2014-2015

SAFETY PATROL/TRAFFIC COMMITTEE

KINDER *Nancy McDonald*
1ST *Dr. Shields*
2ND *Talley*
3RD *Thorne*
4TH *Blass*
5TH McMahan, *Weikert*
ANCILLARY *Faris*

SDMC/FAC/SAFETY COMMITTEE CHAIR-Sarah Harrington

Year 2	Replace	
Johnson	~~Wasson~~	*Webster*
Garrison	Batke	*Boren*
Irey	~~Faris~~	*Shetsky*
Slutz	Cinciripini	*Phillips*
	~~Kruger~~	*Miller*
PTO	Kathryn Bernal	

Dana Richardson (mom 2 Kate)

FIESTA SUPPER STUDENT COORDINATOR *(spaghettie supper)*

SPELLING BEE
Liz Weikert   *Nancy McDonald*

UIL SPONSORS
Trudy Jackson

YEARBOOK-Lisa Miller

Technology — Bonnie
Margaret

~~*spaghettie supper*~~

NAME THAT BOOK-Sherry Batke

NEIGHBORHOOD GIFTED TALENTED COORDINATOR-Cathy McCleskey

(Grade chairs will serve on Committee)

PTO LIAISON-Tiffany Thorn

RTI/INTERVENTION ASSISTANCE TEAM/504 CHAIR-Vanessa Flores

     Sarah Harrington-Administrator

     Ruby James-Evaluation Specialist

     Carol Taylor-Speech Therapist

     Classroom Teacher

HORN COMMITTEES 2014-2015

ARD CHAIR-Karana Bowen

    Sarah Harrington/Vanessa Flores-Administrators

    Ruby James-Evaluation Specialist

    Carol Taylor-Speech therapist

COMBINED CHARITIES-Lupy Garcia & Cheryl Neal

COURTESY COMMITTEE

Lauren Wasson Luckett   *Elizabeth Connelly*   *T. Clay*

    ~~*M. Burnett*~~

GRADE LEVEL CHAIRS

PK/KINDER	McDonald
1	Leibowitz
2	Talley
3	Thorn
4	Blass
5	Bonem
ANCILLARY	Faris

DATA Committee - 5H, VF, CMC, M.M

GARDENS
S. Taylor, Faris, M. Ryan

HORN HELPING HANDS/NO PLACE FOR HATE

Monique Manning / *Bonem Luckett guing*

LPAC COMMITTEE CHAIR-Shawn McMahan

    Administrator-Vanessa Flores/Sarah Harrington

    D. Shields   *Madalyn Webster*
    B Garner   *Mickey Banks*

SDMC NOMINATIONS

Current members: ~~Johnson, Garrison, Irey, Slutz~~
Need to replace: 3 classroom teachers, 2 ancillary

1. Madelyn Webster

2. B. Bonem

3. ~~M. Ryan~~

4. Adrienne Shetsy

5. ~~P. Howell~~

6. ~~Miller~~

7. ~~Gates~~

8. Grace Phillips

9. Miller

10. ~~Muller~~

11. Batke

Kathryn Bernal
Dana Richardson
mom 21Cade @ concert
sect

PASSWORD CHEAT SHEET
Dream Box PK-2-ready
RAZ Kids depends
on I station
Online Resources
password same

SDMC/FAC/SAFETY AGENDA

September 10, 2014

✔ 1. APPROVAL OF MINUTES

✔ 2. PTO REPORT — Budget passed
NO CASH in red folder

✔ 3. TECHNOLOGY UPDATE
   ✔ New computers arrived   TEXTBOOK — will buy our own!
   ✔ Kinder I-Pad Cart   setting up accounts
   ✔ Kurzweil Program   for parents/students

1 kinder
90 min
daily

MATH
ADMIN
ACCOUNT

ANN
HOSKINS

BASED ON
CHANCERY

C. DESP.

✔ 4. BUDGET UPDATE
   Requesting to purchase remaining Magnet positions: .5-Art; .5-Creative Writing; .5-Science
   Decrease in Magnet Budget salaries:
2011	$323,437
2012	269,551
2013	256,692
2014	160,089

   PTO is considering a line item in their budget for maintenance of equipment (projectors, Smart Boards, bulbs, etc.)

✔ 5. ENROLLMENT=863
   Capped in 1st and 4th grades...Kinder pending 25 in all classes.

luncheon
meeting
monthly

6. APPRAISAL REMINDER
   FALL OBSERVATIONS   September 16-October 30
   FALL STAFF REVIEW   November 3-10 (Meet with SSO)
   MID-YEAR CONFERENCES   November 10-December 19

5TH
dismissed
at 2:50

Walkers
2:45
are B

✔ 7. SAFETY
   Safety Patrols started 09/08.
   Traffic Committee negotiating with City of Bellaire on street signage.
   Speed bumps...keep getting rescheduled.
   * Concerns?   Carpool - 2:55   7 parents Tilling
                                   Walkers to crooks
                                   Street

8. SCHOOL IMPROVEMENT PLAN   BLAST
   add Kinder
   Program   2ND running
             up stairs

9. GRADE LEVEL CONCERNS

ants
copiers
textbooks
movers
Bullhorn
schedule not working for 4TH   GO TO
                                CAFETERIA
                                7:45

