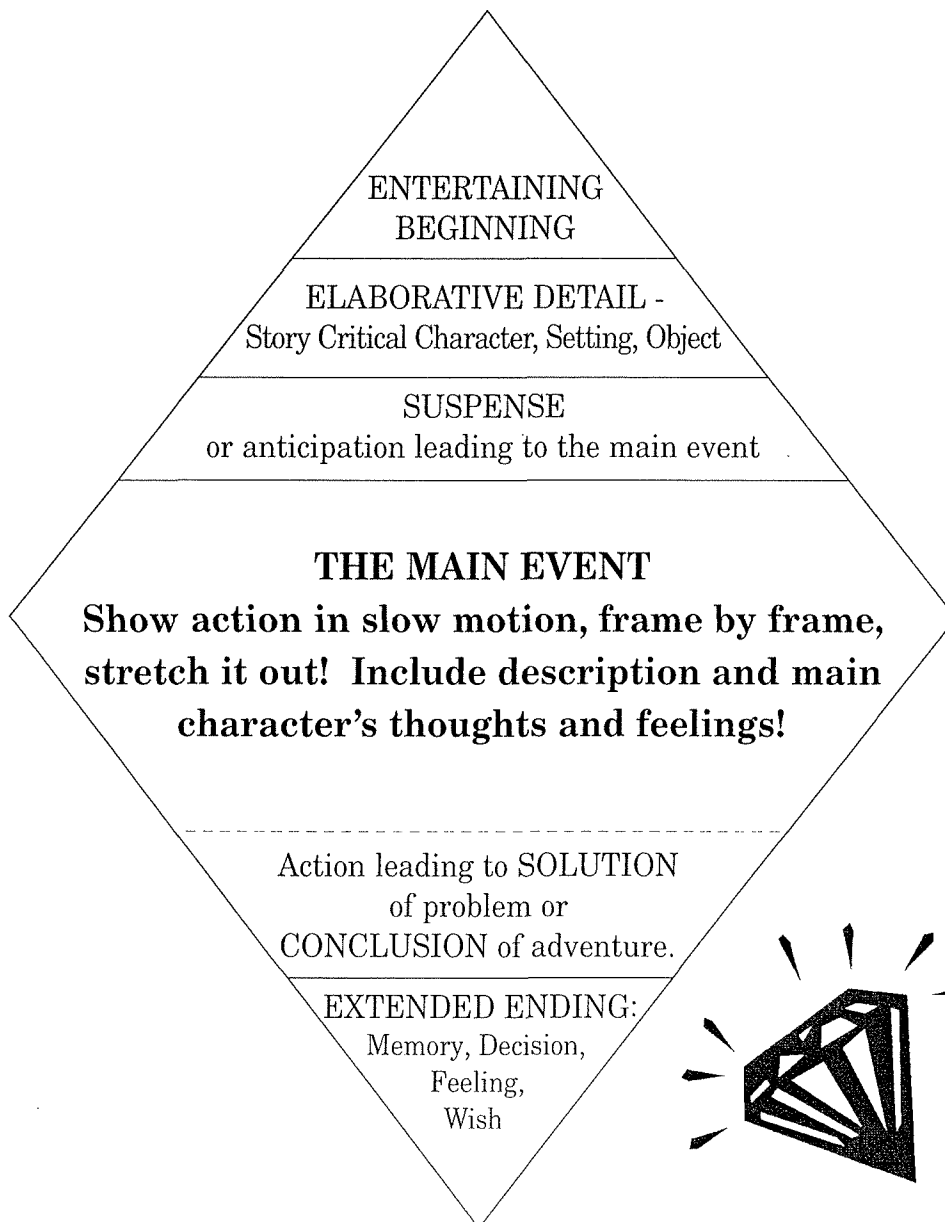
*(2) playground drainage - divider*

*(3) new playground - benches*

*gardens - community garden - Fairs*

Name \_\_\_\_\_

# Narrative Writing Diamond



## THE EXPOSITORY PILLAR

INTRODUCTION Lead/Topic Sentence	
Main Idea#1 _____	
Detail	Detail
Detail	Detail
Main Idea#2 _____	
Detail	Detail
Detail	Detail
Main Idea#3 _____	
Detail	Detail
Detail	Detail
CONCLUSION	

HORN SDMC/VERTICAL TEAM

SIGN-IN SHEET

October 10, 2010

David Haniff

Sherry Batke

Mickey Banks

Grace Phillips

Cathy McCleskey

Erin Kinger

Nikki Kinger

Vanessa Voth

Tiffany Thorn

Tricia Speich

Lan Chan

R. Dargatzis

on line

Carolyn Bess

Digiana Shields

Beth Faris

Stacy Leickstein

Carrie Wise

Judy Jackson

Laura Sloan



SDMC/Vertical Meeting  
May 9, 2012  
Minutes

Members present: Sarah Harrington, Cathy McCleskey, Kent Cantrell, Erin Kimzey, Shannon Talley, Margaret Slutz, Anne Malone, Nancy McDonald, Lisa Miller, Grace Phillips, Diquana Shields, Tracey Clary, Brittany Stein, Tiffany Thorn, Mickey Banks, Melissa Bendiksen, Carrie Wise, Elizabeth Connelly, Beth Faris and Lupy Garcia.

1. APPROVAL OF MINUTES

Minutes approved as read.

2. PTO Report

- Sno Cones on Friday.
- Sandbox need to be filled, add mulch to bottom of swing set.
- Speed bumps need to be added to carpool lane.

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

- Letter from Ann Best - Fill out survey.
- SDMC Feedback Questions - Return to Ms. Harrington by Friday.

4. ASPIRE VERIFICATION AND LINKAGE

May 9-May 24

VERIFICATION is the process for to verify your tentative 2011-12 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 your campus.

Ancillary Teachers (Category F)

Instructional Support Staff (Category G)

5. Meeting adjourned at 3:15 p.m.

### GRADE LEVEL CONCERNS

Ancillary - It is difficult at lunch with birthday cupcakes

5<sup>th</sup> - No Concerns

4<sup>th</sup> - Classrooms need to be dusted

3<sup>rd</sup> - No Concerns

2<sup>nd</sup> - Confirming last day is May 31<sup>st</sup>

1<sup>st</sup> - No Concerns

KN - branches

PK - No Concerns

Special Ed. - No concerns

SDMC/Vertical Meeting  
December 12, 2012  
Minutes

Members present: Sarah Harrington, Cathy McCleskey, Erin Kimzey, Shannon Talley, Margaret Slutz, Nancy McDonald, Lisa Miller, Grace Phillips, Tiffany Thorn, Mickey Banks, Melissa Bendiksen, Carrie Wise, Elizabeth Connelly, Sherry Batke, Stacey Reichstein, Beth Faris, and Lupy Garcia.

1. APPROVAL OF MINUTES

Minutes approved as read.

2. PTO Report

- No Place For Hate will have a parade, a book drive for library, International Day of Awareness in March. Project will start in Creative Writing.
- Printers will be delivered.
- Playground is being worked on.
- Each class will be issued a bag of balls for recess.

3. STUDENT ATTENDANCE

Horn lost \$13,488 in funds due to student absences from August 27-November 2<sup>nd</sup>. Excused absences include: personal illness, illness or death in the family, inclement weather, emergencies. All other absences are considered UNEXCUSED. 90% attendance is required for grade credit and promotion standards.

4. BUDGET

Additional funding will be added to our budget around December 15<sup>th</sup>, based on the projected enrollment versus the actual enrollment on the October 26<sup>th</sup> Snapshot date. Approximately \$250,000 will be disbursed as follows: an Asst. Principal position, a clerk position, and GF1 50% of all Magnet positions (art, computer, life sports, science K-3, creative writing, and Magnet Coordinator).

The balance of approximately \$17,000 will be placed into the supply budget, registration/fees, and substitute teacher allocations.

5. PROFESSIONAL DEVELOPMENT

Early Dismissal, 1/30/12, 1:00 - 3:00 p.m. will be 3 hrs G/T credit on IIM research. The Horn EXPO will be Tuesday, Feb. 19<sup>th</sup>, 6:00-7:00. Early Dismissal, 2/20/12, will be the remaining 3 hrs G/T credit...we will debrief the EXPO.

6. APPRAISAL PROGRESS CONFERENCES

Deadline is January 25<sup>th</sup>

7. PTO INCENTIVES FOR ATTENDANCE AND CONDUCT

Ask teachers if they would like wireless keyboards, mice.  
Conduct Incentives, blow pops were ineffective. Grade chairs please discuss with your grade level and decide. Email Ms. Harrington.

8. HORN MARKETING PLAN/POSITIONING STATEMENT - Handout  
GOALS ALIGNMENT (will replace the School Improvement Plan/SIP)

Meeting adjourned at 3:40 p.m.

01/18/13

## SECURITY –HORN NOTES

In the January 16<sup>th</sup> SDMC discussion on school safety, a concern was raised regarding the number of parents walking their children to class and entering the classrooms . PLEASE leave your child at the classroom door and contact the teacher through an appropriate channel such as e-mail or telephone message to discuss any issues or concerns or to schedule a conference with the teacher. Classroom teachers need to be focused on getting the students into the classroom to begin their day. Classroom instruction must begin by 8:00 a.m. in order to cover the mandated curriculum and teachers have been instructed to lock their doors.

All children must go to the cafeteria prior to 7:45 for dismissal to class. The cafeteria in the morning is supervised by the Principal, two teachers, a teaching assistant at 7:15 a.m.

Another parent concern was no coverage for arrival on Avenue B or the Carpool Lane before 7:30 a.m. This year school day was extended by 15 minutes and teachers do not arrive for duty until 7:30 a.m., therefore teachers are unable to provide supervision prior to that time.

The Safety Committee met on December 18<sup>th</sup> with an officer from the Bellaire Police Dept. to review safety procedures and the evacuation plan. Primary recommendations were 1) the use of walkie-talkies for communication in an emergency and 2) regular practice drills for emergency situations with discussion of problems and solutions after the drills.

On January 7<sup>th</sup>, the Safety Committee reconvened to discuss BPD recommendations and to develop a schedule for emergency drills including fire, lockdown, and evacuation to be presented to the SDMC for discussion and approval. Members of the SDMC were in agreement and approved the recommendations and schedule.

We want to thank the PTO for funding the purchase of walkie-talkies for all teachers, as recommended by BPD. It is our Number One Priority to make Horn as safe as possible for our children and staff; we enlist your assistance and appreciate your continued support in this vital endeavor.

## SECURITY

In the January 16<sup>th</sup> SDMC discussion on school safety, a concern was raised regarding the number of parents walking their children to class and entering the classrooms . PLEASE leave your child at the classroom door and contact the teacher through an appropriate channel such as e-mail or telephone message to discuss any issues or concerns or to schedule a conference with the teacher.

All children must go to the cafeteria prior to 7:45 for dismissal to class. The cafeteria in the morning is supervised by the Principal, two teachers, a teaching assistant at 7:15 a.m.

Classroom instruction must begin by 8:00 a.m. in order to cover the mandated curriculum and teachers have been instructed to lock their doors.

Another parent concern was no coverage for arrival on Avenue B or the Carpool Lane before 7:30 a.m. This year school day was extended by 15 minutes and teachers do not arrive for duty until 7:30 a.m., therefore they are unable to provide supervision prior to that time.

The Safety Committee met on December with an officer from the Bellaire Police Dept. to review safety procedures and the evacuation plan. Primary recommendations were 1) the use of walkie-talkies for communication and 2) regular practice drills for emergencies with discussion of problems and solutions after the drills.

On January 7<sup>th</sup>, the Safety Committee reconvened to discuss BPD recommendations and to develop a schedule for emergency drills including fire, lockdown, and evacuation to be presented the SDMC for discussion and approval.

We want to thank the PTO for funding the purchase of walkie-talkies for all teachers, as recommended by BPD. It is our Number One Priority to make Horn as safe as possible for our children and staff; we enlist your assistance and appreciate your continued support in this vital endeavor.

Students / don't talk / don't cover cars

The reasoning behind going to the teacher parking lot is to have all students on Pine or as close to Pine as possible.

Every teacher should have their class roster in their hand to be able to check their class. (possible) (class) (directory) (w/additions) or a list from Chancery

Teachers — make sure your fire captain turns off lights off and closes the door.

HORN SAFETY MEETING AGENDA  
December 18, 2012

SAFETY

1. TEACHER CONCERNS
2. PRESENTATION AND DISCUSSION WITH OFFICER COTTON, BELLAIRE POLICE DEPT
3. SAFETY AND EVACUATION PLANS
4. RECOMMENDATIONS



12/18/12 Safety Meeting

## (1) Plan

train to the plan.  
drills - multiple times  
identify problems in plan  
run it in your mind  
understanding roles -  
(Sandy Hook - kids & saved)  
how to stay focused? Training  
Takes Team effort

## (2) School Security

lock down  
evacuation  
contact parent  
Clear building  
Stay in room -  
Police will clear  
& gather up kids

Scene commanders  
may clear parts  
of building  
perimeter will be big

Safety glass/pane

Columbine changed

active shooter  
rapid response  
go to the threat.  
Threat is down first  
then the trigger

SRT Special Response  
Team (SWAT)

lock door  
Block window

shots outside!



\* Walkie Talkie  
no radio chatter  
kids

drill / debrief  
after drill

\* outside —  
leave building

more normal — more confident

EMERGENCY Drill

Wauwatua Plan OK  
Contingency plans

trust corner from  
training, drills

\* Student leaders

to designated area

(1) Check classroom  
door to make  
sure door locked

(2) Cover windows

don't evacuate until  
told to  
command station  
account for all  
"bodies"

Cameras

kitchen  
multy purpose  
closes

(1) fire  
(2) lockdown  
(3) shelter in place



HORN SAFETY MEETING  
 December 18, 2012  
 SIGN IN SHEET

Pauli  
 Hume

1. Donna Keller
2. Russell Francis
3. Jay Gavi
4. Chuck Neal

MB out

Eric Kinney

Elizabeth Connolly  
 reports on Aug

Karen A. Davis

Kenny McDonald  
 Jack - Jack

James

Jeff

Megan Mitchell

John Farris

James Wile

Barbara Buchanan

Theresa Thayer  
 for Wiles

12/18/12

## HORN SCHOOL SAFETY UPDATE

Dear Parents,

The terrible event in Connecticut last Friday has heightened our awareness about the safety and security procedures of our school. We are fortunate to be in a new building designed with safety features and limited access to classrooms unlike the old Horn School on Pine Street which had open access from the outside to every classroom in the building. Security cameras are located in every part of the building; East and West doors and outside gates are locked every morning by 8:00 a.m.; the Raptor System, which screens driver's licenses, is used for admittance to the building; doors to the main hallway are secured; parents are not allowed to interrupt classroom instruction, but may have lunch with their children in the cafeteria and all visitors must have a Visitor's Permit issued by the office staff; security fencing was upgraded and donated by the Horn PTO; card access to outside doorways; VIPS registration procedures.

HISD has provided to all schools safety protocols. The Emergency Preparedness Plan for crisis management includes Medical, Violence, Evacuation/Shelter in Place, Facility Emergencies, Weather, Student Welfare, and Terrorism. Each Campus Intervention section has steps for the school staff to follow in each specific situation. The District conducts Intruder Audits twice a year in every school where HISD personnel attempt to infiltrate the school building without being detected by the school staff; a written report is then presented to the school administration detailing the procedures were followed or not followed. To date, Horn reports indicate that the "intruder" was immediately identified as or before he entered the building and was taken to the Principal. All schools have a School Emergency Response Team (Principal, School Nurse, Administrator, Office, and Custodial Staff Member, Teacher(s)). Safety procedures are practiced with students and staff through discussion and emergency drills and exercises and monitored by the District. The Horn Evacuation Plan includes four staging areas for bus transportation or family pick-up: South-Beth Yeshurun on Beechnut; East-Lafayette Park; North-Evergreen Park/ Bellaire United Methodist Church; West-Crosspoint Church. School Evacuation maps are posted in every classroom and are practiced daily during dismissal as well as for drills and exercises.

The Safety Committee and faculty are meeting with a representative of the Bellaire Police Department on Tuesday, December 18, 2012, to review safety procedures and concerns. Two points of discussion are as follows: 1) precautionary measures and 2) procedures if an emergency occurs.

The PTO and the school jointly fund school counseling through DePelchin Children's Center and that information is available to all parents and students through the School Nurse, Ms Bendiksen. Numerous resources are available on line and will be posted on the Horn website. The responsibility of keeping our children safe is one we all take very seriously and we enlist your help in supporting the school at this time.

Sincerely,

Sarah Harrington and the Faculty and Staff of Horn

## HORN EVACUATION PROCEDURES

In the event of chemical other accidents requiring evacuation of a school building, three states of action shall exist. The building Principal is responsible for having specific plans on file in the building and with the District pertaining to evacuation of the building as required under these procedures.

### BUS EVACUATION

In those cases where warning of a potentially dangerous situation is received with sufficient lead time, students shall be evacuated from the building on HISD buses to a pre-designated site or students will walk to pre-designated sites to be picked up by HISD buses or family members. Students should remain in classrooms with teachers as long as possible. Students should be moved to buses as they arrive. Buses will transport students to the pre-designated site(s) until the ALL CLEAR is announced and students are returned to their home school. All school personnel should remain with students until they return to school and are released by the Principal.

### STAGING AREAS

The following areas have been designated as staging areas for students and teachers:

NORTH-Evergreen Park, Evergreen @ Newcastle/Bellaire United Methodist Church,  
Newcastle @ Bellaire.

SOUTH-Beth Yeshurun Temple, Newcastle @ Beechnut

EAST-Lafayette Park, Lafayette @ Southdale

WEST-Cross Point Church, Avenue B @Bellaire

Teachers and school personnel will remain with students until the ALL CLEAR has been given and students are allowed to return to school.