* (1 night & 1 day Conf.
Conference

• sunshine candies

• receipts for
  Reimbursement * actual food
                  items

• Reimbursement's
  over $50 have to be
  approved

• additional $10 for
  shirt - Room
        Reps

• Sept 26 Room Rep
  Meeting

• Horry Helper Hands
  need Teacher Sponsor
  Beth!
  Monique Haubery

• Susan
  Domrahi
  replacement

• Dress Down Day
  Friday 26

• Booster than
  Kick off
  3:15

Oct 6
Faculty Meeting
Teachers need
updated list paid
Supplies

Margaret out Tuesday
7:00 do cards
09/16

Sarah Harris   *Bonnie Bonen*

Margot M. Slu   *Carolyn Bloss*

Vanessa Flores   *Lisa Miller*

Grace Phillips   *Adin Snetsky*

Rose Glum

Tricia Garrison   *Monica Mendez*

M Banks

Rebecca Irey

J Masters

Dana Richardson / KATHRYN BERNAL

Nancy McDonald

Shannon Talley

Beth Finn

SDMC/Vertical Meeting
May 7, 2014
Minutes

S. Harrington, Cathy McCleskey, Vanessa Flores, Lisa Miller, Margaret Slutz,
Rosie Johnson, Lauren Wasson, Reta Daugherty, Linda Shapiro, Nikki Kruger,
Diquana Shields, Lynn Cinciripini, Monica Mendez, Beth Faris, Laura Sloan
and Lupy Garcia

1. Approval of Minutes – Approved as read.

2. PTO REPORT – Fun Run on Oct. 16th. New fundraiser. Pledges for
    students running. Pep rally. Physical fitness. Give back to Community.
    Pledging system tracked to class.

3. AR INCENTIVES FOR NEXT YEAR/DISCUSSION – Mechanical
    pencils. Free dress down bands. T-shirts.

4. CLASS BOOKS – Hard cover books developed by each class. Cost to
    parent $20.

BUILD
BRIDGE
BELIEVE
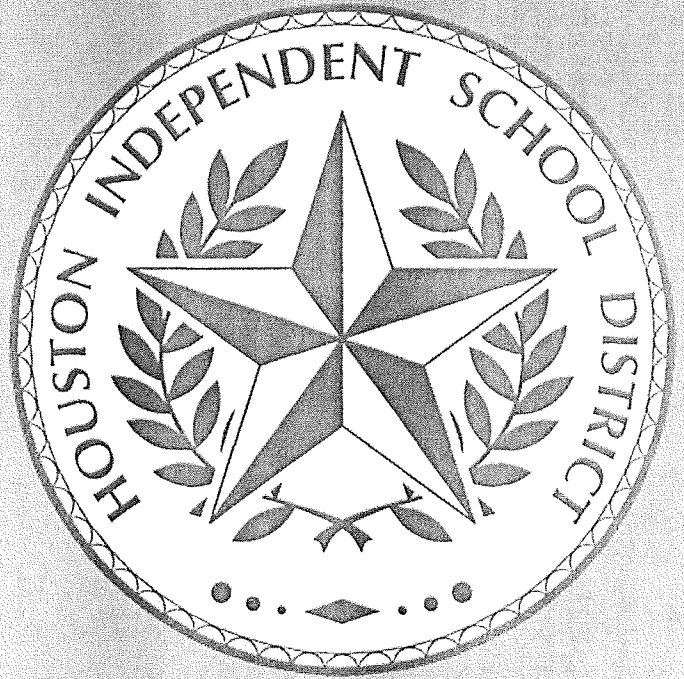
Campus Name: Paul W. Horn Academy

Campus Number: 178

Principal: Sarah Harrington

School Support Officer / Lead Principal: Steven Gutierrez

Chief School Officer: Samuel D. Sarabia

MISSION STATEMENT

The fundamental purpose of Horn Academy is to provide a diverse educational program in a creative environment that develops the whole child mentally, physically, and socially and that enables all students to excel as adults in the international community.

SCHOOL PROFILE

Paul W. Horn Academy is a school-wide magnet academy in an urban neighborhood in Bellaire, Texas. Horn's magnet academy consists of five components: art, communications, computer, life sports, and science. Built in 1949, Horn has maintained a stable neighborhood population over the years. Today approximately 150 students are brought to campus daily for its magnet program. With a total school population of 850 students for the 2013-2014 school year, Horn has become a melting pot of cultures. Students attend Horn from many different countries. The student body of Horn is 46% White, 6% African-American, 18% Hispanic, 24% Asian, and 1% Other. The English Language Learner (ELL) population averages 9.1%; the special education population is 5%, and 40% of the students are identified as gifted and talented. Students on free or reduced lunch is 19.%. Student attendance for the previous school year was 97.3%. The magnet population is 25%. Horn met TEA Standards in the four areas: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Horn received Distinction Designation in Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.

The community is very involved at Paul W. Horn. An active PTO maintains 75% membership and school volunteers log over 5,000 hours yearly. Horn PTO supports many endeavors such as: Dad's Club, Spaghetti Supper, Fall Carnival, Early Bird Market, book fairs, teacher scholarships, Partners at Learning, upgrades to the new school campus, and the Sounds of Success Capital Campaign.

An additional class has been added in second due to an increased enrollment. All the classrooms are equipped with SMARTboards, document cameras, and PC's for the teacher's desk. The lab has iMacs, 30 iPad Minis, and five mobile computer labs. The components for video conferencing and video announcements are available in the school. Horn News Hounds run the morning announcements daily.

Horn Elementary was built in 1949 for approximately 350 students in grades K-6. It remained a small neighborhood school until the 1980's when it became a Magnet Academy featuring enrichment specialty programs such as Art, Computer Lab, SIGHTS, Soccer, and Spanish. The Magnet Program was modified in 1993 to offer a "sharply focused academic program" featuring Earth Science, Computer Science, Art, Communications, and Life Sports to meet the needs of the whole child. Horn's beautiful, new, facility was completed in 2011 and our current enrollment is approximately 860 students, 75% neighborhood and 25% Magnet transfer students.

The PTO Executive Board continues to focus efforts of parents and community in the improvement of facilities, equipment, and enrichment to develop a shared vision of a multi-cultural school community, quality staff, and top-notch students. The shared vision will enable the school to continue the tradition of high quality education which has been a hallmark of Horn for over 60 years. Horn's PTO Executive Board, composed of parents and faculty, sets priorities for PTO capital expenditures based on results of teacher and parent surveys; the PTO general body approves these expenditures. Parent support will continue to provide updated technology such as an iPad cart for student use; a classroom consumable supply allocation for teachers; and teacher scholarships to attend National conferences for continuous professional development.

SHARED DECISION MAKING (sample language provided – modify as needed)

Organizational Structure

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

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

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

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

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

Shared Decision Making Process

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

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

Method of Communications

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

Membership Composition of the SDMC

Number of Classroom Teachers	6	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	3	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Term expires)
Tricia Garrison	Classroom Teacher (2015)
Rebecca Irey	Classroom Teacher (2015)
Rosie Johnson	Classroom Teacher (2015)
Madelyn Webster	Classroom Teacher (2016)
Adrienne Shetsky	Classroom Teacher (2016)
Bonnie Bonem	Classroom Teacher (2016)
Margaret Slutz	School-based Staff (2015)
Lisa Miller	School-based Staff (2016)
Grace Phillips	School-based Staff (2016)
Lupy Garcia	Non-Instructional Staff
Greg Slutz	Business Member
Nancy Baxley	Community Member
Jane Dembski	Community Member
Katherine Bernal	Parent
Dana Richardson	Parent
Sarah Harrington	Principal
Vanessa Flores	Assistant Principal

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Narrative of Data Analysis and Root Causes (causal factors)

Horn met TEA Standards in the four areas: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Horn received Distinction Designation in Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
HORN EL (101912178) - HOUSTON ISD

Accountability Rating
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

★ ★ ★ ★ ★ ★

Academic Achievement in Reading/ELA
DISTINCTION EARNED

Academic Achievement in Mathematics
DISTINCTION EARNED

Academic Achievement in Science
DISTINCTION EARNED

Academic Achievement in Social Studies
NOT ELIGIBLE

Top 25 Percent Student Progress
DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED

Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report

Index 1 Student Achievement (Target Score=55)	Index 2 Student Progress (Target Score=33)	Index 3 Closing Performance Gaps (Target Score = 26)	Index 4 Postsecondary Readiness (Target Score = 12)
97	61	73	82
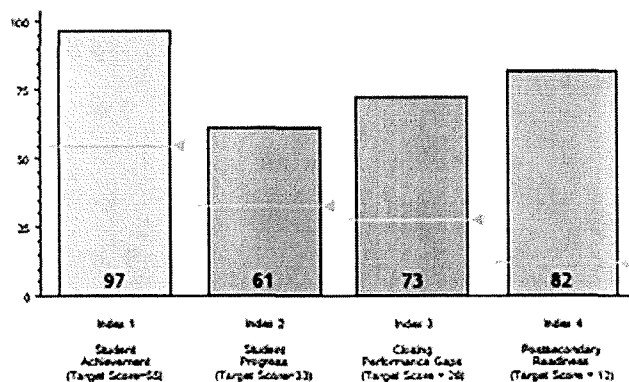
Campus Demographics

Campus Type	Elementary
Campus Size	827 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	19.1%
Percent English Language Learners	9.1%
Mobility Rate	6.1%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	881	910	97
2 - Student Progress	981	1,600	61
3 - Closing Performance Gaps	1,450	2,000	73
4 - Postsecondary Readiness			
STAAR Score	82.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		82

System Safeguards

Number and Percent of Indicators Met

Performance Rates	16 out of 16 = 100%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	28 out of 28 = 100%

5

Narrative of Identified Needs

Maintain or increase in the four index scores in TEA Accountability: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

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

Performance Index	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
II. Student Progress	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing Gaps	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
IV. Postsecondary Readiness	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Federal System Safeguards				
Reading Performance	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Reading Participation	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Reading Alt/Mod	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Performance	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Participation	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Alt/Mod	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
4 Year Graduation	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.
5 Year Graduation	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.