12/18/12

## HORN SCHOOL SAFETY UPDATE

Dear Parents,

The terrible event in Connecticut last Friday has heightened our awareness about the safety and security procedures of our school. We are fortunate to be in a new building designed with safety features and limited access to classrooms unlike the old Horn School on Pine Street which had open access from the outside to every classroom in the building. Security cameras are located in every part of the building; East and West doors and outside gates are locked every morning by 8:00 a.m.; the Raptor System, which screens driver's licenses, is used for admittance to the building; doors to the main hallway are secured; parents are not allowed to interrupt classroom instruction, but may have lunch with their children in the cafeteria and all visitors must have a Visitor's Permit issued by the office staff; security fencing was upgraded and donated by the Horn PTO; card access to outside doorways; VIPS registration procedures.

HISD has provided to all schools safety protocols. The Emergency Preparedness Plan for crisis management includes Medical, Violence, Evacuation/Shelter in Place, Facility Emergencies, Weather, Student Welfare, and Terrorism. Each Campus Intervention section has steps for the school staff to follow in each specific situation. The District conducts Intruder Audits twice a year in every school where HISD personnel attempt to infiltrate the school building without being detected by the school staff; a written report is then presented to the school administration detailing the procedures were followed or not followed. To date, Horn reports indicate that the "intruder" was immediately identified as or before he entered the building and was taken to the Principal. All schools have a School Emergency Response Team (Principal, School Nurse, Administrator, Office, and Custodial Staff Member, Teacher(s)). Safety procedures are practiced with students and staff through discussion and emergency drills and exercises and monitored by the District. The Horn Evacuation Plan includes four staging areas for bus transportation or family pick-up: South-Beth Yeshurun on Beechnut; East-Lafayette Park; North-Evergreen Park/ Bellaire United Methodist Church; West-Crosspoint Church. School Evacuation maps are posted in every classroom and are practiced daily during dismissal as well as for drills and exercises.

The Safety Committee and faculty are meeting with a representative of the Bellaire Police Department on Tuesday, December 18, 2012, to review safety procedures and concerns. Two points of discussion are as follows: 1) precautionary measures and 2) procedures if an emergency occurs.

The PTO and the school jointly fund school counseling through DePelchin Children's Center and that information is available to all parents and students through the School Nurse, Ms Bendiksen. Numerous resources are available on line and will be posted on the Horn website. The responsibility of keeping our children safe is one we all take very seriously and we enlist your help in supporting the school at this time.

Sincerely,

Sarah Harrington and the Faculty and Staff of Horn





12/19/12

## HORN SCHOOL SAFETY UPDATE

Dear Parents,

The terrible event in Connecticut last Friday has heightened our awareness about the safety and security procedures of our school. We are fortunate to be in a new building designed with safety features and limited access to classrooms unlike the old Horn School on Pine Street which had open access from the outside to every classroom in the building. Security cameras are located in every part of the building; East and West doors and outside gates are locked every morning by 8:00 a.m.; the Raptor System, which screens driver's licenses, is used for admittance to the building; doors to the main hallway are secured; parents are not allowed to interrupt classroom instruction, but may have lunch with their children in the cafeteria and all visitors must have a Visitor's Permit issued by the office staff; security fencing was upgraded and donated by the Horn PTO; card access to outside doorways.

HISD has provided to all schools safety protocols. The Emergency Preparedness Plan for crisis management includes Medical, Violence, Evacuation/Shelter in Place, Facility Emergencies, Weather, Student Welfare, and Terrorism. Each Campus Intervention section has steps for the school staff to follow in each specific situation. The District conducts Intruder Audits twice a year in every school where HISD personnel attempt to infiltrate the school building without being detected by the school staff; a written report is then presented to the school administration detailing the procedures were followed or not followed. To date, Horn reports indicate that the "intruder" was immediately identified as or before he entered the building and was taken to the Principal. All schools have a School Emergency Response Team (Principal, School Nurse, Administrator, Office, and Custodial Staff Member, Teacher(s)). Safety procedures are practiced with students and staff through discussion and emergency drills and exercises and monitored by the District. The Horn Evacuation Plan includes four staging areas for bus transportation or family pick-up: South-Beth Yeshurun on Beechnut; East-Lafayette Park; North-Evergreen Park/ Bellaire United Methodist Church; West-Crosspoint Church. School Evacuation maps are posted in every classroom and are practiced daily during dismissal as well as for drills and exercises.

The Safety Committee and faculty are meeting with a representative of the Bellaire Police Department on Tuesday, December 18, 2012, to review safety procedures and concerns. Two points of discussion are as follows: 1) precautionary measures and 2) procedures if an emergency occurs.

The PTO and the school jointly fund school counseling through DePelchin Children's Center and that information is available to all parents and students through the School Nurse, Ms Bendiksen. Numerous resources are available on line and will be posted on the Horn website. The responsibility of keeping our children safe is one we all take very seriously and we enlist your help in supporting the school at this time.

Sincerely,

Sarah Harrington and the Faculty and Staff of Horn

## Harrington, Sarah L

---

**From:** Trevino, Rolando  
**Sent:** Monday, December 17, 2012 10:07 AM  
**To:** Agnew, Kimberly C; Bowyer, Frederick T; Chapa, Sylvia; Covarrubia, Jose; Garcia, Herlinda; Harrington, Sarah L; Parnell, Jaqueline; Silber, Deborah; Strickland, Magdalena V; Sturgis, Kimberlin K; Thomas, Jenny D; Threet, John T; Trevino, Rolando  
**Subject:** Great Sample Communication Tool - Newton Tragedy

This is a great sample from Twain Elementary School... Use at your discretion. Make sure you customize as some information is only for the Twain community.

### **Parent Resources for Newtown Tragedy & Monday Coffee with Principal Patin**

Dear Parents,

Friday as we were enjoying our Field Day a terrible tragedy occurred at an elementary school much like our beloved Mark Twain. Words cannot adequately express our sorrow at this horrific act of violence. Our thoughts and prayers go out to the family members of those lost and the survivors of this shooting. As you begin to have conversations with your own children, hold them tight, comfort them and reassure them. The resources below may be helpful to you and your families as you discuss the events from yesterday.

Safety and security is always a priority and as a school we will continue to analyze our procedures, make adjustments and do everything we can to watch over your children and keep them safe. Monday morning I will put on a pot of coffee in the cafeteria for any of you that may want to visit and share your thoughts and feelings. As a community it is important that we support each other during this very sad time.

The following are located on Brene Brown's website [www.ordinarycourage.com](http://www.ordinarycourage.com) that she found helpful for talking to children about violence and death:

- [The American Academy of Pediatrics on School Shootings](#)
- [University of Minnesota on Talking to Kids About Violence Against Kids](#)
- [National Association of School Psychologists on Talking to Children About Violence](#)
- What I consider to be one of the [best articles on talking to children about death](#) (by Hospice)
- [Explaining the news to our kids](#) from Common Sense Media.

And this wonderful advice from [Mr. Rogers](#) (shared by Angel Marie):

*"When I was a boy and I would see scary things in the news, my mother would say to me, 'Look for the helpers. You will always find people who are helping.' To this day, especially in times of 'disaster,' I remember my mother's words*

*and I am always comforted by realizing that there are still so many helpers - so many caring people in this world."*

No matter how experienced the helpers, their lives will be changed today. Thank them. Pray for them.

Hallie Immroth sent along the following from Bo's Place.

For any parents concerned about how to talk to their children about the shootings in Connecticut, the following links may be helpful:

- *"[Helping your children manage distress in the aftermath of a shooting](#)" American Psychological Association*
- *"[A National Tragedy: Helping Children Cope](#)" National Association of School Psychologists*
- *"[Helping Children Cope with Tragedy Related Anxiety](#)" Mental Health America*

The links to these and other resources are currently on the Mark Twain website. Please visit [www.marktwainibworldschool.org/parent-resources.html](http://www.marktwainibworldschool.org/parent-resources.html)

Melissa Patin  
Principal

**Rolando "Rudy" Treviño**

Houston Independent School District  
4800 West 18th St. - Houston, TX 77092-5801  
School Improvement Officer (SIO)  
Elementary Schools Office  
(713) 556-7100/Fax (713) 556-7497

**From:** The Post Oak School <[POS@postoakschool.org](mailto:POS@postoakschool.org)>  
**Subject:** Responding to the Tragedy at Sandy Hook Elementary  
**Date:** December 14, 2012 5:59:32 PM CST  
**To:** "Kristen Katz ([kriskatz@mac.com](mailto:kriskatz@mac.com))" <[kriskatz@mac.com](mailto:kriskatz@mac.com)>

Dear Parents,

I have heard this afternoon reports of a school shooting in an elementary school in Connecticut. I feel deep sympathy for the families of children and staff who have been murdered. I cannot begin to imagine their grief. My heavy heart tells me that this is a tragedy for all of us.

I just received a letter from Pat Bassett, President of the National Association of Independent Schools (NAIS). He said, *"Hearing news like this strikes fear in every parent's heart, and it also affects every child in every type of school. You can help your students by providing resources and guidance to help their parents over the next few days. School counselors, for instance, recommend limiting young children's exposure to media coverage of the shooting, but listening and supporting children of all ages if they want to talk about the tragedy. Resources listed below offer more detail."*

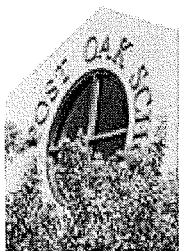
Let me reiterate Bassett's recommendation to limit children's exposure to media coverage of the shooting. Even if you follow this advice, your children will have questions. Below are the resources recommended in his letter.

#### **Resources about Helping Children Cope with Tragedy**

- [The National Association of School Psychologists -- Talking to Children About Violence: Tips for Parents and Teachers](#)
- [American Psychological Association - Helping Your Children Manage Distress in the Aftermath of a Shooting](#)
- [American Academy of Pediatrics - Resources to Help Parents, Children and Others Cope in the Aftermath of School Shootings](#)
- [The National Association of School Psychologists -- A National Tragedy: Helping Children Cope](#)
- [American Academy of Child & Adolescent Psychiatry - Children and Grief](#)
- [Massachusetts General Hospital for Children - Talking To Children About A Shooting](#)
- [Child Mind Institute - Caring For Kids After A School Shooting](#)

I want to get this note to you this afternoon. On Monday I will write again with more information about how the school will respond to the emotional needs of our children in the days ahead, and with a few comments about safety and security here at Post Oak.

Sincerely,



**JOHN LONG**

*Head of School*  
The Post Oak School

713.661.6688 (office)

[johnlong@postoakschool.org](mailto:johnlong@postoakschool.org)  
[www.postoakschool.org](http://www.postoakschool.org)

Find out **what's going on this week** at Post Oak by visiting our [calendar](#).



**If you would like to reply to this message directly to John Long, please reply to [johnlong@postoakschool.org](mailto:johnlong@postoakschool.org).** Otherwise by hitting reply, it will go to the school's main email box and is checked by the school's System Administrator. The email will then be forwarded to John Long.

This email and any attachments are confidential and private and are intended solely for the use of the named addressee(s). If you have received this email in error, please contact the sender and/or The Post Oak School and delete all copies of the message. Thank you.

## Harrington, Sarah L

---

**From:** Harrington, Sarah L  
**Sent:** Monday, December 17, 2012 9:24 AM  
**To:** 'Demi Jessett'  
**Cc:** 'Kirstin Vollrath'; 'kriskatz@mac.com'  
**Subject:** RE: Responding to the Tragedy at Sandy Hook Elementary

Hi Demi, we will be reviewing our Safety and Evacuation Plans this week and I am sure that the District will have additional information, meetings, and guidelines that will be distributed also.

We are very lucky to be in a new building that was designed with safety features that we did not have in the old building.

Yes, we do have lock-down drills, which means that teachers lock their doors with the students inside the classrooms and remain there until the all clear signal is given. Anyone in the hallways are to immediately go to the closest room which can be locked from the inside.

An Evacuation Plan indicates staging areas for evacuation as Beth Yeshurun on Beechnut; Evergreen Park/Bellaire United Methodist Church; Lafayette Park; and CrossPoint Church on Avenue B @ Bellaire.

We have an Emergency Preparedness Manual which has a plan for the following emergencies: Medical, Violence, Evacuation/Shelter in Place, Facility, Weather, Student Welfare, and Terrorism.

The District conducts "Intruder" audits twice a year to see if an intruder can enter the building without being detected.

After our plans have been reviewed, in accordance with District directives, we will take further action,

Thank you for your concern and we will keep you informed.

Sincerely,

Sarah

---

**From:** Demi Jessett [mailto:[demi.jessett@gmail.com](mailto:demi.jessett@gmail.com)]  
**Sent:** Sunday, December 16, 2012 8:05 AM  
**To:** Harrington, Sarah L  
**Subject:** Fwd: Responding to the Tragedy at Sandy Hook Elementary

Ms Harrington,

I wanted to forward this email on to you to let you know what other schools in the area are doing due to the tragic the events on Friday. I ran into many Horn parents over the weekend who all had the same questions that my husband and I do. Questions about our children's safety and security. Do you have "lock-down" drills? What is the school's line of communication if Heaven forbid this was to ever happen at Horn? All questions that are very much on everyone's mind and need to be addressed as soon as possible.

Thank you!

----- Forwarded message -----

**From:** **Kristen Katz** <[kriskatz@mac.com](mailto:kriskatz@mac.com)>  
**Date:** Fri, Dec 14, 2012 at 9:48 PM  
**Subject:** Fwd: Responding to the Tragedy at Sandy Hook Elementary  
**To:** Kirstin Vollrath <[krvollrath@gmail.com](mailto:krvollrath@gmail.com)>, Demi Jessett <[demi.jessett@gmail.com](mailto:demi.jessett@gmail.com)>

excellent links below. I hugged my girls tightly this afternoon.

Begin forwarded message:

## Harrington, Sarah L

---

**From:** Harrington, Sarah L  
**Sent:** Tuesday, December 18, 2012 9:26 AM  
**To:** 'kgagliardi@nisource.com'  
**Subject:** RE: School Safety Questions

Hi Krissy,

We are meeting this afternoon with the Bellaire Police Dept to review our Evacuation Plan and Lockdown procedures. Fortunately, we have a new safe, school designed to limit intrusion to the classrooms and we use every precaution available including locking outside doors and having entry only through the front hallway with check-in procedures. Security cameras are located throughout the building and we plan to increase the number of practice drills. Children need to be reminded to follow directions immediately which are given by a teacher or other school personnel to insure their safety.

HISD provides a Emergency Preparedness Plan and training on all possible crisis situations: Medical, Violence, Evacuation/Shelter in Place, Facility, Weather, Student Welfare, and Terrorism.

I will be sending out a report to parents, hopefully by the end of the week, and will present the updated information to the PTO Board in January.

I appreciate your concern for the safety and welfare of the school.

Sincerely,

Sarah

---

**From:** kgagliardi@nisource.com [<mailto:kgagliardi@nisource.com>]  
**Sent:** Monday, December 17, 2012 3:06 PM  
**To:** Harrington, Sarah L  
**Cc:** David Gagliardi  
**Subject:** School Safety Questions

Dear Mrs. Harrington,

My husband David and I are still reeling from the horrific news from Newtown, and a few questions came up with regard to security and safety on campus at Horn.

Are there security precautions Horn Academy utilizes with security systems, police presence, lockdown drills, and more? What can parents begin to instill at home to emphasize awareness and preparedness for emergency situations at Horn without fear or paranoia ?

Also, I believe Horn's doors are locked to those from the outside starting at 8am, correct?

If there is a formal school communication that is better suited to explain this information, please help point me in the right direction.

We appreciate all you do to help make sure our children do well at Horn.

We also realize this week has got to be filled with many emotions for you, the teachers, staff and students who are aware of this tragedy.

Please know you all will be in our thoughts and prayers as the entire nation attempts to heal.

Thank you,  
Krissy Gagliardi  
(Andrew's mom)



**Administrators**  
school resources

**Teachers**  
teacher resources

**Funding**  
school finance & grants

**Testing / Accountability**  
student assessment & ratings

**Curriculum**  
standards, college prep & programs

**Reports**  
data, statistics & research

**News & Events**  
communications & calendars

**ARRA/Ed Jobs**  
stimulus, stabilization, & ed jobs

## Alternative Schooling

### About TEA

### Commissioner

### Complaints

### Copyrights/Royalties

### Dropout Information

### Early Childhood Education

### Education Laws and Rules

### Educator Certification

### Educator Login/Account Set Up

### Educator Preparation

### Enroll Your Child

### Fingerprinting

### GED ®

### Health and Safety

### No Child Left Behind

### State Board for Educator Certification

### State Board of Education

### Weather Information

Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701  
(512) 463-9734  
Map | Site Policies | TEA Jobs

[Agency Info](#)
[District Information](#)
[A - Z Index](#)
[Help](#)

[Advanced Search](#)

## Review of Emergency Operation Plans

### ACTION REQUIRED

December 17, 2012

#### TO THE ADMINISTRATOR ADDRESSED:

**Subject:** Review of Emergency Operation Plans

In light of the tragic elementary school shooting in Newtown, Connecticut on Friday, December 14, 2012, it is imperative that we ensure the continued safety of all Texas students. Consequently, at the recommendation of Governor Rick Perry, I am directing public schools to immediately review district emergency operation plans.

Texas Education Code, §37.108 requires each school district to adopt and implement a multi-hazard emergency operations plan for use in the district's facilities. The plan must address mitigation, preparedness, response, and recovery and must provide for:

- (1) district employee training in responding to an emergency;
- (2) mandatory school drills and exercises to prepare district students and employees for responding to an emergency;
- (3) measures to ensure coordination with the Department of State Health Services and local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency; and
- (4) the implementation of a safety and security audit

At least once every three years, each school district must conduct a safety and security audit of the district's facilities and certify to the Texas School Safety Center its completion. To the extent possible, a district must follow safety and security audit procedures developed by the Texas School Safety Center or a comparable public or private entity.