STAFF DEVELOPMENT PLANS

Date	Who should attend	Purpose
Full Day Staff Development		
August 12, 2014	Teachers	Dinah Zikes Workshop
August 13, 2014	Teachers	Kurzweil overview
August 14, 15, 18, 2014	Teachers	Personalized Learning Institute
Early Dismissal Staff Development		
September 24, 2014	Teachers	Kurzweil training
October 29, 2014	Teachers	Kurzweil follow-up
November 19, 2014	Teachers	Technology Break-Out Sessions
January 28, 2015	Teachers	Technology Break-Out Sessions
February 25, 2015	Teachers	Technology Break-Out Sessions

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Based on the Data Analysis and Needs Assessment, the following Goals and Objectives have been developed to address the identified needs:

GOAL AREA I: Reading

See: Campus Literacy Plan (a copy of the Campus Literacy Plan is kept with this template)

The 2014-2015 *Campus Literacy Plan* will serve as the Reading Goal for all schools. This plan must be developed in collaboration with the SDMC and submitted for review and approval along with the rest of the SIP document.

The campus may provide a brief summary of the attached document here:

(SEE ATTACHED CAMPUS LITERACY PLAN)

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THE 2014 – 15 CAMPUS LITERACY PLAN is intended to serve as a roadmap for individual campuses to implement the Literacy by 3 Plan over the next school year in light of the needs and resources of the whole school community. The District stands ready to support and guide campus implementation of the literacy plan with curriculum and assessment resources, professional development, material support, coaching, and administrative guidance.

Literacy By 3 Plan Components					
1	2	3	4	5	6
Phonics/Word Work	Guided Reading	Independent Reading	Read Alouds	Writing	Data Driven Instruction

These components work within the context of full implementation and are aligned to HISD standards-based, balanced, and engaging Curriculum Scope and Sequence and Unit Planning Guides. These documents specify the standards to be taught for each grade level to effectively prepare students for local, state, and national assessments, including STAAR. The HISD Curriculum and Literacy By 3 approach address each of the above components.

CAMPUS LITERACY TEAM

Who will be collectively responsible for guiding and ensuring implementation of the Campus Literacy Plan?

	Name, Position	Role in Implementing Literacy Plan
Administrator/s	Sarah Harrington, Principal Vanessa Flores, Assistant Principal Cathy McCleskey, Magnet Coordinator	Facilitate PLC's, provide job-embedded coaching, identify targeted students in need of interventions, walkthroughs to ensure implementation, analyze data at all times
Literacy Teacher Leaders	Shields, Wasson, Cinciripini, Kemp, McAdams, Webster	Support teachers with Literacy by 3 and Writing
Other Staff	Monica Mendez, Margaret Slutz	Run data for administrative team and teachers

CAMPUS LITERACY NEEDS ASSESSMENT

Which 3-5 recent data points most concern you as a campus? You may want to reference HFWE, Running Records, STAAR, Stanford, EVAAS, iStation, TELPAS, attendance, or other relevant data. Consider your entire student population. To what do you attribute these results?

Data Point	Root Cause
In 2013, 3rd Grade Reading STAAR was at 97%. In 2014, 3rd Grade Reading STAAR declined to 94%.	Nine students failed the STAAR. These students received a 33% in Reporting Category 3 (Understanding/Analysis of Informational Texts). Students moving into Horn area from other schools. These identified students lack foundational skills in reading. Several of these students have been identified as ESL or SPED.
In 2013, 4th Grade Reading STAAR was at 98%. In 2014, 4th Grade Reading STAAR declined to 96%.	Our class sizes are well above 22:1 ratio in grades K-4. Students moving into Horn area from other schools. These identified students lack foundational skills in reading. Several of these students have been identified as ESL or SPED.
The number of I-Station Tier 3 Students at EOY in Grades K-5 is at 6%.	Our class sizes are well above 22:1 ratio in grades K-4. Students moving into Horn area from other schools. These identified students lack foundational skills in reading. Several of these students have been identified as ESL or SPED.

IDENTIFIED AND PRIORITIZED NEEDS

Identify the focus areas that will have the greatest impact on the needs identified above.

Need 1.   Early identification of at-risk students and placement in the RTI process. Review data to determine at-risk students.

Need 2.   Continue to monitor those students who have already been identified as below grade level according to I-Station data.

Need 3.   Provide intensive reading intervention for identified students through differentiated instruction and intervention support.

CAMPUS POSTIONING STATEMENT ALIGNMENT

Horn Elementary is the best school in the Bellaire area because we offer a quality education which results in consistent high ratings and test scores; welcomes the participation of all parents; and follows a philosophy to educate the "Whole Child."

CAMPUS ASSETS
Which unique resources will you leverage to ensure the success of your plan (staff, resources, partnerships, etc)?
Guided Reading Library, Classroom Libraries, AR Program with Incentives, IIM Program, Intensive RTI/IAT Process, Intervention Teachers, Parent Support/VIPS, Reading PLC's, Vertical Team Meetings, Summer Reading Program, Creative Writing Teacher, Class Books and Individual Books

CAMPUS 2014-2015 LITERACY GOALS AND METRICS
Metric: a simple measure which you will monitor continuously to ensure progress toward goal

Campus Literacy SMART Goals	Metrics
90% of students are reading on grade level in grades 1-5. This will increase to 92% for the 2014-2015 school year as evidenced by the NRT for 2014-2015.	NRT Data will reflect that 92% of students will be reading on grade level in grades 1-5.
6% of students are Tier 3 in I-Station for grades K-5. This will decrease to 3% for 2014-2015 school year as evidenced by I-Station for 2014-2015.	ISIP Early Reading Ability and ISIP Advanced Reading Ability scores will reflect a decrease of 3% in Tier 3.
The percentage of students scoring Level III-Advanced will increase: 3rd Grade will increase from 47% to 55% 4th Grade will increase from 52% to 60% 5th Grade will increase from 63% to 70% as evidenced by STAAR Reading for 2014-2015.	STAAR Level III-Advanced Data will reflect anticipated growth in grades 3-5.

STRATEGY FOR WIDENING PLAN OWNERSHIP

To introduce the plan, seek input, and create school-wide ownership, we will:

We will introduce the plan in August. We will organize and create the classroom leveled library. We will review the check-out system with the teachers. We will allow teachers to self-reflect upon literacy in their own classroom. We will have them use chart paper to create anchor charts about "What will literacy x 3 look like in your own classroom?" We will have them share out their

responses with the group. We will then have teachers view a TED talk (cockpit analogy) about literacy in an ever changing environment.

CAMPUS LITERACY PLAN COMPONENTS

As a part of creating your Campus Literacy Plan, you are asked to holistically consider the six elements of the HISD Literacy by 3 approach as you develop implementation milestones. The following tables provide space for you and your leadership to map out specific actions steps and implementation milestones for the 2014-2015 school year:

- June-August Implementation Milestones

- August Pre-Service Training Implementation Milestones

- First 30 Days of School Implementation Milestones

- Mid Year Implementation Milestones

- End of Year Implementation Milestones

CAMPUS LITERACY PLAN ACTION STEPS. Which high-impact actions aligned to the Literacy by 3 Plan do you feel your campus can confidently implement? Focus on actions that you will be able to support and monitor so that they become "the way we do things" at your campus.

IMPLEMENTATION TIMELINE. During 2014-15 school year, what measurable progress will you expect to see along the way. Set observable, measurable targets to help ensure that you are making progress toward full implementation, and to provide valuable feedback about elements that need to be revised.

SUPPORT. How will you support teachers, students, administrators, and support staff in developing the knowledge, skills, and mindsets required for full implementation? How will you create the time and space for them to develop those proficiencies?

MONITORING. How will you monitor the implementation of each element of the plan consistently and provide timely feedback and guidance based on the data?

RESOURCES. What resources (time, money, staff, materials, etc.) will you devote to implementing this element with fidelity.

June to August Implementation Milestones				
Guiding Questions: - How many teachers on your campus will receive training in Guided Reading, Independent Reading, and Read Alouds? - Where do you plan to establish a designated place for the Guided Reading K-6 Leveled Bookroom? When will it be set up in advance of August Pre-Service Training and who will lead the set up process? - How will you implement a book management system for checking out/in leveled books for small group work? - What framework will you implement for independent reading and writing during the literacy block? (Daily 5, Workstations, etc.)? - How will you use information gathered from campus tours and summer training?				
Campus Literacy Plan Action Step	**Implementation Timeline**	**Support**	**Monitoring**	**Resources**
Administrative team will attend summer leadership training.	June-August	Administrative Team	All Available Data	SSO's and Chief
Develop Campus Literacy Plan (workstations, guided reading, read aloud, shared/interactive writing, independent writing, other materials) and create literacy google doc. form.	June-August	Administrative Team	All Available Data	Budget to allocate funds, Google Doc
Plan for August Training	June-August	Administrative Team	All Available Data	Budget to allocate funds
Organize Guided Reading Library	June-August	Administrative Team, IT Customer Representative	Observations	Budget to allocate funds, Guided Reading Materials
Create book management system	June-August	Administrative Team, IT Customer Representative	Intelliscanners	Guided Reading Materials Purchase Intelliscanners for GR library and classroom libraries
Reading Interventionist will attend Literacy by 3 PD's over the	June-August	Administrative Team	Tier 3 Data	ABC's of Guided Reading Training

August Pre-Service Training Implementation Milestones

Guiding Questions:

- How do you plan to distribute *Independent Reading/Dynamic Personalized Libraries (K-3)?*
- How do you plan to distribute *Read Aloud Libraries (K-3)?*
- How will the teachers design and set up their classrooms?
- What opportunities will you create for teachers to share, celebrate, and reflect on their summer literacy training?
- What sessions and ideas from the Summer Leadership Institute do you plan to share during the six pre-service training dates designated for campus-based training?
- What is the role of each member of your leadership team during the pre-service training days?
- What are your plans for ongoing development and support for your teachers utilizing district training, teacher development specialists, teacher leaders, and/or early release training dates?
- How will you create time and space for teachers to collaboratively plan Guided Reading lessons in PLCs?