In addition to resources available through the Texas School Safety Center (TSSC) at <http://www.txssc.txstate.edu/>, the attached list includes resources for emergency management and preparedness for school safety.

If you have questions regarding emergency operation plan requirements, please contact Barney Fudge, Statewide Coordinator for Health and Safety in the Curriculum Division by email at [william.fudge@tea.state.tx.us](mailto:william.fudge@tea.state.tx.us) or by phone at (512) 463-9581.

Sincerely,

Michael L. Williams  
Commissioner of Education

MLW/mgm

[Word Version](#)

[Attachment](#)

Page last modified on 12/17/2012.

Complaints  
Fraud Hotline  
Compact with Texans  
Open Records Requests  
Frequently Asked Questions  
Encrypted Email Instructions

ESCs  
State of Texas  
Texas Legislature  
Homeland Security  
TRAIL

Military Families  
Where Our Money Goes  
Equal Educational Opportunity  
Governor's Committee on People with Disabilities

Copyright Texas Education Agency (TEA) 2007-2012



## Harrington, Sarah L

---

**From:** Daugherty, Reta  
**Sent:** Monday, December 17, 2012 1:50 PM  
**To:** Harrington, Sarah L  
**Subject:** RE: SAFETY CONCERNS-Library, 3:15, Tuesday, 12/18/12

I will not be here but here are my concerns:

Operable window on second floor. Do we use it? If so are we getting ladders

No closets with doors what should we do?

Thanks, Reta

---

**From:** Harrington, Sarah L  
**Sent:** Monday, December 17, 2012 1:48 PM  
**To:** Clary, Tracey L; Johnson, Rosie O; McDonald, Nancy J; Newhouse, Candace M; Shetsky, Adrienne; Wasson, Lauren C; Baugher, Maya J; Fleischer, Stephanie N; Gates, Evelyn; Reichstein, Stacy; Shields, Diquana L; Stein, Brittany E; Connelly, Elizabeth M; Shapiro, Linda M; Talley, Shannon C; Thorn-Jackson, Trudy; Voth, Vanessa D; Kruger, Nicole M; McAdams, Shirley N; McMahan, Shawn; Thorn, Tiffany M; Wise, Carrie M; Blass, Carolyn E; Cinciripini, Lynn G; Garner, Betsy R; Jung, Lauren M; Burcham, Barbara; Daugherty, Reta; Malone, Anne S; Ueckert, Lizeth; Batke, Sherry L; Blocker, Lexa G; Faris, Elizabeth A; Howell, Penny L; Miller, Lisa A; Phillips, Grace; Slutz, Margaret M; Bendiksen, Melissa S; Garcia, Guadalupe O; Harrington, Sarah L; Keller, Donna M; McCleskey, Catherine; Mendez, Monica T; Neal, Cheryl D; Zimmerman, Harvy; Davis, Karin A; Mitchell, Megan E; Torres, Sandra; Egan, Natalia A; Lawless, Sharon D; Loftus-Bank, Lorene M; Stevenson, Cathy A; Taylor,Carol,J; Taylor, Sharon L  
**Subject:** SAFETY CONCERNS-Library, 3:15, Tuesday, 12/18/12

The Bellaire Chief of Police called to offer assistance. I have scheduled a meeting with Officer Cotton, Bellaire Police Dept., for Tuesday, 12/18/12, to discuss Horn Safety and Security procedures. He will be available to answer questions and concerns. Everyone is invited, but it is not mandatory.

(Safety Committee-Harrington, Bendiksen, Connelly, Mr. Francis, McCleskey, Slutz)

Thanks,  
Sarah

**Harrington, Sarah L**

---

**From:** Jennifer Gregory [funmomjen@aol.com]  
**Sent:** Saturday, December 15, 2012 11:09 PM  
**To:** Harrington, Sarah L  
**Subject:** Fwd: SBISD Message on Connecticut Tragedy

This is really good

Begin forwarded message:

**From:** "SPRING BRANCH INDEPENDENT SCHOOL DISTRICT"  
<[email@blackboardconnect.com](mailto:email@blackboardconnect.com)>  
**Date:** December 15, 2012 7:01:21 PM CST  
**To:** [funmomjen@aol.com](mailto:funmomjen@aol.com)  
**Subject:** SBISD Message on Connecticut Tragedy



Dear SBISD Parents,

The horrific Connecticut school shooting yesterday has all of us in Spring Branch ISD deeply shocked and saddened. Our hearts and prayers go out to all of the families who have lost loved ones in this awful tragedy.

Over the next few days, your children's questions, fears and emotions may come forth at home and, perhaps, at school. As you help your children navigate this tragedy, please consider the helpful tips below, provided by the National Association of School Psychologists (NASP). Additional comprehensive information from NASP may be found at [www.nasponline.org](http://www.nasponline.org).

The safety and security of our students is always our highest priority. Safety protocols are in place across SBISD. All schools have a School Emergency Response Team, and every school regularly practices safety procedures with students and staff through discussions and emergency exercises.

Our SBISD Police Department officers are on duty 24-7, and Police Chief Brawner works closely with school administrators to assure they are equipped to lead in a time of crisis. Additionally, security entrances, enhanced camera surveillance, fencing and other safety-enhancing features are in place across the district as a result of our 2007 Bond Program.

## **National Association of School Psychologists Tips for Talking About Tragedy:**

**Model calm and control.** NASP experts say children take their emotional cues from the adults in their lives. Adults should try to avoid appearing anxious or frightened.

**Reassure children that they and their loved ones are safe.** The NASP says parents can point out specific reasons why they are safe from danger.

**Remind them that trustworthy people are in charge.** The NASP suggests telling children about the various government officials, such as police, who are working to ensure that no other tragedies occur.

**Tell children it is okay to feel upset.** NASP experts say parents should give children the opportunity to talk about their feelings and help them understand why they may be feeling that way. It is also important to tell them it is okay to have feelings, even anger, about national tragedies.

**Observe the child's emotional state.** *Not all children may express their feelings verbally.* The NASP says parents should consider the child's age and focus on nonverbal signs, such as sleep, appetite, and behavior when evaluating their emotional state.

**Look for children at greater risk.** Some children who have suffered from personal loss, had a previous traumatic experience, or suffer from mental illness may have a stronger reaction to national tragedy than others. Parents should contact professionals if they feel their child is reacting dangerously to tragedy.

**Tell children the truth.** The NASP says parents shouldn't try to downplay the event. Children could be even more worried if they think their parents are too scared to tell them what is happening.

**Stick to the facts.** NASP experts say parents should not embellish on what

happened or what might happen as a result of the tragedy. They also say not to dwell on the scale of the tragedy.

**Keep your explanations developmentally appropriate.** NASP says elementary school children need brief and simple info with explanations of why they are safe and why their lives will not change. The older the child is, the more questions and opinions they will likely have.

**Monitor your own stress level.** Experts say parents need to take care of themselves as well by talking to loved ones and other community leaders about their own feelings of grief and anger.

The NASP also says parents should focus on their child over the week following the tragedy, maintain a normal routine, and spend extra time reading or playing quiet games with their child before bed.

We take very seriously the responsibility we have in keeping your children safe and secure. Our teachers, counselors and administrators will be there to support your child on Monday.

Thank you,

Duncan F. Klussmann, Ed.D.

Superintendent of Schools

This e-mail has been sent to you by SPRING BRANCH INDEPENDENT SCHOOL DISTRICT. To maximize their communication with you, you may be receiving this e-mail in addition to a phone call with the same message. If you wish to discontinue this service, please inform SPRING BRANCH INDEPENDENT SCHOOL DISTRICT IN PERSON, by US MAIL, or by TELEPHONE at (713) 464-1511.

HORN SDMC AGENDA  
December 12, 2012

✓ 1. APPROVAL OF MINUTES

2. PTO REPORT

*Geni Howell - NPFH*

✓ 3. STUDENT ATTENDANCE

Horn lost \$13,488 in funds due to student absences from August 27-November 2.

Excused absences include: personal illness, illness or death in the family, inclement weather, emergencies. All other absences are considered UNEXCUSED. 90% attendance is required for grade credit and promotion standards.

✓ 4. BUDGET

Additional funding will be added to our budget around December 15<sup>th</sup>, based on the projected enrollment versus the actual enrollment on the October 26<sup>th</sup> Snapshot date. Approximately \$250,000 will be disbursed as follows: an Asst. Principal position, a clerk position, and GF1 funding 50% of all Magnet positions (art, computer, life sports, science K-3, creative writing, and Magnet Coordinator).

The balance of approximately \$17,000 will be placed into the supply budget, registration/fees, and substitute teacher allocations.

✓ 5. PROFESSIONAL DEVELOPMENT

Early Dismissal, 01/30/12, 1:00-3:00, will be 3 hrs G/T credit on IIM research.

The HORN EXPO will be Tuesday, February 19<sup>th</sup>, from 6:00-7:00.

Early Dismissal, 02/20/12, will be the remaining 3 hrs G/T credit ...we will debrief the EXPO.

✓ 6. APPRAISAL PROGRESS CONFERENCES

Deadline is January 25<sup>th</sup>

✓ 7. PTO INCENTIVES FOR ATTENDANCE AND CONDUCT

✓ 8. HORN MARKETING PLAN/POSITIONING STATEMENT

GOALS ALIGNMENT (will replace the School Improvement Plan/SIP)

9. GRADE LEVEL CONCERNS

*PTO*

*Discussion about incentives for conduct  
meet w/ grade levels & recommend  
wireless Keyboards, mice*

*Printer in hallway  
McIlary - 5 min. early  
Packets for teachers  
Recess time*

*Vacuum cleaners  
dusting - never  
Teacher lounge - cleaning  
Restrooms - duty  
Kinder*

*1) parade*

*2) Book Dr - NPFH*

*3) Intern. monetary  
Day of donations  
awesomeness - affirmations*

*START IN  
Creative Writing  
art - chicken  
Box*

*collection  
Wain  
fuzzies*

*Env.  
printers  
for every  
classroom  
Balls  
distributed*

*\* Request for additional  
copy machine*

*\* Request for (2)  
Walker tables*

SDMC/VERTICAL TEAM

SIGN-IN

December 12, 2012

Carolyn Blass  
Nicki Kruger  
Grace Phillips  
Erin Kinzey  
Stacy Reicstein  
Sherry Batke  
~~Tracy Ann~~ Sherry  
Jodi Ball  
Vanessa Voth  
Gurdy Jackson

Paula Hanning  
Peter Daugherty  
Jeffrey  
Judy Gai  
Jan Wa  
Beth Faris  
Missy Bendis  
Cathy McCluskey

SDMC/Vertical Meeting  
October 10, 2012  
Minutes

Members present: Sarah Harrington, Cathy McCleskey, Erin Kimzey, Shannon Talley, Margaret Slutz, Nancy McDonald, Lisa Miller, Grace Phillips, Diquana Shields, Tracey Clary, Tiffany Thorn, Mickey Banks, Melissa Bendiksen, Carrie Wise, Elizabeth Connelly, Sherry Batke, Stacey Reichstein, Beth Faris, Laura Sloan and Lupy Garcia.

1. APPROVAL OF MINUTES

Minutes approved as read.

2. PTO Report

- Play ground shades will be installed this week.
- Fence by playground will be moved all the way to the bus lane.
- Carnival is Saturday, Oct. 27<sup>th</sup>
- Ball drive is going on.
- All classroom teachers will be getting a printer for each class.
- Spaghetti Supper - November 15<sup>th</sup> from 5 - 8 p.m.

3. RECESS - No parent concerns regarding study hall.

Each issue is handled individually.

4. I-STATION

Reta and Lynn are doing training. State of Texas bought program for 3<sup>rd</sup> through 8<sup>th</sup> grade. Students will take test to assess reading level and generate specific activities.

5. ED-PLAN

This is a new program similar to Project Access. Data bank of test items.

6. APPRAISAL & DEVELOPMENT SYSTEM

There are computer problems with system. Ms. Harrington is waiting for the bugs to be ironed out.

7. COMPARATIVE GROWTH TEACHER REPORTS

Results were posted inaccurately. Reading scores were posted for Math. Math scores were posted for Reading.

8. EARLY DISMISSAL-OCTOBER 24<sup>TH</sup>, 1:00 - 3:00 p.m.

There will be two workshops.

- Empowering Writers Workshop - Garner's room
- Creative Math - Library

9. DEADLINES

- Hazardous Material Inventory
- Measures Worksheet Acknowledgement
- Ippy Dippy - due Oct. 19<sup>th</sup>
- Student Performance Goals/EOY Assessments - due Oct. 31<sup>st</sup>.

Meeting adjourned at 3:30 p.m.



DRAFT

## HORN MARKETING PLAN

### Positioning Statement for Horn Elementary

---

Horn Elementary is  
the best school  
in the Bellaire area  
because it  
serves our neighborhood community  
has a fast growing diverse student population  
offers a quality education which consistently results in exemplary ratings  
in test scores  
welcomes the participation of all our parents  
follows a philosophy to educate the "Whole Child"



#### 1. DEMOGRAPHICS

Enrollment-767	LEP-7%
White-54%	SpEd-4%
Asian-20%	G/T-40%
Hispanic-17%	Free/Reduced Lunch-12%
African-American-5%	Attendance-97.4%
Other-4%	

#### ACHIEVEMENT

TEA Exemplary Rating	
STANFORD-Reading	STANFORD Math
K-2 70th%	K-2 70th%-85th%
3-5 80th%	3-5 90th%

#### 2. TARGETED SEGMENT

The targeted segment is the neighborhood community zoned to the school. Over the past 16 years, the community has returned to Horn from private schools and from other Magnet programs in the District. Enrollment has grown from 520 in 1996 to the present enrollment of 767 which exceeds the capacity of the new school building. Previously, many parents chose private schooling in grades 4-5 to opt out of sending their children to public middle school. That has changed with the building of Pin Oak as an option to Pershing and the departmentalization of grades 4-5 at Horn to better prepare students for middle school.

The Horn PTO has increased parental involvement through the years and parents support the school both financially and through volunteerism. The community at large also contributes to the school through contributions for fundraising events.

#### 3. POSITIONING STATEMENT

Population growth is partially contributed to families who relocate to Bellaire so that their children may attend the neighborhood school. Competing schools in the area are Condit and West University, whose communities are similar to Horn's community. There are numerous public parks, community swimming pools, local city governments,

city services and police which give residents a safe environment where their children can walk or ride bikes to school. Exemplary rating for test scores, low percentage of student disciplinary action, the school philosophy of educating the "Whole Child," a new school facility completed in 2011, and parent support all contribute to the continued growth of Horn.

#### 4. BUDGET

The budget for 2012-2013 supports the addition of an Assistant Principal position to assist with the increasing administrative duties of the Principal and Magnet Coordinator. GF1 funds are also used to support the Magnet Program by increasing the percentage of funding of Magnet Specialist positions: Art, Creative Writing, Life Sports, Life Science, and Computer Lab and the specialized equipment and materials necessary to maintain a quality enrichment program. In addition to the rigorous academic program, the school also offers the Champions After-School Program, Chess Club, Early Learner Language Program for Spanish, French, and Chinese, UIL competition, Odyssey of the Mind, and Choir. Horn emphasizes student research skills and projects through the Independent Investigative Method (IIM) culminating in an annual student EXPO in the spring for grades K-5. Another focus on writing from PK through grade 5 is reflected by professional development activities, a special Creative Writing teacher, and a 4<sup>th</sup> grade Writing/ELA teacher. Additional school GF1 funding supports the Intervention process with two teacher positions to address the needs of those students who are identified as "At-Risk." Tutorials are provided through Compensatory Education funding for an hourly teacher. Technology is supported through the funding of the Magnet Computer Lab teacher and a Campus Network Specialist who provides campus technical support and professional development for the faculty. Joint school and PTO funding provide counseling services for students by contracting with DePelchin Children's Center. Academic rigor and excellence are evidenced through standardized and state test scores, longevity of the faculty, low student mobility, and increased parental involvement.

## HORN MARKETING PLAN

### Positioning Statement for Horn Elementary

Horn Elementary is the best school in the Bellaire area because it

- serves our neighborhood community
- has a fast growing diverse student population
- offers a quality education which consistently results in exemplary ratings in test scores
- welcomes the participation of all our parents
- follows a philosophy to educate the "Whole Child"

## Demographics

- Enrollment – 767
- White – 54%
- Asian – 20%
- Hispanic – 17%
- African-American – 5%
- Other – 4%
- LEP – 7%
- SpEd – 4%
- G/T – 40%
- Free/Reduced Lunch – 12%
- Attendance 97.4%

## Achievement

- TEA Exemplary Rating
- STANFORD Reading
  - K-2 – 70<sup>th</sup>%
  - 3-5 – 80<sup>th</sup>%
- STANFORD Math
  - K-2 – 70<sup>th</sup>% - 85<sup>th</sup>%
  - 3-5 – 90<sup>th</sup>%

## SMART Goals

- Increase Stanford scores on Word Study Skills in grades K, 1, and 2 to the 70<sup>th</sup>%.
- Increase Stanford scores on Reading Vocabulary in grades 3, 4, and 5 to the 80<sup>th</sup>%.
- Decrease by 5% disciplinary referrals for bullying so that all students feel safe and secure at school.

## Teacher Retention

- 95% of all highly effective teachers supported by EVAAS data will be retained.
- 95% of all highly effective teachers, without EVAAS data will be retained.
- No ineffective teachers will be retained.

### Managing Change Goals

- o To manage change while maintaining stability and reaching the highest levels of academic success at Horn Elementary School.

### Focus of Leadership Goals

- o To utilize our assets such as the school network and family-oriented Bellaire culture to develop and accomplish goals which impact student achievement by strategic planning and involvement of all stakeholders to meet the needs of our growing population.