Campus Literacy Plan Action Step	Implementation Timeline	Support	Monitoring	Resources
Summer Distribution of Class Libraries	August 11, 2014	Administrative Team	Walkthroughs	Scholastic Libraries
Classroom Arrangement-Review Deb Diller's Spaces and Places design: non-negotiables will include workstations, small group area for small group instruction, classroom library arranged for independent and buddy reading, bean bags, cozy space for reading.	August 11, 2014	Administrative Team	Walkthroughs	Deb Diller Spaces and Places Room Arrangement PPT
Teachers will review non-negotiables based on Google doc form that will be created for walkthroughs focused on Literacy by 3. Teachers will have a clear understanding of the non-negotiables.	August 11, 2014	Administrative Team	Walkthroughs	Google Doc Form

On Day 1 of the August Training we will also discuss Literacy by 3, watch TED talk on literacy, complete anchor chart about what literacy looks like in their own classroom, and make time for "celebrations." Celebrations/sharing time will include discussions of their favorite book as a child and how that book impacted their future thoughts on literacy.	August 11, 2014	Administrative Team	Walkthroughs	TED Talk, Chart Paper, Supplies
Dinah Zikes PD on Interactive Journal Writing throughout the content areas.	August 12, 2014	Dinah Zikes Trainer	Walkthroughs	Dinah Zikes
PLC's will be continuous throughout the year to allow for collaboration with team members to discuss/share best practices and strategies. Discussions will also center on strengths and weaknesses of their specific grade level. Teachers will create intervention groups.	August 13, 2014	Administrative Team	All Available Data	Release Time
Teachers will prepare their classroom for Literacy by 3. Administrators will complete walkthrough checklist on Google doc form to provide feedback to teachers on non-negotiables and classroom arrangement for literacy.	August 16-17, 2014	Administrative Team	Walkthroughs	Google Doc Form
Teachers will attend district wide professional development.	August 14, 15, and 18, 2014	District Wide Trainer(s)	E-Train	District Wide Trainer(s)

Early Dismissal Dates will be known as "literacy workshop" dates to allow for follow up training.	Sept. 24, 2014 October 29, 2014 Nov. 19, 2014	Administrative Team	Sign In Sheets, Agendas	Administrative Team, Lead Literacy Teachers

First 30 Days of School Implementation Milestones				

Guiding Questions:

- How will PLC's be structured and facilitated to create time and space for effective literacy planning?
- How will you support and monitor implementation of the HISD Reading Curriculum?
- What will be campus processes and procedures for using beginning of the year iStation data and last year's STAAR/Stanford data to identify "just right" books for students?
- What are your plans for your first early release professional development date in September?
- How do you plan to monitor the implementation of the first 20 days plan teachers received in summer training which supports selecting "just right" books, teacher modeling, and practicing classroom routines and procedures?
- Which grade levels and/or new teachers do you perceive needing the most support? Who are formal and informal literacy leaders on your campus to support implementation?

Campus Literacy Plan Action Step	Implementation Timeline	Support	Monitoring	Resources
Grade level PLC's and vertical teams weekly.	Weekly	Administrative Team	Kinder Readiness Screener Data Review and I-Station Data	Kinder Readiness Screener Data Review
Observations/walkthroughs to see evidence of Literacy by 3 as evidenced by lesson plans and provide feedback to teacher.	TADS timeline	Administrative Team	Walkthroughs, Observations based on TADS timeline	Teacher Lesson Plans
Teachers will review I-Station data to review correlation chart and ensure that all students have a DRA2 level for guided reading implementation in the classroom. Teachers will ensure that all students have "just right books" to read.	I-Station BOY Window	Administrative Team	PLC Meetings, I-Station Progress Monitoring Data	I-Station Data, Release Time, Support from Teacher Technologists, Laptop Carts

September Literacy Workshop PD on Early Dismissal Day-Focus on Reading/Writing Interactive Journals. *Follow up on Dinah Zikes training and* have teachers bring authentic work to share.	Sept. 24, 2014	Administrative Team	Agendas, Sign In Sheets	Collaboration, Interactive Journals
Guide, coach and provide support for new teachers and those switching to new grade levels.	On-going	Administrative Team	Walkthroughs and Observations	Mentors, Literacy Lead Teachers, Administrative Team

Mid-Year Checkpoint Implementation Milestones				
Guiding Questions:				
Campus Literacy Plan Action Step	**Implementation Timeline**	**Support**	**Monitoring**	**Resources**
100% attendance at "Literacy Workshops" on Early Dismissal Days	Fall and Spring Early Dismissal Dates	Administrative Team, Literacy Teacher Leaders	Agendas and Sign In Sheets	Administrative Team, Literacy Teacher Leaders
Walkthroughs, Observations, and Feedback on a continuous basis	TADS Timeline	Administrative Team	On-going	Administrative Team
Review I-Station MOY Data for those students who are identified as Tier 3.	I-Station MOY Timeline	Monica Mendez, Margaret Slutz, IAT Committee	I-Station Progress Monitoring at MOY	I-Station Data for MOY
Grade level PLC's and vertical teams to review those students in the RTI process and those in need of the RTI process.	Mid 9-Weeks and 9 weeks Review	IAT Committee, Administrative Team	RTI through Chancery Documentation, I-Station Data	RTI Data and I-Station Data

PLC's to review student data to include: DLA's, NRT scores, running records, teacher made assessments, report card grades, BOY and MOY I-Station Data, HFW Data, TELPAS, attendance and behavior data.	Mid 9-Weeks and 9 weeks Review	IAT Committee, Administrative Team	Various Data Systems	Intervention Teachers, Hourly Teachers
Review teacher's weekly lesson plans to ensure evidence of guided reading and guided reading groups.	On-going	Administrative Team	On-going	Lesson Plans with evidence of guided reading and small groups
School will showcase/display exemplars and authentic work around the school.	On-going	Administrative Team, Literacy Teacher Leaders	On-going	Authentic Work, Bulletin Boards
Teachers will bring exemplar student work to PLC's to share with others.	On-going	Administrative Team, Grade Level Chair	On-going	Exemplar Student Work
Horn Expo-IIM Showcase Projects	February	Administrative Team	Walkthroughs & Observations	IIM Strategies
Parent's support including VIPS, PALS, AR support with incentives, class books and individual books.	On-going	Parent Volunteers, PTO, Administrative Team	On-going	Parent Volunteers, PTO, Administrative Team

End-of-Year Checkpoint Implementation Milestones				
Guiding Questions:				
Campus Literacy Plan Action Step	**Implementation Timeline**	**Support**	**Monitoring**	**Resources**
100% attendance at "Literacy Workshops" on Early Dismissal Days	Fall and Spring Early Dismissal Dates	Administrative Team, Literacy Teacher Leaders	Agendas and Sign In Sheets	Administrative Team, Literacy Teacher Leaders
Walkthroughs, Observations, and Feedback on a continuous basis	TADS Timeline	Administrative Team	On-going	Administrative Team
Review I-Station EOY Data for those students who are identified as Tier 3.	I-Station EOY Timeline	Monica Mendez, Margaret Slutz, IAT Committee	I-Station Progress Monitoring at EOY	I-Station Data for EOY
Grade level PLC's and vertical teams to review those students in the RTI process and those in need of the RTI process.	Mid 9-Weeks and 9 weeks Review	IAT Committee, Administrative Team	RTI through Chancery Documentation, I-Station Data	RTI Data and I-Station Data
PLC's to review student data to include: DLA's, NRT scores, running records, teacher made assessments, report card grades, BOY and MOY I-Station Data, HFW Data, TELPAS, attendance and behavior data.	Mid 9-Weeks and 9 weeks Review	IAT Committee, Administrative Team	Various Data Systems	Intervention Teachers, Hourly Teachers
Review teacher's weekly lesson plans to ensure evidence of guided reading and guided reading groups.	On-going	Administrative Team	On-going	Lesson Plans with evidence of guided reading and small groups

June 2014: Elementary Curriculum and Development Office in partnership with Elementary School Offices

School will showcase/display exemplars and authentic work around the school.	On-going	Administrative Team, Literacy Teacher Leaders	On-going	Authentic Work, Bulletin Boards
Teachers will bring exemplar student work to PLC's to share with others.	On-going	Administrative Team, Grade Level Chair	On-going	Exemplar Student Work
Parent's support including VIPS, PALS, AR support with incentives, class books and individual books.	On-going	Parent Volunteers, PTO, Administrative Team	On-going	Parent Volunteers, PTO, Administrative Team
Final PLC to determine those in need of summer school and to review progress of those students that are currently in the RTI process. We will disaggregate data and look at positive and negative student growth.	Final EOY PLC	Administrative Team	Review of all EOY data	EOY Data

GOAL AREA I: Mathematics

Priority Need:	Increased Number of Students at the Advanced Level in STAAR Math for grades 3-5
Critical Success Factor(s):	Improved Test Scores
Goal:	To Increase the percentage of students attaining the Advanced Level in STAAR Math

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
Use of RTI process to determine level of inter-vention; Small group/individual tutorials; Hourly Teachers as tutors; PALS Parent volunteer tutors	To increase the rigor of mathematics instruction in the classroom and to provide support to students in need of intervention.	Math teachers Intervention teachers Tutors	Technology, Professional Development, PTO Scholarship Fund PTO PALS Program	Sept. - May	Benchmark DLA's STAAR Standardized Test

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

	Fall
Date of Review	9/10/2014
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	1/14/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring

Date of Review	4/8/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	End of Year
Date of Review	5/13/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

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GOAL AREA I: Attendance

Priority Need:	97.8 % Attendance
Critical Success Factor(s):	Improve School Climate
Goal:	To increase our attendance from 97.3% to 97.8%.

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
Remind Parents of the importance of student attendance: Horn Notes, PTO Board meetings, PTO General Meetings	To increase attendance incrementally each grading period.	Principal	PTO	August-May	Monitor attendance each 9 weeks

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

	Fall
Date of Review	11/12/2014
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	1/14/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	4/8/2015

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Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	End of Year
Date of Review	5/13/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

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GOAL AREA I: Highly Qualified and Effective Teachers, Administrators and Paraprofessionals

Priority Need:	Retention of Highly Qualified Teachers
Critical Success Factor(s):	Increase Teacher Quality, Increase Leadership Effectiveness
Goal:	To Retain 100% of Highly Qualified Teachers

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
All reading teachers will be certified in ESL; all core content teachers will be certified in Gifted/Talented.	To prioritize ESL certification in the Individual Professional Development Plan. To prioritize G/T certification within the first year of teaching.	Reading Teachers Core Content Teachers	Fees for preparation and testing of ESL. 30 hours of G/T and 6 hours yearly update provided by the school.	Sept.-May	Emergency ESL Permit Documentation of 30 Hour G/T Requirement Documentation of 6 hour yearly update.