**DRAFT**

## Goals Alignment Overview

**Positioning Statement**

(Attached)

**SMART Goals (2012-2013)**

Goal 1	Increase Stanford scores on Word Study Skills in grades K, 1, and 2 to the 70 <sup>th</sup> percentile.
Goal 2	Increase Stanford scores on Reading Vocabulary in grades 3, 4, and 5 to the 80 <sup>th</sup> percentile.
Goal 3	Decrease by 5% disciplinary referrals for bullying so that all students feel safe and secure at school.

**Teacher Retention (contributing to the district's overall goal of 95% retention for all effective teachers and no more than 15% of ineffective teachers will be retained)**

Highly Effective (w/EVAAS)	95% of all highly effective teachers supported by EVAAS data will be retained.
Highly Effective (w/out EVAAS)	95% of all highly effective teachers, w/o EVAAS data, will be retained.
Ineffective (w/EVAAS)	No ineffective teachers will be retained.
Ineffective (w/out EVAAS)	No ineffective teachers will be retained.

**McREL Focus Responsibilities (2012-2013)**

Framework Component	Leadership Responsibility	Goal
1	Managing Change	To manage change while maintaining stability and reaching the highest levels of academic success at Horn Elementary School.
2	Focus of Leadership <i>intellectual stimulation of focus</i>	To utilize our assets such as the school network and family-oriented Bellaire culture to develop and accomplish goals which impact student achievement by strategic planning and involvement of all stakeholders to meet the needs of our growing population.

**Notes***improve teachers*

Principal: Sarah Harrington \_\_\_\_\_

Date: 11/28/12

SSO: \_\_\_\_\_

Date: \_\_\_\_\_

CSO: \_\_\_\_\_

Date: \_\_\_\_\_

# Teacher Quality

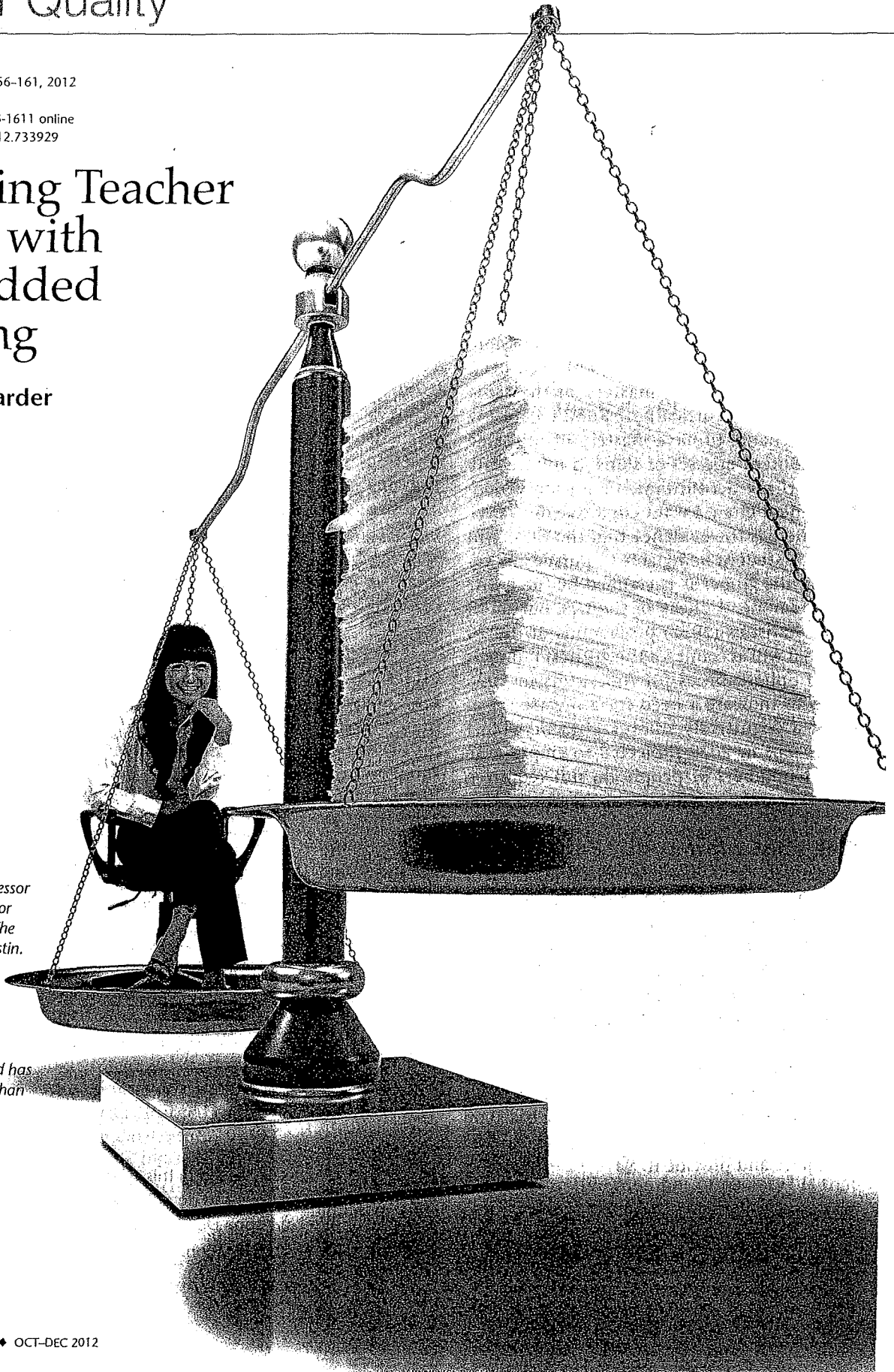
*Kappa Delta Pi Record*, 48: 156-161, 2012  
Copyright © Kappa Delta Pi  
ISSN: 0022-8958 print/2163-1611 online  
DOI 10.1080/00228958.2012.733929

## Measuring Teacher Quality with Value-added Modeling

by Michael Marder



**Michael Marder** is Professor of Physics at the Center for Nonlinear Dynamics at The University of Texas at Austin. Since 1998 he has been co-director of UTeach Natural Sciences, which prepares secondary mathematics and science teachers at UT Austin and has since expanded to more than 30 other universities.



Value-added modeling carries the promise of measuring teacher quality automatically and objectively, and improving school systems at minimal cost. Yet value-added modeling cannot be carried out without value judgments; and if there are technical errors, they will have human cost.

Computer programs, quickly and quietly reaching their judgments, may soon decide your value, and you should know what they are doing. *Value-added modeling* is a name for the most sophisticated computerized ways of taking into account all known numbers that describe your students, and deciding how much you added to their learning.

Pressure to implement automated methods arises because:

1. "Research tells us that the influence of teachers is the single-most important [in-school] factor in determining student achievement" (Suh and Fore 2002).
2. Teachers' backgrounds do not tell whether they are good or not; nor their degrees, nor even whether they are certified (Gordon, Kane, and Staiger 2006).
3. Conventional evaluation systems give nearly all teachers the same rating (Weisberg et al. 2009).
4. There are computer programs that can find the best and worst teachers by analyzing state tests students already are taking (Wright, Horn, and Sanders 1997).

If you held these beliefs—and many of your governors, state education commissioners, and federal legislators do—wouldn't you act?

Action is coming. Some was triggered by Race to the Top, to which 40 states and the District of Columbia applied in 2009. To win grant funding, states needed to put in place systems to measure student growth over time and use these data as part of a system of teacher and principal evaluation. An analysis sponsored by

the Council of Chief State School Officers (CSSO and Learning Point Associates 2010) found that in 2010, twenty-one states already were using tests to measure student growth or were planning to do so. More action will be triggered by the final phase of No Child Left Behind (2002). In 2014, all public schools will be required to succeed in educating children—overall and in disaggregated subgroups—so that at least 95 percent pass state tests in mathematics and reading. This bar is so high that well over half of all public schools will be labeled *Unacceptable* and start down the path to reorganization. The U.S. Secretary of Education has been granting waivers from No Child Left Behind provided states put forward plans that include measurements of teacher performance.

In short, big wheels are in motion. If you are a public school teacher, it is very likely that within the next two years part of your annual evaluation will involve calculations using student growth on standardized tests. The same holds if you are a public school principal. If you are an educator at a public university, for the moment you are exempt. But forces in the media that successfully created the approving climate for test-based accountability of public school teachers are calling for its application to colleges and universities (Brooks 2012).

### The Idea of Value-added Modeling

Using computers to evaluate teachers based on student test scores is more difficult than it seems. Value-added modeling is a genuinely serious attempt to grapple with the difficulties.

A first idea one might have is to grade teachers based simply upon the test scores of



students in their classrooms. For example, a mathematics teacher might get a grade of A, B, C, D, or F depending on whether 90 percent, 80 percent, 70 percent, or 60 percent of students passed a state mathematics exam—or on whether the average score of students in the class was 90 percent, 80 percent, etc. Either way would be badly unfair. Suppose a teacher gets a class where at the beginning of the year all students already can pass the exam they will take at the end of the year. All the teacher has to do is to ensure the students do not forget what they already know. This is much less demanding than teaching a class of students to whom much of the material is new.

The next idea is to grade teachers based on how much student test scores increase from one year to the next. The bigger the student gains, the better the teacher. This idea is better than the previous one, but it raises many new difficulties. Suddenly the teacher whose students all know the material upon arrival moves from having a huge advantage to having a huge disadvantage. If the whole class has perfect scores at the beginning of the year, the most the teacher can hope is that the students will not move down; and if they do, she will appear to have caused them to go backward (Pallas 2012). There are many other problems as well. What precise test should be used to determine how much students know at the beginning of the year? It is never the exact same test students take at the end of the year, so what do score changes mean?

Addressing such questions leads to value-added modeling. The word *modeling* is important. It means that test scores undergo a large amount of mathematical processing before any conclusions are drawn. That is the strength of the various methods for value-added modeling, but also a weakness. The calculations are so complex that only a handful of specialists know how to carry them out.

The idea of value-added modeling is to take a great deal of available information about a classroom and to create expectations for how well the students should do by the end of the year. Students who all come into the class with nearly perfect scores on last year's mathematics exam should be expected to get nearly perfect scores again, but cannot be expected to gain; that would

be impossible. Students who on average were just below failing last year may be expected to rise above failing this year. The expectations are partly a reflection of goals and values for education, partly influenced by what is practically possible, and partly dictated by mathematical feasibility. The end result of a value-added model is a very specific number for each teacher: an expectation, a target, describing the scores his or her students should obtain.

To design a computer program that creates a custom expectation for the classroom of each teacher is not an easy task. The program has to take many things into account. But in an age where Google™ somehow scans through 4.67 million web pages on value-added modeling in 0.2 seconds and does a great job of finding the best one, surely the nation's top researchers, having worked on this problem for decades, have come up with an awfully good solution. They have, but I do not believe it is yet good enough. To explain, I will need to go into some of the details of how value-added models are actually constructed.

## What Were You Expecting?

The essence of value-added models lies in the precise way they calculate expected scores for the students of each teacher. The mathematical ideas on which they are based are complicated and appear inaccessible to anyone with less training than upper-division university statisticians. A fairly small community of scholars, made up of both advocates and skeptics, has been responsible for developing the calculations (McCaffrey et al. 2003; National Research Council 2010). All of these experts agree that the results should be used with caution. However, because numbers in official printouts are so specific and appear so authoritative, it will prove problematic in practice to prevent them from dominating decisions about promotion and dismissal.

Some concerns that have been raised previously about value-added modeling include the possible influence of missing information such as student mobility, large variations in results from year to year, the need for many years of data to obtain reliable results, and the



absence of suitable pretests in some subject areas. Here I describe a very particular worry I have had for some time, but for which I only recently was able to obtain any evidence. Deem this an invitation to grapple with the sorts of decisions that lurk behind the mathematics.

To begin, consider the following question: "What are the data you can find on a student that most accurately predict how much the student's score will change over the next year?" No researcher should answer, "The identity of the student's teacher." Other things come first. To describe them quantitatively requires a system of units. A conventional way to describe gains on tests is in units of standard deviations—that is, in terms of the typical amount scores vary on an exam for a given year and grade level from one student to another. For many exams I have inspected, the standard deviation is in the range of 15–20 percent, where 100 percent is a perfect score. Because standard deviations have a complicated technical sound, there is another convention widely used to discuss value-added methods, which is to refer to a change of a quarter of a standard deviation as "one year of learning." "One year of learning" is really just a code for the student gaining a quarter of a standard deviation on an exam, which means in a typical case getting 5 more points out of 100.

With units of "years of learning" in hand, now to business. The most important predictor of how much a student's test scores will *change* is the student's *score the previous year*. This effect is huge. For example, looking at Texas 5th-graders who obtained the very low raw score of 30–40 percent on the Texas high-stakes mathematics exam, the average score increase the next year is 10 percent, or "two years of learning." This large gain has taken place repeatedly over the last seven years (Marder 2012a). Gains this large are not very surprising. Some students who score 30–40 percent really know little mathematics or struggle to parse the test questions, and it takes a miracle-worker of a teacher for their scores to rise. But other students get low scores because, on the test date, they were terribly ill, could not focus, or were angry or indifferent and decided to fill in

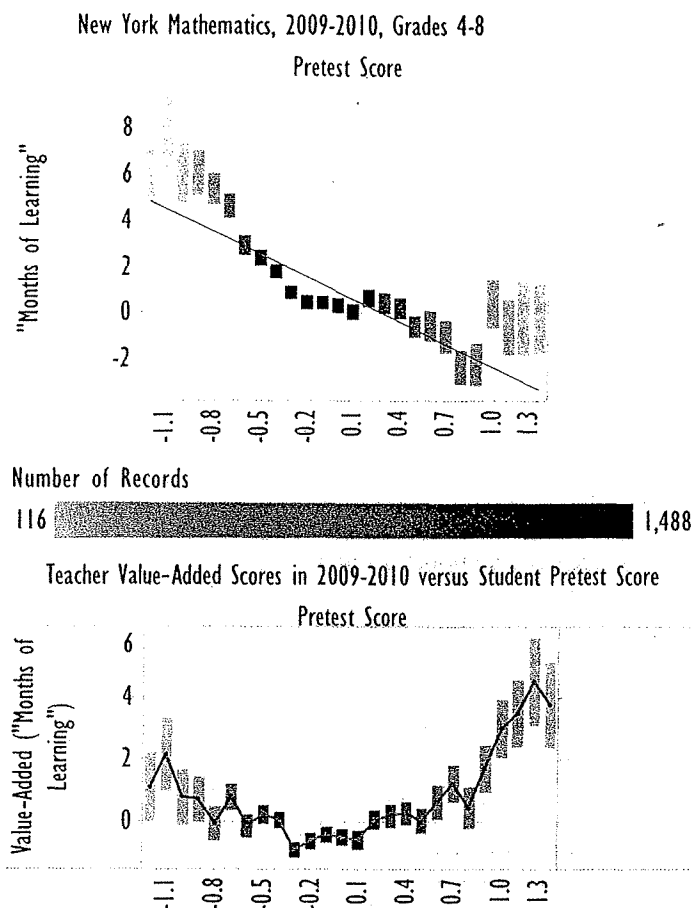
bubbles on the answer sheet at random. These students can easily do much better the next year, and it turns out many of them do.

★ Now switch over to Texas 5th-graders whose mathematics raw score is 70–80 percent. With equal consistency, their score the next year has dropped around 5 percent, or "one year of learning." Maybe the transition to middle school is rough, and many students have some trouble adjusting. In any event, the *difference* between the average raw score gain of 5th-graders scoring 30–40 percent and 5th-graders scoring 70–80 percent is quite large: "three years of learning." Take three solid B students out of a classroom and replace them with three students who failed badly the year before, and the odds of a teacher demonstrating large score gains shoot up.

There are other large effects floating around. One of them is grade level. In certain grades, students have to pass exams in order to advance or to graduate. The effect is strongest in Texas at 11th grade when graduation is at stake. The starting scores of most 11th-graders reflect a gain of 10 percent compared to 10th-graders: "two years of learning"! Mathematics teachers, for example, can face classes with students mixed in from different grade levels because students do not go through high school in lockstep with one another.

Finally, one arrives at the school factors that are most commonly discussed in public: poverty, race, and differences between best and worst teachers (Marder 2012b). The statistical effects of these three factors are all typically "one year of learning" in size. In particular, the difference between teachers whose value-added scores put them in the top and lowest quartiles, is typically 0.2 standard deviations (Hanushek and Rivkin 2010), or around "10 months of learning." This difference between student score gains due to the highest- and lowest-ranked teachers is small compared with the difference in student score gains from the lowest- and highest-scoring students, and about the same as changes in student scores due to other causes I mentioned. In order to conclude from such data that replacing bad teachers with good can transform education, one has to take

**Figure 1. Analysis of Scores.**



**Top,** Average score changes of New York City students as a function of their scores the previous year. The data undershoot, overshoot, and undershoot a best-fit line. The NYC Department of Education rescaled the test scores before reporting them so 0 is an average score. Error bars shown here are two standard errors high. **Bottom,** Average value-added attributed to New York City teachers as a function of their students' pretest scores. The undershoots and overshoots of the top graph correspond closely to the values here, although a great deal of complicated mathematical processing intervenes. These graphs are my plotting of the public data.

an additional step and find that gains due to good teachers do add on to one another year after year (Hoxby, Murarka, and Kang 2009).

The premise of value-added modeling is that once student and school characteristics have properly been taken into account, what remains are two things: (1) a mixture of completely random occurrences out of anyone's control (such as a student falling sick); and (2) the skill and influence of the teacher. The influence of the teacher must be teased out of a collection of other influences of equal or greater importance. Make a technical mistake in accounting for

them, then attribute that mistake to the teacher, and the results are wrong.

Wrong? Impossible! Right? Yet every value-added model I have seen written down (not all of them are published, so I cannot speak about them all) begins with a bit of technical hastiness. Researchers do know that changes in students' scores depend on the students' prior year scores. The way they account for the change is with a term like this:

$$S_i - S_{i-1} = A(100 - S_{i-1}) + \dots$$

The change in a student's score from last year ( $i-1$ ) to this year ( $i$ ) is expected to be larger and larger the farther below 100 the student scored, and some constant  $A$  tells how the expectations change. There are lots of other terms in the equations, often including classroom characteristics such as race and poverty, sometimes not, but no others dealing with this particular point. The equation describes learning gains with a straight line with slope  $-A$  and intercept  $100A$ .

A straight line. . . . My research home is in the Center for Nonlinear Dynamics. It's an odd name for a research area, because the name describes what the research is not—it avoids use of straight lines—rather than what it is. But there is a reason, because examining relationships that cannot be described by straight lines turns out to lead to enough research that it has kept a community of physicists busy for 50 years. Aha! Could this be another case? Let's have a look.

So, back to a way value-added models could be wrong. In my experience, test score changes depend on prior year scores in a particular nonlinear way. For low scores, the curve slopes downward steeply, and then it flattens out (Figure 1, *top*). It looks like a child's slide, which slopes down at first to get kids going and then evens out at the end so they do not ram into the ground. Why score changes have a form like this, I do not really know; maybe it is because the rapid improvement of previously ill or disaffected children is so much more likely for very low-starting scores. But one does not have to know. That is the way they are.

So try this. Draw a shape like a child's slide with a large slope on the left and then flat on the right. Next, take a ruler and draw a straight line passing through the middle that hugs as close

to the curve as it can. The two cannot match. The closest fitting straight line must undershoot at the beginning, overshoot in the middle, and undershoot at the end. The *difference* between the two has a particular U-shaped nonlinear form. The worry is that when value-added models compensate for the scores your students had last year, a fraction of the skill attributed to the teacher was in fact an error due to the researcher.

## Out of Control in New York City

In practice, what fraction? I had a chance to check when newspapers obtained the value-added scores of all New York City teachers and posted them publicly, together with discussions of teachers by name (NY1 News 2012). Maybe in the course of all the processing steps—transforming of raw scores into scaled scores, dozens of extra terms in the equations—the U-shaped error somehow disappears?

But no, it is there. New York City student score gains versus prior score have exactly the same shape as so many other test-score results, with a steep drop for low scores followed by a flatter plateau (Figure 1, *top*). The data at first overshoot the closest fitting straight line, then undershoot, then overshoot again. Plotting the value-added scores New York City attributed to its teachers against average scores of students the year before, the results look like a U (Figure 1, *bottom*). The size of the error at its largest is about half the difference commonly attributed to highest- versus lowest-quartile teachers.

Thus around half of the student gains and losses being attributed to the skill and shortcomings of teachers can be due to the technical mistake of trying to find a single straight line that describes a curve.

## Use with Caution

It is tempting to automate a process that previously has been the province of human judgment. But judgment is always present: if not each detailed decision, then in the rules of automation.

Automating a decision does not make it right. Computers are consistent, but not necessarily correct. The technical problem

described here can easily be corrected, but it is just one example of the limitations to computer measures of teacher value. The rules put into the computers may or may not correspond to what we want to achieve. Some objectives of school, such as whether one child learns to speak confidently in public, or another child gains hope and stays in school after thinking of dropping out, are not plausibly measured well by multiple-choice tests of mathematics and reading. What we value in schools cannot completely be decided by technicians drawing curves.

Expert advice on value-added modeling always says that it should at most be used as a component of evaluation, in combination with other factors. Indeed. It provides information. It can flag real problems. But it has a limited view. And like the humans that created it, it is fallible.

## References

- Brooks, D. 2012. Testing the teachers. *The New York Times*, April 19. Available at: <http://nyti.ms/OIM2Dh>.
- Council of Chief State School Officers and Learning Point Associates. 2010. *Measurement of student growth*. Washington, DC, and Naperville, IL: CSSO and Learning Point. Available at: <http://bit.ly/MmPLYV>.
- Gordon, R., T. J. Kane, and D. O. Staiger. 2006. *Identifying effective teachers using performance on the job*. Washington, DC: Brookings Institution. Available at: <http://bit.ly/PSYx1O>.
- Hanushek, E. A., and S. G. Rivkin. 2010. Generalizations about using value-added measures of teacher quality. *American Economic Review* 100(2): 267–71. Available at: <http://bit.ly/LpWFU5>.
- Hoxby, C. M., S. Murarka, and J. Kang. 2009. *How New York City's charter schools affect achievement*, August 2009 report, second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project. Available at: <http://bit.ly/Kcurxa>.
- Marder, M. 2012a. Unpublished analysis of Texas TAKS mathematics scores from 2003 to 2010.
- Marder, M. 2012b. Failure of U.S. public secondary schools in mathematics. *AASA Journal of Scholarship and Practice* 9(1): 8–25. Available at: <http://bit.ly/MarderAASA>.
- McCaffrey D. F., J. R. Lockwood, D. M. Koretz, and L. S. Hamilton. 2003. *Evaluating value-added models for teacher accountability*. Santa Monica, CA: RAND Corporation. Available at: <http://bit.ly/LizdZj>.
- National Research Council. 2010. *Getting value out of value-added: Report of a workshop*, ed. H. Braun, N. Chudowsky, and J. Koenig. Washington, DC: The National Academies Press. Available at: <http://bit.ly/MtBtH>.
- No Child Left Behind Act of 2001. 2002. Public Law 107–110. Washington, DC: U.S. Congress. Available at: [www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf](http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf).
- NY1 News. 2012. 2007–2010 NYC teacher performance data. NY1 News [Web], February 28. Available at: <http://bit.ly/z9PgIX>.
- Pallas, A. 2012. The worst eighth-grade math teacher in New York City. *The Hechinger Report* [blog], May 15. Available at: <http://bit.ly/NyolUj>.
- Suh, T., and R. Fore. 2002. *The National Council on Teacher Quality: Expanding the teacher quality discussion*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. ERIC Digest ED 477 730. Available at: <http://tinyurl.com/NCTQEQA>.
- Weisberg, D., S. Sexton, J. Mulhern, and D. Keeling. 2009. *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*, 2nd ed. Brooklyn, NY: The New Teacher Project. Available at: <http://widgeteffect.org/overview>.
- Wright, S. P., S. P. Horn, and W. L. Sanders. 1997. Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education* 11(1): 57–67. Available at: [http://www.sas.com/govedu/edu/teacher\\_eval.pdf](http://www.sas.com/govedu/edu/teacher_eval.pdf).

Advertising



**Charleston Educator Symposium**  
 Charleston, South Carolina  
 June 12-13, 2013 • Call for Proposals • Proposals due January 11, 2013

COUNTDOWN TO ANNUAL CONFERENCE  
 15 00 WEEKS DAYS  
 16 21 57 HOURS MINUTES SECONDS  
 Chicago, IL  
 March 15-17, 2013

HOME

STORE

MEMBERSHIP

MY ACCOUNT

HELP

LOG IN



SEARCH ASCD

GO

About ASCD

Books &amp; Publications

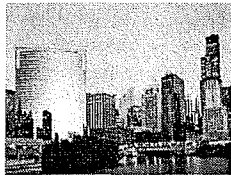
Educational Leadership

Conferences

Professional Development

Programs

Topics



### ASCD 2013 Annual Conference & Exhibit Show

Join educators from across the world who are revolutionizing learning and banding together to bring in a new era of education. March 16-18, Chicago, Ill.

More



## EDUCATIONAL LEADERSHIP

Home Current Issue Archives Buy Contact

November 2012 | Volume 70 | Number 3  
 Teacher Evaluation: What's Fair? What's Effective? Pages 80-81

### Use Caution with Value-Added Measures

Bryan Goodwin and Kirsten Miller

When the New York City Department of Education released its Teacher Data Reports in February 2012, Pascale Maclair found herself in the spotlight—for all the wrong reasons. The *New York Post* dubbed Ms. Maclair, a 6th grade teacher at highly rated P.S. 11 in Queens, the "city's worst teacher." There was just one problem. It wasn't true.

First, the data were suspect: Of the seven 6th grade teachers in the same school, three received zero percentile scores, an unlikely scenario for a school rated in the 94th percentile of the city's public schools. Next, although Ms. Maclair taught both math and English language arts, only six of her students had taken the language arts assessment, a number below the allowable reporting sample of 20 students. Her value-added rating was therefore based solely on the results for the 11 students who took the mathematics exam (for which the minimum reporting sample is 10 students). Such a small sample is prone to distortions. Further, her class consisted of immigrant students who were still learning English and who entered her classroom at different times during the year; some students took the exam when they had been in her class for just a few months (Casey, 2012; Clawson, 2012).

Clearly, the numbers didn't tell the whole story. Yet Maclair, who was regarded by other teachers and administrators in this high-performing school as an excellent teacher, was held up to public criticism by those unaware of the realities of the situation (Casey, 2012). In light of her experience and the similar experiences of other teachers, we should ask what the research says about the accuracy of value-added measures of teacher performance.

### Researcher Misgivings

In many ways, the value-added teacher measurement model is still in its infancy, having emerged only in recent years as sophisticated data warehouses made it possible to measure the average growth of an entire class of students over the course of a school year. However, researchers have warned that what seems so simple and straightforward in theory is incredibly complicated in practice. Here are a few of the pitfalls.

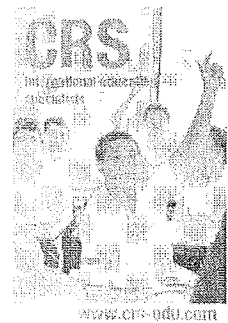
*Non-teacher effects may cloud the results.* Meta-analytic research conducted by Marzano (2000) found that teachers account for only about 13 percent of the variance in student achievement. Student variables (including home environment, student motivation, and prior knowledge) account for 80 percent of the variance. Value-added models don't necessarily isolate teacher effects from these other influences (Braun, 2005).

*Data may be inaccurate.* In the aftermath of the Pascale Maclair incident, multiple factual errors surfaced in New York's data. For example, one teacher had data for a year when she was on maternity leave; another teacher taught 4th grade for five years but had no data (Clawson, 2012). Moreover, small samples—for example, classes with only 10 students—can paint inaccurate pictures of teachers because they are subject to statistical fluctuations (Goe, Bell, & Little, 2008).

*Student placement in classrooms is not random.* For a variety of reasons, schools seldom place students randomly in classrooms. As a result, some teachers find themselves with accelerated learners, whereas others, like Ms. Maclair, may find themselves with more challenging students. Existing models do not adequately control for this problem of nonrandom assignment (Rothstein, 2008).

Print This Page

Send to a Friend



### Most Viewed Articles

1. Eight Things Skilled Teachers Think, Say, and Do (Oct 12)
2. Seven Keys to Effective Feedback (Sep 12)
3. Cracking the Behavior Code (Oct 12)
4. Every Child, Every Day (Mar 12)
5. The Two Purposes of Teacher Evaluation (Nov 12)

More

### Permissions

ASCD respects intellectual property rights and adheres to the laws governing them. Learn more about our permissions policy and submit your request online.

Policies and Requests

Translations Rights

Books in Translation

### Online Store

#### ASCD's Top 5 Books

1. *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition*
2. *Classroom Instruction That Works: Research-Based S*
3. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*
4. *Focus: Elevating the Essentials to Radically Improve Student Learning*

*Students' previous teachers can create a halo (or pitchfork) effect. Researchers have discerned that the benefits for students of being placed in the classrooms of highly effective teachers can persist for years. As a result, mediocre teachers may benefit from the afterglow of students' exposure to effective teachers. Conversely, researchers have found "little evidence that subsequent effective teachers can offset the effects of ineffective ones" (Sanders & Horn, 1986, p. 247). As a result, the value-added ratings for effective teachers may be diminished because of previous, ineffective teachers.*

*Teachers' year-to-year scores vary widely.* Perhaps one of the most troubling aspects of value-added measures is that the ratings of individual teachers typically vary significantly from year to year (Baker et al., 2010). For example, in one study, 16 percent of teachers who were rated in the top quartile one year had moved to the bottom two quartiles by the next year, and 8 percent of teachers in the bottom quartile had risen to the top quartile a year later (Aaronson, Barrow, & Sander, 2003).

### Still Better Than the Alternatives?

In general, the year-to-year correlation between value-added scores lies in the .30 to .40 range (Goldhaber & Hansen, 2010). Although this correlation is not large, researchers at the Brookings Institution note that it is almost identical to the correlation between SAT scores and college grade point average (.35); yet we continue to use SAT scores in making decisions about college admissions "because even though the prediction of success from SAT/ACT scores is modest, it is among the strongest available predictors" (Glazerman et al., 2010, p. 7).

Similarly, more traditional measures of teacher performance have not been tremendously accurate. For example, until recently, many teacher evaluation systems only provided binary ratings: *satisfactory* or *unsatisfactory*, with a full 99 percent of teachers receiving *satisfactory* (Weisberg, Sexton, Mulhern, & Keeling, 2009). Moreover, researchers have found weak correlations between principals' ratings of teacher performance and actual student achievement; in general, principals appear to be fairly accurate in identifying top and bottom performers, but they struggle to differentiate among teachers in the middle (Jacob & Lefgren, 2008).

When faced with imperfect predictors of college success, colleges have learned to use a variety of measures to make decisions about which students to admit. The challenges posed by value-added measurement would suggest that schools take a similar approach. School leaders should heed researchers' consistent warnings against publicly releasing individual teacher ratings or relying heavily on value-added measures to make high-stakes employment decisions. But value-added measures might reasonably be considered as one component of teacher evaluation—when taken with a healthy dose of caution and considered alongside other measures.

### References

- Aaronson, D., Barrow, L., & Sander, W. (2003). *Teachers and student achievement in the Chicago public high schools*. Chicago: Federal Reserve Bank of Chicago.
- Baker, E. L., Barton, P. E., Darling-Hammond, L., Haertel, E., Ladd, H. F., Linn, R. L., Ravitch, D., et al. (2010). *Problems with the use of student test scores to evaluate teachers*. Washington, DC: Economic Policy Institute.
- Braun, H. I. (2005). *Using student progress to evaluate teachers: A primer on value-added models*. Princeton, NJ: Educational Testing Service.
- Casey, L. (2012, February 28). The true story of Pascale Maclair. *Edwize*. Retrieved from [www.edwize.org/the-true-story-of-pascale-maclair](http://www.edwize.org/the-true-story-of-pascale-maclair)
- Clawson, L. (2012, March 4). New York City's flawed data fuel right's war on teachers. *Daily Kos*. Retrieved from [www.dailykos.com/story/2012/30/04/1069927/-New-York-City-s-flawed-data-fuels-the-right-s-war-on-teachers](http://www.dailykos.com/story/2012/30/04/1069927/-New-York-City-s-flawed-data-fuels-the-right-s-war-on-teachers)
- Glazerman, S., Loeb, S., Goldhaber, D., Steiger, D., Raudenbush, S., Whitehurst, G. (2010). *Evaluating teachers: The important role of value-added*. New York: Brookings. Retrieved from [www.brookings.edu/research/reports/2010/11/17-evaluating-teachers](http://www.brookings.edu/research/reports/2010/11/17-evaluating-teachers)
- Goldhaber, D., & Hansen, M. (2010). *Assessing the potential of using value-added estimates of teacher job performance for making tenure decisions* (Working paper 31). Washington, DC: National Center for Analysis of Longitudinal Data in Education Research.
- Goe, L., Bell, C., & Little, O. (2008). *Approaches to evaluating teacher effectiveness: A research synthesis*. Washington, DC: National Comprehensive Center for Teacher Quality.
- Jacob, B. A., & Lefgren, L. (2008). *Principals as agents: Subjective performance measurement in education* (Faculty research working papers series No. RWP05-040). Cambridge, MA: Harvard University John F. Kennedy School of Government.
- Marzano, R. J. (2000). *A new era of school reform: Going where the research takes us*. Aurora, CO: McREL.
- Rothstein, J. (2008). *Student sorting and bias in value-added estimation: Selection on observables and unobservables*. Paper presented at the National Conference on Value-Added Modeling.

5. The  
Core  
Six:



Essential Strategies for  
Achieving E

Video | Audio | Downloads

More

1703 North Beauregard St.  
Alexandria, VA 22311-1714

**MISSION:** ASCD is a membership organization that develops programs, products, and services essential to the way educators learn, teach, and lead.

© 2012 ASCD. All Rights Reserved.

P1

#### ABOUT ASCD

Contact Us  
Help  
Press  
ASCD Job Ramp  
Privacy Policy  
Permissions  
Terms of Use  
Advertise With Us  
Sponsorships

#### CONNECT WITH US

Affiliates  
Connected Communities  
Student Chapters  
Professional Interest Communities  
ASCD EDge  
ASCD on Twitter  
ASCD on Facebook  
ASCD on YouTube

#### ONLINE STORE

ASCD Store Home  
Books  
E-Books & Downloads  
Videos  
Online Learning  
Periodicals  
Conferences  
Join ASCD  
Clearance

#### PROGRAMS

Conferences and Institutes  
Leadership Institute for Legislative Advocacy (LILA)  
Educator Advocates  
The Whole Child  
Emerging Leaders  
Outstanding Young Educator Award

Madison, WI. Retrieved from [www.wcer.wisc.edu/news/events/vam%20conference%20final%20papers/studentsorting&bias\\_jrothstein.pdf](http://www.wcer.wisc.edu/news/events/vam%20conference%20final%20papers/studentsorting&bias_jrothstein.pdf)

Sanders, W. L., & Horn, S. P. (1998). Research findings from the Tennessee Value-Added Assessment System (TVAAS) database: Implications for educational evaluation and research. *Journal of Personnel Evaluation in Education*, 12(3), 247–256. Retrieved from [www.sas.com/govedu/edu/ed\\_eval.pdf](http://www.sas.com/govedu/edu/ed_eval.pdf)

Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*. Brooklyn, NY: New Teacher Project.

Bryan Goodwin is vice president of communications, McREL, Denver, Colorado. He is the author of *Simply Better: Doing What Matters Most to Change the Odds for Student Success* (ASCD, 2011). Kirsten Miller is a lead consultant at McREL.

Copyright © 2012 by ASCD

Tags:

(Log in or register for ASCD EDge (free) to add a tag.)

#### YOUR COMMENTS

☆☆☆☆ (0 Ratings)

Log in to save to your profile!

(Log in or register for ASCD EDge (free) to add a comment.)

The following are comments from our users. This is not content created by ASCD

SDMC/Vertical Meeting  
January 16, 2013  
Minutes

Members present: Sarah Harrington, Cathy McCleskey, Erin Kimzey, Shannon Talley, Margaret Slutz, Lisa Miller, Grace Phillips, Tiffany Thorn, Mickey Banks, Melissa Bendiksen, Carrie Wise, Elizabeth Connelly, Sherry Batke, Stacey Reichstein, Beth Faris, Vanessa Voth, Lauren Wasson and Lupy Garcia.

1. APPROVAL OF MINUTES

Minutes approved as read.

2. PTO Report

- Ordering walkie talkies for all faculty and staff.
- Golf Tournament on April 5<sup>th</sup>.
- Field to be open on Feb. 1<sup>st</sup>.
- Gala, March 1<sup>st</sup>. PTO will pay for teacher ticket.
- If you have not received printer and need one, let Kent know.

3. SAFETY COMMITTEE REPORT AND RECOMMENDATIONS

- All classrooms need Fire Captain.
- All students should be quiet.
- Door windows should be covered.
- Teachers should take their student list from chancery.
- Order red bags and whistles

4. ETI UPDATE

Effective Teacher Initiative.

Teachers need to develop goals by Feb. 28th. System will be up and running in one week.

Meeting adjourned 3:45 p.m.

SDMC/VERTICAL TEAM AGENDA  
January 16, 2013

Tasha  
called  
about ASPIRE

\* person in charge of  
each safety conc. point.

✓ 1. APPROVAL OF MINUTES

✓ 2. PTO REPORT  
① Kent - printers if teachers want it  
② Walkie talkies for all teachers  
③ enrichment programs

✓ 3. SAFETY COMMITTEE REPORT AND RECOMMENDATIONS  
④ golf tourney

✓ 4. ETI UPDATE  
diff. pay - Board has  
to vote  
calendar  
⑤ Teachers  
socials  
⑥ pay for  
privilege of  
solic

5. VERTICAL TEAM CONCERNS

① Beth Vashum  
gated Rachel?

② fire drill  
roster  
fire Captain  
line leader  
Pine -  
fire hydrant  
rope w/ handles  
pk 1hr

gate/door - Arc B  
close - no entry  
emergency bag w/ updated flashlights

⑦ gala -  
register  
⑧ grade  
inactive  
attendance  
focus  
not conduct  
⑨ food done  
⑩ PTO website  
⑪ BCL Feb. 15T  
ribbon cutting  
02/22



look down

papers slides under door  
armed except during walk!

---

4TH g1 - restroom - Greet

teacher restroom - up

teacher wear badge & access  
parents in morning

\* SPEECH  
parents need to drop off kids  
at classroom door

5TH - stairs - kids  
parents  
Xerox machine

Cleanliness of classroom - problem

SDMC SIGN IN SHEET  
January 16, 2013

Sherry Batte  
Margot M. Slutz  
Grace Phillips  
Jane Sloan  
Lynn Gavin  
Jan C. Wan  
Z. D. Daugherty  
Jill Lang  
Tudy Jackson  
Diguana Shields

Carrie Wise  
Stacy Leichstein  
Cathy McCleskey  
Nicki Wagner  
Vanessa Uhl  
Carolyn Bass  
Beth Jains

SDMC AGENDA  
February 13, 2013

- ✓ 1. APPROVAL OF MINUTES
- ✓ 2. PTO REPORT
- ✓ 3. SECURITY ISSUE

*Palatka Talhner  
Walsh Fair*

The temporary construction fence will be removed around the hardtop play area. It was discussed at the PTO Board meeting and we explored several options:

*\* gate to protest*

\*Field gates will be locked during the school day with open access to the back of the cafeteria.

\*We could request that HISD install a fence around the covered hardtop to replace the temporary fence.

\*We could ask PTO to pay for a wrought iron fence around the play area.

\*A fence could be installed between the cafeteria doors and the hardtop surface, leaving community access to the hardtop play area.

*lighting  
cameras*

- ✓ 4. HORN AFTER SCHOOL PROGRAM

*additional cost for early dismissal  
entry of kids  
eliminate homework program*

- ✓ 5. ENROLLMENT

Current enrollment is 767; possibility of adding a fifth Fourth Grade class.

*Rob  
Byroad*

- ✓ 6. PROPOSED TEA ACCOUNTABILITY SYSTEM

- ✓ 7. CALENDAR

02/19 Pizza -5:30 (sold in cafeteria)

HORN STUDENT EXPO, 6:00-7:00

PTO Meeting, 7:00-8:00

02/20 Early Dismissal/G/T 3 Hr. Training

02/22 Go Texan Day

Square Dancing

02/23 Campus Beautification, 8:30-10:30 (Come & Weed!)

02/27 TELPAS-Computer Lab

02/28-Student Performance Goals DEADLINE

*Carpool  
Kids near books  
at carpool*

March 1<sup>st</sup> will be a Dress down Day instead of February 22<sup>nd</sup>, which is Go Texan Day.

*Tutorials at an earlier time  
micillagay-shills  
carpool  
Hunder - vacuum \**

*office teachers need  
to come  
Chorus - no time to  
see kids*

SDMC SIGN IN SHEET  
February 13, 2013

David Harnett

Sherry Batke  
mayor em. Shug

Kent Cantrell

Bruce Phillips

R. Danforth

James Sloan

Kay Reinstein

J. H. [unclear]

W. [unclear]

J. A. Wa

Trudy Jackson

Nicki [unclear]

Carolyn Bass

Vanessa Ut

C. Wise

B. Jarvis

D. Shields

M. Bendikson

L. Gari

## MEMORANDUM

January 9, 2012

TO:

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

SUBJECT: **NEW Texas Public Education Accountability System**

The Texas Legislature has declared that by the 2019–2020 school year, Texas will become one of the top 10 states for graduating students who are ready for postsecondary success. Changes, which are required to attain this ambitious goal include:

- Realigning curriculum standards to concentrate on the essential knowledge and skills required for postsecondary readiness,
- Development of a new assessment program, the State of Texas Assessments of Academic Readiness (STAAR), which rolled out during the 2011-12 school year, and
- Expanding and improving the state's education data system to provide for better tracking and reporting of student outcomes.

In concert with these efforts, the state is currently developing a new accountability system to be approved for implementation by the Commissioner of Education in March, 2013. The new system will include measures that focus on postsecondary readiness, student progress and closing the achievement gap. Under the current proposal campuses and school districts will be designated as either *Met Standard* or *Improvement Required*.

In order to achieve the *Met Standard* designation for 2013, campuses and school districts must accumulate sufficient points (which are yet to be determined) for the designation which are calculated from four separate indices, see **Attachment A**. These four indices include:

- **Index 1: Student Achievement**
  - STAAR Satisfactory Performance
  - Based on Final Level II Performance Standards, Not Phase-in standards
- **Index 2: Student Progress (2014 and beyond)**
  - Progress to Satisfactory, or
  - Progress to Advanced Performance Levels
- **Index 3: Closing Performance Gap**
  - Achievement Gaps Measured for Satisfactory, and
  - Advanced Performance Levels
- **Index 4: Postsecondary Readiness**
  - Measures of Postsecondary Readiness

In the previous accountability system (from 2004 – 2011) districts and campuses were required to meet criteria on up to 25 separate assessment measures (five subjects X five student groups) and on up to 10 dropout and high school completion measures in order to achieve the *Academically Acceptable* rating. Thus, a district or campus could receive an *Academically Unacceptable* rating due to poor performance on a single measure even if all other measures indicated high performance.

The new state accountability system will rate districts and campuses on a large number of measures, without the rating being dependent on a single measure, through the accumulation of points on several measures within each index. Using this approach districts and campuses will no longer be penalized for low performance on any one single indicator.



Beginning in 2014, campuses and districts that *Met Standard* will be eligible for recognized and exemplary distinction designations as part of a comprehensive distinction designation system (DDS). The DDS will also include up to ten additional campus distinction designations.

The Department of Research and Accountability, in collaboration with the Accountability Office is currently reviewing the proposed accountability system in order to provide feedback to TEA comment solicitation site by the January 18<sup>th</sup> deadline. We are also working collaboratively to ensure HISD staff is provided with timely information on the new accountability system through a comprehensive Accountability Communications and Training Plan that will:

- monitor the development of the accountability system to ensure district concerns are voiced,
- provide overview to district departments upon request,
- keep district personnel informed of changes to the proposed system, collect feedback and answer questions via the department's website, and
- conduct formal presentations, upon adoption of the final accountability system, to district staff and community stakeholders.

The proposed timeline for the communications and training plan outlined above is detailed below:

Activity	Audience	Responsible Person(s)	Date 2013
Provide overview of <b>proposed</b> accountability model with breakout sessions by school office	Principals	Research Department in collaboration with the Accountability Office	January Principal's Meeting
Provide schools information on their specific counts of students for the new student groups	Principals SSOs	Research Department	January Principal's Meeting
Academic Services memo providing information on <b>proposed</b> model	Principals SSOs Academic Departments	Research Department	January 14th
Provide update on changes to <b>proposed</b> accountability model	Principals SSOs	Research Department	February Principal's Meeting
Distribute accountability model projections using 2012 data with for <b>proposed</b> accountability model	Principals SSOs	Research Department	End of February
Develop a Moodle course to provide an online overview of the <b>proposed</b> accountability system.  Development of HISD accountability website.	Principals Teachers District Staff	Research Department	TBD
TEA Commissioner approves final accountability model	ALL	Commissioner of Education, TEA	March
Provide overview of <b>final</b> Accountability model	Principals SSOs	Research Department	April Principal's Meeting
Communications to parents/community	Parents Community	Research Department Communications Department School Support Office	TBD

CS

Attachment





HORN SDMC AGENDA  
April 3, 2013

JA -  
5 teachers -  
code teacher?

May 31 31

✓ 1. APPROVAL OF MINUTES

✓ 2. PTO REPORT *give need ULL 3rd to 4th -*

3. JUNIOR ACHIEVEMENT-Handout

*1K-yes 1-yes 5th-?*  
*3-yes 5-4*

4. PROMOTION STANDARDS-Handout  
Grades 1 and 2

Overall Average of 70

Grade of 70+ in Reading/ELA, Math, either Science or Social Studies

Passing score of HFWE

Sufficient attendance

Grades 3-5

Overall Average of 70

Grade of 70+ in Reading, Math, either Science or Social Studies

Passing score in Reading and Math STAAR tests

Sufficient attendance

✓ 5. GENERAL WAIVER GUIDELINES-ELIMINATE 5 EARLY DISMISSAL DAYS  
Handout

6. ASSISTANT PRINCIPAL CANDIDATE-Vanessa Flores

1) no sand in sandbox

2) Broken doors -

3) 2nd grade dismissal

*Safety Patrols*

*should not hold*

4) Tornado drill - plan

5) parents in front hallway

6) open gate

Traffic / Safety Patrol

*Clocks / bells off*

*signs for car pool*

HORN SDMC/VERTICAL TEAM SIGN-IN SHEET

April 3, 2013

Jan C. Wan

Sherry Batke

Carolyn Blass

Grace Phillips

Vanessa Flores

Margaret Smith

Cathy McCuskey

Kacy Liechten

Lynn Gair

Patricia Dawkins

Erin Kinyon

Trudy Jack

Michelle Kuge

Jennifer

Monica Mendez

C. Wise

Beth Trus

Digiana Shields

Jaime Sloan

M. Bendiksen



Work Readiness | Entrepreneurship | Financial Literacy

## Elementary Programs – Five Classroom Visits

---



### Kindergarten

**Ourselves** - Focuses on the individual and the roles individuals play in the economy as workers, consumers and family members. This five-part series develops personal economic concepts through the reading of storybook characters presented by the volunteer. Hands on activities related to the stories demonstrate helping, working, earning, and saving.

### 1<sup>st</sup> Grade

**Our Families** - Based on the concept of family, volunteers focus on a large poster picturing a neighborhood. Activities include completing a family picture book, needs and want flashcards, and studying tools used for certain jobs.

### 2<sup>nd</sup> Grade

**Our Community** - Exploration of a typical community focuses on the people, businesses, careers and organizations. Activities, which all relate to a large poster of a typical community, include a job hunt, paper donut production line, and a government worker/taxation exercise.

### 3<sup>rd</sup> Grade

**Our City** - A great introduction to the many businesses and careers found in a typical city. Activities include constructing three dimensional buildings, writing newspaper articles, city planning, and opening a restaurant.

### 4<sup>th</sup> Grade

**Our Region** - Provides students with an understanding of the differences between natural, human, and capital resources found in different regions and explores regional businesses that produce goods and services for consumers.

### 5<sup>th</sup> Grade

**Our Nation** - An excellent general overview of business operations in the United States. Through writing a business plan, students learn about different types of business organization, practice hiring and interviewing, and conduct production and advertising activities.

### 3<sup>rd</sup> – 5<sup>th</sup> Grade

**After School – JA More than Money-** Will meet the after-school programming needs of a diverse group of students by providing engaging, academically enriching, and experiential learning sessions in economic education. The program encompasses economics and business curriculum. JA More Than Money teaches students about earning, sharing, saving, and spending money in a fun interactive format.

## “A Day with JA”

### One day Junior Achievement Program Event

*Spore*

“A Day with JA” is a one-day event that takes place at elementary or middle school campuses generally lasting from 8am-1pm. Junior Achievement volunteers are trained and prepared before arriving at the school campus. Junior Achievement volunteers lead hands on interactive activities; (five 30 minute activities delivered consecutively) focused on relating school skills to the world surrounding them, and share their inspiration for success.

#### School Coordinator Responsibilities

##### Preparation:

1. Approve campus participation with school administration  
Secure possible dates for event  
Secure grade levels to be involved and total number of classes
2. Complete and return program class request form and return to JA office  
Schedule teacher training with all participating teachers, led by JA liaison (30 minutes)

##### Day of Event:

1. Remind teachers of event and days schedule
2. Designate a room where volunteers can meet in the morning, visit during breaks and possible have lunch in when needed (snacks and water encouraged)
3. Meet volunteers upon arrival and guide to their room locations

#### Teacher Roles and Responsibilities

##### Preparation:

1. Agree to event and attend teacher training

##### Day of Event:

1. Stay in the room with volunteers **at all times.**
2. Handle discipline needs as well as offer help and guidance
3. Keep volunteers to your schedule, warning them of specials and/or lunch times
4. Encourage your students to ask lots of questions and thank the volunteers



Contact your JA  
liaison to sign-up  
your school  
**today!**

[Home](#)   [Submit](#)
[Search](#)[GO](#)

« Assessment Corrections Process

## Promotion Standards 2012-2013

**DUE DATE:****AUDIENCE:****CONTACT:****Principals**
**Mark White, (713)556-6753,**  
**[mwhite4@houstonisd.org](mailto:mwhite4@houstonisd.org)**

With the first administration of STAAR during the 2011-2012 school year, and in accordance with the one-year State suspension of the Student Success Initiative (SSI), the HISD Board approved the suspension of the state assessment component of the District promotion standards for the 2011-2012 school year. Although final rules for this year's SSI have not yet been finalized at the State level, the full promotion standards are back in effect for the current 2012-2013 school year.

The District promotion standards remain more rigorous than the State's requirements and focus on interventions to be used with students during the following school year who require additional instruction and support to perform at their appropriate grade level.

Students in grades 1 through 8 must meet the following requirements in order to be promoted to the next grade level:

For Grades 1 and 2

- Overall yearly average of 70 or above
- Particular average of 70 or above in Reading/ELA and Math, then in either Science or Social Studies
- *Passing score on High Frequency Word Evaluation*
- Sufficient Attendance

For Grades 3-5

- Overall yearly average of 70 or above
- Particular average of 70 or above in Reading/ELA and Math, then in either Science or Social Studies.
- Passing score on Reading and Math STAAR
- Sufficient Attendance

For Grades 6-8

- Overall yearly average of 70 or above
- Particular average of 70 or above in three of the four core subjects: Reading/ELA, Math, Science, Social Studies.
- Passing score on Reading and Math STAAR
- Sufficient Attendance

Students not meeting promotion standards will be flagged in Chancery SIS. An updated Cumulative Learning Profile will be available in early May so that teachers can begin the tracking process for summer interventions and for required interventions during next school year. Chancery SIS currently also offers an RtI/PGP tracker to assist schools in managing interventions in core subject areas, attendance, and behavior. Online training is available through the SIShelp eTutor.

Campuses should fully communicate promotion standards with students and parents since this year's standards again include the state assessment after the one-year suspension. Please include such information in newsletters and publications as appropriate. The HISD portal site for parents and students has been updated to reflect the return to the full standards. Please find attached summary language to include in communications with parents and community members.

As SIS decisions are finalized at the State level, further information on SSI, the Cumulative Learning Profile and Grade Placement Committees will be released as it becomes available. Resources for Parent Engagement, Summer School, Compensatory Education and interventions will also be updated and made available.

### Attachments

[Promotion Standards English](#)
[Promotion Standards Spanish](#)
[Promotion Standards Vietnamese](#)

### SORT ITEMS BY:

[DEPARTMENTS \(241\)](#)
[ELEMENTARY SCHOOLS \(823\)](#)
[HIGH SCHOOLS \(809\)](#)
[MIDDLE SCHOOLS \(801\)](#)
[UNCATEGORIZED \(8\)](#)

### CALENDAR

**April 2013**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
« Mar						

### ARCHIVES

[April 2013 \(20\)](#)
[March 2013 \(52\)](#)
[February 2013 \(75\)](#)
[January 2013 \(58\)](#)
[December 2012 \(52\)](#)
[November 2012 \(51\)](#)
[October 2012 \(105\)](#)
[September 2012 \(115\)](#)
[August 2012 \(75\)](#)
[July 2012 \(33\)](#)
[June 2012 \(20\)](#)
[May 2012 \(56\)](#)
[April 2012 \(55\)](#)
[March 2012 \(46\)](#)
[February 2012 \(42\)](#)
[January 2012 \(58\)](#)
[December 2011 \(23\)](#)
[November 2011 \(27\)](#)
[Older Items \(Before November 2011\)](#)


[Home](#)   [Submit](#)
[Search](#)[GO](#)

« New IPT Early Writing Test for First Grade ELL Students – The deadline date is May 31, 2013

Revisions to HISD Master Course Catalog for 2013-2014 »

## General Waiver Guidelines – The deadline date is April 8, 2013

**DUE DATE:**

04/08/2013

**AUDIENCE:**

Principals

**CONTACT:**Efrain Olivo, (713)556-7285,  
[oolivo@houstonisd.org](mailto:oolivo@houstonisd.org)

Attached are the guidelines for developing waiver requests for school year 2013-2014. General Waiver templates will be open March 25, 2013 through April 5, 2013. Principals will have access to choose, create, or edit waivers during the open access period. A paper copy and signature page for each school waiver, with principal and SDMC member is required and is due to Efrain Olivo in the Office of School Support by April 8, 2013.

If you have any questions regarding school waivers, please contact Efrain Olivo in the Office of School Support at 713-556-7285.

**Attachments**

[http://hisdacademics.org/wp-content/uploads/gravity\\_forms/2-b18b158caf279cf25b600c39bae04778/2013/03/Signature-Page-Sample.doc](http://hisdacademics.org/wp-content/uploads/gravity_forms/2-b18b158caf279cf25b600c39bae04778/2013/03/Signature-Page-Sample.doc)

[General Waivers Item](#)


**SORT ITEMS BY:**[DEPARTMENTS \(238\)](#)[ELEMENTARY SCHOOLS \(806\)](#)[HIGH SCHOOLS \(797\)](#)[MIDDLE SCHOOLS \(783\)](#)[UNCATEGORIZED \(8\)](#)**CALENDAR**

March 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
« Feb						

**ARCHIVES**[March 2013 \(52\)](#)[February 2013 \(75\)](#)[January 2013 \(58\)](#)[December 2012 \(52\)](#)[November 2012 \(51\)](#)[October 2012 \(105\)](#)[September 2012 \(115\)](#)[August 2012 \(75\)](#)[July 2012 \(33\)](#)[June 2012 \(20\)](#)[May 2012 \(56\)](#)[April 2012 \(55\)](#)[March 2012 \(46\)](#)[February 2012 \(42\)](#)[January 2012 \(58\)](#)[December 2011 \(23\)](#)[November 2011 \(27\)](#)[Older Items \(Before November 2011\)](#)[Entries \(RSS\)](#) and [Comments \(RSS\)](#) ^

Vanessa Ann Flores  
4387 Fiesta Lane  
Houston, TX 77004  
(832) 656-7257, (713) 741-1425  
[vflores2@houstonisd.org](mailto:vflores2@houstonisd.org)

AO 3/26 4:30  
Tuesday

**EDUCATION:**

**Region 4 ACP Principal Cohort-**  
Principal Certification Cohort-  
January 2012-January 2013  
Passed TExES Exam-February 2013

**University of Houston Clear Lake, Houston, TX**  
Master of Science, Early Childhood Education  
Certified Gifted and Talented  
Graduate-4.0 cumulative GPA  
Graduated December 2008

**University of Houston, Houston, TX**  
Bachelor of Science in Interdisciplinary Studies,  
Specializations in Reading and Early Childhood  
Suma Cum Laude Graduate-3.95 cumulative GPA  
Graduated May 2002

**TEACHING EXPERIENCE & HONORS:**

- **Teacher Development Specialist for Dr. Jocelyn Mouton SSO, 2011-present**

Responsibilities include: providing individualized support for teachers, creating and delivering Professional Development, classroom observations with feedback, presenting model lessons, working with Reading Manager to deliver curriculum PD, co-teaching lessons, analyzing data, facilitating PLC's, building capacity in grade level chairs and instructional coordinators, attending numerous professional development trainings, arranging learning walks and observations for administrators and teachers, working with small groups of children, meeting with administrators to discuss current needs and support for campus on a frequent basis, attending TDS Meetings, attending Team Meetings with SSO for reflection and feedback

- **Literacy Instructional Specialist for Ann Sledge SIO, 2010-2011**

Responsibilities included: providing individualized support for teachers, creating and delivering Professional Development, classroom observations with feedback, presenting model lessons, co-teaching lessons, analyzing data, facilitating PLC's, acting as a Coach for the Literacy Coaches by building capacity, attending numerous reading professional development trainings on Tesoros and Reading Street, arranging learning walks and observations for administrators and teachers, facilitating a book study for administrators and teachers, facilitating meetings for instructional coordinators, assisting coaches organize High Frequency Word Exam and TPRI/Tejas Lee testing, working with small groups of children, meeting with administrators to discuss current needs and support for campus on a frequent basis, attending Reading Department Meetings, attending Team Meetings with SIO for reflection and feedback

- **University of Houston Clear Lake Adjunct Faculty Member, Fall 2009**

Responsibilities included teaching ECED 4032 Developing Competence in Young Children an undergraduate course.

- **Literacy Coach-Cage Elementary, 2009-2010**

Responsibilities included: training teachers, presenting model lessons, acting as a reading interventionist, analyzing data, attending numerous reading professional development trainings, Balanced Literacy Approach trainings, attended dyslexia trainings, organized Accelerated Reader program, organized Kathy Richardson's Math Assessments, organized spelling bee and various other reading celebrations throughout the year, organized High Frequency Word Exam and TPRI/Tejas Lee testing, served as campus lead mentor, and served on the Intervention Assistance Team (IAT).

- **Houston Independent School District-2<sup>nd</sup> Grade Teacher at Cage Elementary School, 2002-2009**

Responsibilities included teaching math, science, language arts and social studies for children. Developed many lessons and hands on activities through the use of technology.

Incorporated all learning styles into lessons.

Attended numerous professional development opportunities to extend my professional learning



- **Teacher of the Year-Cage Elementary, 2005-2006**
- **Teacher of the Year Nominee, 2002-2006**
- **New Teacher of the Year Award, 2002-2003**
- **Children's Museum of Houston Master's Degree Internship Program 160 hours, Summer 2007**  
Promoted museum through various outreach programs.  
Worked in Summer Discover Series room and organized all needed materials.  
Wrote curriculum ideas for various math, science, and health programs.
- **Kappa Delta Pi Education Honor Society, 2007-2010**
- **SDM Leadership Council at Cage Elementary, 2005-2006, 2009-2010**
- **Mentor Teacher for Teach for America Staff, 2005-2007**
- **Social Studies Lead Teacher, 2005-2006**
- **Early Childhood Program Advisory Committee at University of Houston Clear Lake, 2005**
- **Cage Elementary Cheerleading Sponsor, 2002-2009**
- **Teach for America Faculty Advisor, Summer 2004 & Summer 2005**
- **Principal's Advisory Committee, 2004-2006**
- **Teacher at Camp Invention Kids, Summer 2005**
- **Courtesy Committee, 2002-2007**
- **Houston I.S.D. Project Clear/ Math Lead Teacher, 2003-2004**
- **1200+ hours of related Professional Development Activities**
- **Kindergarten & Second Grade Student Teacher, Garfield Elementary, Houston, Texas, 2002**
- **PUMA Program at University of Houston, 2001**
- **Volunteer Work-Collaborative Program with University of Houston Professor, Dr. Copley, 1999-2000**
- **Volunteer Work-Children's Museum of Houston for collaborative program, 1999-2000**

#### **OTHER HONORS & ACTIVITIES:**

- Junior League of Houston-Active Member
- M. D. Anderson Patient & Family Center-Active Volunteer
- Texas Children's Hospital Cancer Center Volunteer, 2006
- Member of the University of Houston Alumni Organization, 2002-present
- Dean's List, 1997-2002

- PUMA Board Member Representative for Pasadena Cluster, Elementary Education, 2001
- Golden Key Honor Society Scholarship, 2001
- Dean's Award Finalist Recipient, 2001
- Phi Kappa Phi-Honor Society-Student Vice President, 2001
- Omicron Delta Kappa Leadership Honor Society, 2001
- Student Government Association, Senator At Large #4, 2000-2001
- Zeta Tau Alpha Foundation Scholarship, 2000
- 2<sup>nd</sup> Runner Up on the UH Homecoming Court, 2000
- Anna K. Chase Foundation Scholarship, 2000
- Cougar Dolls Member, 1997-2000
- Alpha Lambda Delta-Phi Eta Sigma-Freshmen Honor Society, 1998

#### **REFERENCES:**

- **Dr. Rebecca Huss-Keeler**  
University of Houston Clear Lake  
Associate Professor & Program Coordinator  
Early Childhood Educator  
2700 Bay Area Blvd., Houston, Texas, 77058  
281-283-3535  
[huss@uhcl.edu](mailto:huss@uhcl.edu)
- **Lance Menster**  
Assistant Superintendent-Professional Development Services  
Professional Support and Development  
4001 Hardy Street  
Houston, Texas, 77009  
713-504-3353  
[lmenster@houstonisd.org](mailto:lmenster@houstonisd.org)
- **Angie Miranda**  
Principal-Seguin Elementary  
5905 Waltrip  
Houston, Texas, 77087  
[amiranda@houstonisd.org](mailto:amiranda@houstonisd.org)  
713-845-5600
- **Dr. Jocelyn Mouton**  
School Support Officer  
Hattie Mae White Educational Support Center  
4400 West 18<sup>th</sup> Street  
Houston, Texas, 77092  
713-556-7100  
[Jmouton1@houstonisd.org](mailto:Jmouton1@houstonisd.org)

- **Ann Sledge**  
Senior Manager-Leadership Development  
Professional Support and Development  
4001 Hardy Street  
Houston, Texas, 77009  
713-582-1071  
[asledge@houstonisd.org](mailto:asledge@houstonisd.org)

SDMC/Vertical Meeting  
February 13, 2013  
Minutes

Members present: Sarah Harrington, Cathy McCleskey, Erin Kimzey, Shannon Talley, Margaret Slutz, Lisa Miller, Grace Phillips, Tiffany Thorn, Mickey Banks, Melissa Bendiksen, Carrie Wise, Elizabeth Connelly, Sherry Batke, Stacey Reichstein, Beth Faris, Vanessa Voth, Lauren Wasson and Lupy Garcia.

1. APPROVAL OF MINUTES

Minutes approved as read.

2. PTO Report

- Gala, March 1<sup>st</sup>
- Walkie talkies being delivered.
- Book Fair is March 4<sup>th</sup> - 8<sup>th</sup>.

3. SECURITY ISSUE

The temporary construction fence will be removed around the hardtop play area. It was discussed at the PTO Board meeting and we explored several options:

- Field gates will be locked during the school day with open access to the back of the cafeteria.
- We could request that HISD install a chain link fence around the covered hardtop to replace the temporary fence.
- We could ask PTO to pay for a wrought iron fence around the play area.
- A fence could be installed between the cafeteria doors and the hardtop surface, leaving community access to the hardtop play area.

4. HORN AFTER SCHOOL PROGRAM - Change from Champions to BUSY BEE'S

- Additional cost for Early Dismissal.
- Entry of kids without letting Site Director know.
- They wanted to eliminate Homework program.

5. ENROLLMENT

Current enrollment 767; possibility of adding a fifth Fourth Grade class.

6. PROPOSED TEA ACCOUNTABILITY SYSTEM - Handout

7. CALENDAR

2/19 Pizza - 5:30 (sold in the cafeteria)

HORN STUDENT EXPO, 6:00 - 7:00

PTO Meeting, 7:00-8:00

2/20 Early Dismissal-G/T 3 HR. Training

2/22 Go Texan Day

Square Dancing, 1:40 p.m.

2/23 Campus Beautification, 8:30 - 10:30 (Come & Weed!)

2/27 TELPAS-Computer Lab

2/28 Student Performance Goals DEADLINE

March 1<sup>st</sup> will be a Dress down Day instead of February 22<sup>nd</sup>, which is Go Texan Day.

Meeting adjourned at 3:40 p.m.

SDMC/Vertical Meeting  
April 3, 2013  
Minutes

Members present: Sarah Harrington, Cathy McCleskey, Erin Kimzey, Shannon Talley, Margaret Slutz, Lisa Miller, Grace Phillips, Tiffany Thorn, Mickey Banks, Melissa Bendiksen, Carrie Wise, Elizabeth Connelly, Sherry Batke, Stacey Reichstein, Beth Faris, Vanessa Voth, Lauren Wasson and Lupy Garcia.

1. APPROVAL OF MINUTES

Minutes approved as read.

2. PTO Report

- Sno Cones May 1<sup>st</sup> and May 31<sup>st</sup>. Students must have a parent.
- UIL - need to recruit 4<sup>th</sup> graders and parents to help.
- Tutoring - Parents request that teachers have materials ready.

3. JUNIOR ACHIEVEMENT - Handout

Are there any grade levels interested? Stephanie Fleischer-Bell said her class would. 3<sup>rd</sup> grade said yes, KN said yes, 1<sup>st</sup> grade said yes and 5<sup>th</sup> said yes.

4. PROMOTION STANDARDS -Handout

Grades 1 and 2

Overall Average of 70

Grade of 70+ in Reading/ELA, Math, either Science or Social Studies.

Passing score of HFWE

Sufficient attendance (90%)

Grades 3-5

Overall Average of 70

Grade of 70+ in Reading, Math, either Science or Social Studies

Passing score in Reading and Math STAAR tests

Sufficient attendance

5. GENERAL WAIVER GUIDELINES - ELIMINATE 5 EARLY  
DISMISSAL - Handout

6. ASSISTANT PRINCIPAL CANDIDATE - Vanessa Flores

Meeting adjourned at 3:35 p.m.

SDMC/VERTICAL AGENDA  
May 8, 2013

✓ 1. APPROVAL OF MINUTES

✓ 2. PTO REPORT *classroom reimbursement forms on line or Treasurer's Box*  
*AR incentives list*

*Free for lunch - teachers on committee*  
*AFTER SCHOOL ENRICHMENT PROGRAMS*

✓ 3. SHARED DECISION MAKING COMMITTEE (SDMC) INPUT TO PROPOSED IMPROVEMENTS TO THE TEACHER APPRAISAL AND DEVELOPMENT SYSTEM

*2013-14*

4. ISSUES FOR DISCUSSION

✓ \*Children in the Teachers' Lounge

*NO KIDS*

✓ \*Teachers parking in the Visitor's spaces in front of the school

*NO PARKING*

✓ \*Revision of the Conduct Sheet/Work Habits

*\* change to donor*

✓ \* Margaret available verification asst.

5. GRADE LEVEL CONCERNS

*\* May 29<sup>th</sup> - Dress Down Day for AR*

---



SDMC/Vertical Meeting  
April 3, 2013  
Minutes

Members present: Sarah Harrington, Cathy McCleskey, Erin Kimzey, Shannon Talley, Margaret Slutz, Lisa Miller, Grace Phillips, Tiffany Thorn, Mickey Banks, Melissa Bendiksen, Carrie Wise, Elizabeth Connelly, Sherry Batke, Stacey Reichstein, Beth Faris, Vanessa Voth, Lauren Wasson and Lupy Garcia.

1. APPROVAL OF MINUTES

Minutes approved as read.

2. PTO Report

- Sno Cones May 1<sup>st</sup> and May 31<sup>st</sup>. Students must have a parent.
- UIL - need to recruit 4<sup>th</sup> graders and parents to help.
- Tutoring - Parents request that teachers have materials ready.

3. JUNIOR ACHIEVEMENT - Handout

Are there any grade levels interested? Stephanie Fleischer-Bell said her class would. 3<sup>rd</sup> grade said yes, KN said yes, 1<sup>st</sup> grade said yes and 5<sup>th</sup> said yes.

4. PROMOTION STANDARDS -Handout

Grades 1 and 2

Overall Average of 70

Grade of 70+ in Reading/ELA, Math, either Science or Social Studies.

Passing score of HFWE

Sufficient attendance (90%)

Grades 3-5

Overall Average of 70

Grade of 70+ in Reading, Math, either Science or Social Studies

Passing score in Reading and Math STAAR tests

Sufficient attendance

5. GENERAL WAIVER GUIDELINES - ELIMINATE 5 EARLY  
DISMISSAL - Handout

6. ASSISTANT PRINCIPAL CANDIDATE - Vanessa Flores

Meeting adjourned at 3:35 p.m.

SDMC/VERTICAL TEAM SIGN IN SHEET

May 8, 2013

Sade / Samy

MBanks

Judy Jackson

R. Daushuty

Nicki Kangor

Carrie Wise

Jan C. Wa

Cathy McCleskey

S. Gai

Erin Kimay

Jay Sh

Aigiana Shields

Russa 1600

June 80

Beth Trist



## HOUSTON INDEPENDENT SCHOOL DISTRICT Human Resources Department

*support  
suggested  
improvement*

### SDMC Member Handout

The following suggested improvements are based on stakeholder feedback that indicate the need to (1) streamline aspects of the appraisal and development system in order to responsibly reduce time burdens on appraisers and teachers as much as possible, and (2) simplify Student Performance requirements given the implementation challenges faced this year.

Each section in this handout includes the suggested improvement, the current policy, reasons to consider the improvement, and a series of questions to facilitate discussion on the suggested improvement.

- I. **Suggested Improvement 1:** Remove requirement where teachers receive in-person feedback following a 30-minute observation, and instead promote in-person feedback as best practice. *(Requires change to DNA(LOCAL) and DNA(REGULATION), see other attachments in this document for proposed revisions)*

Current Policy	Reasons to Consider Improvement	Discussion Questions
<ul style="list-style-type: none"><li>Appraisers are required to provide teachers with written feedback after observations of at least 30 minutes in length and walkthroughs of at least 10 minutes in length, and in-person feedback after the 30-minute observations.</li></ul>	<ul style="list-style-type: none"><li>In the 2011-12 End of Year survey, the majority of appraisers reported that they had insufficient time to complete required activities, and this feedback has continued throughout the school year.</li><li>Throughout this school year, many teachers and appraisers also noted that the in-person feedback conference often caused scheduling conflicts with the Progress Conference, making both activities repetitive.</li><li>This suggested improvement:<ul style="list-style-type: none"><li><b>Reduces the time burden</b> on teachers and appraisers, allowing teachers and appraisers to gain time back to manage other responsibilities and reflect on improvements to instruction.</li></ul></li></ul>	<ul style="list-style-type: none"><li>Has the in-person feedback requirement following the 30-minute observation been helpful to improving teaching and learning on your campus? Why or why not?</li><li>What, if anything, do you think is lost or gained in removing this requirement?</li></ul> <p><i>no</i></p>

- II. **Suggested Improvement 2:** Combine the Walkthrough, Observation, Progress Conference and End-of-Year Conference forms into one form with a dropdown menu for an appraiser to select which process he/she is recording. *(Requires change to implementation practices; Does not require change to DNA Local)*

Current Policy	Reasons to Consider Improvement	Discussion Questions
<ul style="list-style-type: none"> <li>Currently, there is a separate form for each of the types of actions: Walkthroughs, Observations, Progress Conferences and End-of-Year Conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Some appraisers have expressed that having a separate form for each action is cumbersome.</li> <li>This suggested improvement:               <ul style="list-style-type: none"> <li><b>Reduces burden on teachers and appraisers</b> by reducing the number of different forms appraisers need to complete.</li> <li><b>Provides appraisers greater ease</b> through the use of one form that will serve several functions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What has been the experience of your campus appraisers regarding the use of four different forms that contain the same criterion but are used for different purposes?</li> <li>Do you feel that this suggested improvement will be helpful to your appraisers? Please explain your answer.</li> </ul>

- III. **Suggested Improvement 3:** Reduce the required responses on the Walkthrough and Observation forms to align to the practice used with the Progress Conference and the End-of-Year Conference forms. *(Requires change to implementation practices; Does not require change to DNA Local)*

Current Policy	Reasons to Consider Improvement	Discussion Questions
<ul style="list-style-type: none"> <li>Currently, appraisers are required to enter evidence and feedback for every criterion observed on the Walkthrough and Observation forms. On the Progress Conference and End-of-Year Conference forms, appraisers are only required to provide comments on any criterion in which teachers receive a rating of 1 or 4.</li> </ul>	<ul style="list-style-type: none"> <li>Some appraisers have expressed that entering comments for each observed criterion on the Walkthrough and Observation forms is time-consuming and cumbersome.</li> <li>This suggested improvement:               <ul style="list-style-type: none"> <li><b>Reduces the time burden</b> on appraisers, allowing them to gain time back to manage other responsibilities and reflect on improvements to instruction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What has been the experience of your campus appraisers regarding entering evidence and feedback for every criterion on the Walkthrough and Observation forms?</li> <li>Do you feel that this suggested improvement will be helpful to your appraisers? Please explain your answer.</li> </ul>

- IV. Suggested Improvement 4: Reduce the maximum number of Students' Progress measures from 3 to 2. *(Requires change to implementation practices; Does not require change to DNA Local)*

Current Policy	Reasons to Consider Improvement	Discussion Questions
<ul style="list-style-type: none"> <li>One of the Student Performance guiding principles states that teachers can be assigned a maximum of three Students' Progress measures.</li> </ul>	<ul style="list-style-type: none"> <li>Some teachers and appraisers have expressed that the Students' Progress process is time-consuming.</li> <li>This suggested improvement:               <ul style="list-style-type: none"> <li><b>Reduces time burden on teachers and appraisers</b> by reducing the number of Goals Worksheets some teachers need to complete.</li> <li><b>Provides continued opportunities to show student growth</b> by continuing to allow the use of multiple measures of student learning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What has been the experience on your campus regarding the selection of Students' Progress measures and the completion of Goals Worksheets?</li> <li>Do you feel that this suggested improvement will be helpful to your campus? Please explain your answer.</li> </ul>

- V. Suggested Improvement 5: Standardize the use of pre-approved district assessments. *(Requires change to implementation practices; Does not require change to DNA Local)*

Current Policy	Reasons to Consider Improvement	Discussion Questions
<ul style="list-style-type: none"> <li>Currently, any teacher with a Students' Progress pre-approved measure for an identified course has the option to select either the pre-approved assessment or appraiser-approved assessment on the Goals Worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Some teachers have expressed discomfort with the use of appraiser-approved assessments as those assessments are created by teacher(s). Those teachers do not believe that the appraiser-approved assessments have the same level of reliability, validity and rigor as pre-approved assessments.</li> <li>This suggested improvement:               <ul style="list-style-type: none"> <li><b>Reduces time burden on teachers and appraisers</b> by providing pre-approved assessments that are developed and vetted by external providers.</li> <li><b>Provides a comparable level of reliability, validity and rigor</b> through the use of a pre-approved assessment when available for a course.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What has been the perception of appraisers and teachers on your campus regarding the selection of pre-approved and appraiser-approved assessments?</li> <li>Do you feel that this suggested improvement will be helpful to your campus? Please explain your answer.</li> </ul>

- VI. **Suggested Improvement 6:** Centralize the Student Performance measures assignment process by providing appraisers and teachers with pre-populated Measures Worksheets to acknowledge. *(Requires change to implementation practices; Does not require change to DNA Local)*

Current Policy	Reasons to Consider Improvement	Discussion Questions
<ul style="list-style-type: none"> <li>Appraisers assign teachers' measures of student learning using the online Student Performance online tool.</li> </ul>	<ul style="list-style-type: none"> <li>Since fall 2012 the highest percentage of all Student Performance-related questions has been from appraisers who expressed difficulty with how to accurately complete the Measures Worksheets.</li> <li>This suggested improvement:               <ul style="list-style-type: none"> <li><b>Eases the burden on users</b> by eliminating the requirement for appraisers to assign measures for the majority of teachers</li> <li><b>Deepens the understanding of all users</b> of which measures are required for a teachers at each grade level and/or course.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What has been the experience on your campus regarding the measure assignment process at the beginning of the year?</li> <li>Do you feel that this suggested improvement will be helpful to your campus? Please explain your answer.</li> </ul>

- VII. **Suggested Improvement 7:** Change the Look Up tables to Percentage tables/pie graphs when determining formative and summative ratings. *(Requires change to implementation practices; Does not require change to DNA Local)*

Current Policy	Reasons to Consider Improvement	Discussion Questions
<ul style="list-style-type: none"> <li>Currently, a Look Up table is used to determine formative appraisal ratings. With the additional of the Student Performance component, two additional Look Up tables have been designed to determine summative appraisal ratings.</li> </ul>	<ul style="list-style-type: none"> <li>Some appraisers and teachers have expressed dissatisfaction with the Look Up tables.</li> <li>This suggested improvement:               <ul style="list-style-type: none"> <li><b>Provides users</b> a calculation method that they are more accustomed to using to understand their performance levels and areas of strength and improvement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What has been the experience on your campus with using the Look Up tables?</li> <li>Do you feel that this suggested improvement will be helpful to your campus? Please explain your answer.</li> </ul>



## AR Incentives Order Form

**To be filled out in class and turned in by May 17**

Name: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Points available as of May 3<sup>rd</sup>: \_\_\_\_\_

<u>QTY</u>		<u>POINTS</u>
_____	1 points: Glow in the Dark Bouncing Ball (limit 5)	_____
_____	1 points: Pencil (limit 10)	_____
_____	3 points: Eraser (limit 3)	_____
_____	3 points: Pearlized Sticky Pencil Grip (limit 2)	_____
_____	5 points: Horn Silicone Bracelet (limit 2)	_____
_____	5 points: Super Cool Small Kick Ball (limit 2)	_____
_____	10 points: \$100 Bill Book Mark Magnets (limit 2)	_____
_____	10 points: Free Dress Pass (limit 3)	_____
_____	15 points: Flash Light Key Chain (Limit 2)	_____
_____	15 points: Cupcake at Lunch Day (May 29)	_____
_____	15 points: Donut Breakfast with Mrs. Batke (May 30, 7:30-7:45AM)	_____
_____	15 points: Monster Pen (limit 2)	_____
_____	20 points: Novelty Pencil Sharpener and pencil	_____
_____	20 points: Fire Breathing Dragon Shaped Gliders (limit 1)	_____
_____	25 points: Smile Face Spiral Notebooks (limit 1)	_____
_____	25 points: Neon Compass a Cord (limit 1)	_____
_____	25 points: Donate to the "Points for Books" Program – Mrs. Batke gets \$5 for library books for each set of 25 points donated	_____
_____	50 points: Inflatable 5 inch Tie Dye beach ball (limit 1)	_____
_____	50 points: Shell Whistle (limit 1)	_____
_____	100 points: Free Dress Pass Sticker to wear on May 29 <sup>th</sup> (limit 1)	_____
_____	100 points: Free Tardy OR Homework Pass (limit 1)	_____
_____	150 points: Monogrammed spiral notebook (limit 1)	_____
_____	150 points: 11x17 Custom made Read Poster with YOUR PHOTO (limit 1) One for you and one to be hung in the Horn Library	_____
_____	500 points to have lunch with the principal (She needs to pick a date)	_____
_____	1000 points to have name on outside sign for the day (need to check the schedule)	_____
_____	Total number of items ordered	_____

Total points used \_\_\_\_\_

**NOTE:** Substitutions may be required if requested prize runs out. Points expire at the end of the 2013-2014 school year. Questions: contact Monique Manning at [otmoman@me.com](mailto:otmoman@me.com).



"Sturgis, Kimberlin K" <KSTURGIS@houstonisd.org>, "Thomas, Jenny D" <JTHOMAS8@houstonisd.org>, "Thompson, Dawn E" <DTHOMP11@houstonisd.org>, "Threet, John T" <JTHREET@houstonisd.org>, "White, Anna L" <AWHITE2@houstonisd.org>, "Williams, Lisa M" <LWILLI64@houstonisd.org>, "Woods, Jessie" <JWOODS1@houstonisd.org>  
**Cc:** "Mouton, Jocelyn F" <JMOUTON1@houstonisd.org>, "Heasley, Melanie A" <MHEASLEY@houstonisd.org>, "Trevino, Rolando" <RTREVIN8@houstonisd.org>, "Gutierrez, Steven" <SGUTIER3@houstonisd.org>, "Perez, Ruth M" <RPEREZ3@houstonisd.org>

**Subject: FW: Bomb Threat Information**

Good Morning,

I thought this information would be helpful for you to have. I would recommend having your leadership team/secretary have copies of this information. This may also be a timely topic for your school's safety committee to discuss.

A gentle reminder, I will be having knee surgery tomorrow. I hope to be back as soon as the doctor provides me with a release. In the meantime, I know that your SSOs, lead principals and Melanie are here to serve you in whatever you may need. Please do not hesitate to call them or email them. In case of any emergency, please don't hesitate to email or text me as well.

See you soon!

Sam

Samuel D. Sarabia  
Elementary Chief School Officer  
Hattie Mae White Educational Support Center  
4400 West 18th Street  
Houston, Texas 77092-8501  
(713) 556-7100

BOMB  
THREAT  
INFORMATION

-----Original Message-----

From: Mock, Robert J

Sent: Tuesday, April 16, 2013 1:12 PM

To: Dotson, Jimmy L

Cc: Miranda, Mark R; Bobadilla, Leo; Garivey, Raul; Bridges, James V; Barrera, Richard A; Jimenez, Guadalupe; Riddick, Orlando P; Cardona, Michael A; Sarabia, Samuel D; Loria, Karla; Zullinger, Sidney "Chip"

Subject: Bomb Threat Information

Chief Dotson,

As you know, we have had a number of bomb threats placed at our schools in the last two weeks. Based on current events and concerns I have attached some information I put together a few years ago concerning bomb threats and reactions to them when we were having similar occurrences. This information was provided to Principals and site administrators to aid them in making an objective determination concerning potential bomb threats and whether or not they should evacuate their facility. Since then we have had a number of new administrators and I would like to provide this information to administrators for their review. I have attached the most current Red Book information on bomb threats and the rest of the information should be

valid in today's environment. I will work with whatever process that is in place to get this information out. Please advise of your thoughts or any questions you may have.

Chief Mock

R. J. Mock, Assistant Chief  
HISD Police Department  
713-842-3728

## McCleskey, Catherine

---

**From:** Harrington, Sarah L  
**Sent:** Thursday, April 18, 2013 12:04 PM  
**To:** McCleskey, Catherine; Garcia, Guadalupe O  
**Subject:** Fwd: Bomb Threat Information  
**Attachments:** Form 0011-Bomb Threat.doc; ATT00001.htm; bombthreatbasics-SafeHavensIntl.pdf; ATT00002.htm; FBI Bomb Threat Challenge.pdf; ATT00003.htm; BombThreatManagement.pdf; ATT00004.htm; Bomb Threat Red Book 4th Edition.pdf; ATT00005.htm; Blue Note Bomb Threats.doc; ATT00006.htm; Bomb Threat Memo (Spence).doc; ATT00007.htm; In the event of a bomb threat.doc; ATT00008.htm

Sent from my iPad

Begin forwarded message:

**From:** "Sarabia, Samuel D" <SSARABIA@houstonisd.org>  
**To:** "Agnew, Kimberly C" <KAGNEW@houstonisd.org>, "Aguilar, Zandra T" <ZAGUILAR@houstonisd.org>, "Alaniz, Laura A" <LALANIZ@houstonisd.org>, "Amerson, Jeff" <JAMERSON@houstonisd.org>, "Anderson, Lucy M" <LANDERS4@houstonisd.org>, "Arreola, Dana N" <DARREOL2@houstonisd.org>, "Barrera, John M" <JBARRERA@houstonisd.org>, "Bellard, Linda A" <LBELLAR1@houstonisd.org>, "Blakely, Diane" <DBLAKELY@houstonisd.org>, "Bordelon, Bryan M" <BBORDELO@houstonisd.org>, "Cardenas-Aguilar, Amelia" <ACARDENA@houstonisd.org>, "Carrion, Elba D" <ECARRION@houstonisd.org>, "Chavez, Claudia" <CCHAVEZ1@houstonisd.org>, "Chenier, Tiffany M" <TCHENIER@houstonisd.org>, "Cornelius, Sandra F" <SCORNELI@houstonisd.org>, "Covarrubia, Jose" <JCOVARRU@houstonisd.org>, "Cripps-Rains, Sarah F" <SCRIPPSR@houstonisd.org>, "Dominguez, Aaron" <ADOMING3@houstonisd.org>, "Elizondo, SanJuana I" <SELIZOND@houstonisd.org>, "Epps, Trealla M" <TEPPS@houstonisd.org>, "Galaviz, Cynthia A" <CGALAVIZ@houstonisd.org>, "Garcia, Herlinda" <HGARCIA@houstonisd.org>, "Graves, Rita K" <RGRAVES1@houstonisd.org>, "Guerrero, Lydia" <LGUERRE2@houstonisd.org>, "Guerrero, Steve" <SGUERRE4@houstonisd.org>, "Hallinan, Mary P" <MHALLINA@houstonisd.org>, "Harrington, Sarah L" <SHARRING@houstonisd.org>, "Hunter, Gwendolyn A" <GHUNTER1@houstonisd.org>, "Johnson, William A" <WJOHNSO9@houstonisd.org>, "Kennedy, Laquetta J" <LKENNEDY@houstonisd.org>, "Lemons, Albert L" <ALEMONS@houstonisd.org>, "Lopez-Rogina, Maria C" <MLOPEZRO@houstonisd.org>, "Lueptow, Lori" <LLUEPTOW@houstonisd.org>, "Manley, Nancy C" <NMANLEY@houstonisd.org>, "Martinez-Buley, Elena" <EMARTINE@houstonisd.org>, "Mercado, Nancy" <NMERCADO@houstonisd.org>, "Palacios, Maria I" <MPALACIO@houstonisd.org>, "Parnell, Jaqueline" <JPARNELL@houstonisd.org>, "Patin, Melissa" <MPATIN@houstonisd.org>, "Perez-Gwynn, Norma L" <NPEREZGW@houstonisd.org>, "Punch, Shawna" <SPUNCH@houstonisd.org>, "Rangel, Kristi G" <KRANGEL@houstonisd.org>, "Reyes, Santos" <SREYES@houstonisd.org>, "Rideaux, Tarriek" <TRIDEAU1@houstonisd.org>, "Salazar, Gloria" <GSALAZAR@houstonisd.org>, "Sherman, Daryl K" <DSHERMAN@houstonisd.org>, "Shetzer, Steven D" <SSHETZER@houstonisd.org>, "Silber, Deborah" <DSILBER@houstonisd.org>, "Strickland, Magdalena V" <MSTRICKL@houstonisd.org>,