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

	Fall
Date of Review	9/10/2014
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	1/14/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring

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Date of Review	4/8/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	End of Year
Date of Review	5/13/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

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GOAL AREA II: Safety, Public Support, Public Confidence

Priority Need:	Maintain safe, secure campus and environment
Critical Success Factor(s):	Maintain Positive School Climate
Goal:	To maintain a safe, secure, campus and school environment

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
Bullying Prevention	Discipline referrals for bullying will be reduced by 1% from the previous school year.	Principal Assistant Principal Teachers	No Place for Hate Program Cyberbullying lessons Student Assemblies WHO Program	Sept. – May	Chancery report/EOY CIPA Internet Document
Child Abuse Prevention	All faculty will trained in signs and reporting of child abuse	All Faculty	Counselor Nurse CPS	Sept. – May	Sign in sheets from training
Discipline Management	Discipline referrals will be reduced by 1% from the previous year.	Principal Assistant Principal Teachers	No Place for Hate Program Student Code of Conduct Counselor Nurse	Aug. – May	9 week review
Drug, Tobacco, Alcohol Prevention	Discipline referrals for drugs, alcohol, and tobacco will remain at 0%.	Principal and Teachers School Nurse	Counselor Nurse	Sept. – May	No referrals as evidenced by discipline
Suicide Prevention	To provide suicide intervention immediately to any child who says they want to harm themselves.	Counselor Nurse	HISD Emergency Preparedness Plan	Aug. - May	N/A
Coordinated Health Program	The number of eligible students assessed in all six components of the physical fitness test will be 100% of the students enrolled in grades 3-5.	PE teacher School Nurse	Fitness Gram	Oct. - May	Student growth in physical fitness areas

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

	Fall
Date of Review	9/10/2014
Major intervention(s)	

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Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	1/14/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	4/9/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
End of Year	
Date of Review	5/13/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

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GOAL AREA IV: Parent & Community Involvement

Priority Need:	Parent Involvement at a high level of participation.
Critical Success Factor(s):	Increased Family and Community Engagement
Goal:	To increase the percent of parents and community members attending PTO meetings by 5% over previous year.

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
Advertise meetings and events in Horn Notes newsletter; Parent recruitment at Early Bird Market in August; Communication of events through PTO Blast.	To increase parent participation in school activities: Early Bird Market; Grade Level Socials; Fiesta Supper; Fall Carnival; Horn Gala; PTO General Meetings; PTO Membership; PTO Committee participation.	PTO Membership Committee; PTO Executive Board	Parents	Sept. - May	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

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	Mid-Year	
Date of Review	1/14/2015	
Major intervention(s)		
Data reviewed		
Achievements?		
Challenges?		
On track?		
Modifications?		
	End of Year	
Date of Review	5/13/2015	
Major intervention(s)		
Data reviewed		
Achievements?		
Challenges?		
Goal met?		

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Goal Area: State Compensatory Education

Total amount of State Compensatory Education funds: $19,222.00

Personnel funded with State Compensatory Education funds: Tutors for core curriculum

List names here: Barbara Burcham, Reta Daugherty, Yvonne Landry

Total number of FTE's funded with State Compensatory Education funds: none

Brief description of how these funds are utilized on your campus: Students at risk are tutored in small groups.

State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE. $19,222.00.

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

Campus Name: Paul W. Horn Academy

The fundamental purpose of Horn Academy is to provide a diverse educational program in a creative environment that develops the whole child mentally, physically, and socially and that enables all students to excel as adults in the international community.

Paul W. Horn Academy is a school-wide magnet academy in an urban neighborhood in Bellaire, Texas. Horn's magnet academy consists of five components: art, communications, computer, life sports, and science. Built in 1949, Horn has maintained a stable neighborhood population over the years. Today approximately 150 students are brought to campus daily for its magnet program. With a total school population of 850 students for the 2013-2014 school year, Horn has become a melting pot of cultures. Students attend Horn from many different countries. The student body of Horn is 46% White, 6% African-American, 18% Hispanic, 24% Asian, and 1% Other. The English Language Learner (ELL) population averages 9.1%; the special education population is 5%, and 40% of the students are identified as gifted and talented. Students on free or reduced lunch is 19.%. Student attendance for the previous school year was 97.3%. The magnet population is 25%. Horn met TEA Standards in the four areas: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Horn received Distinction Designation in Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.

The community is very involved at Paul W. Horn. An active PTO maintains 75% membership and school volunteers log over 5,000 hours yearly. Horn PTO supports many endeavors such as: Dad's Club, Spaghetti Supper, Fall Carnival, Early Bird Market, book fairs, teacher scholarships, Partners at Learning, upgrades to the new school campus, and the Sounds of Success Capital Campaign.

An additional class has been added in second due to an increased enrollment. All the classrooms are equipped with SMARTboards, document cameras, and PC's for the teacher's desk. The lab has iMacs, 30 iPad Minis, and five mobile computer labs. The components for video conferencing and video announcements are available in the school. Horn News Hounds run the morning announcements daily.

Horn Elementary was built in 1949 for approximately 350 students in grades K-6. It remained a small neighborhood school until the 1980's when it became a Magnet Academy featuring enrichment specialty programs such as Art, Computer Lab, SIGHTS, Soccer, and Spanish. The Magnet Program was modified in 1993 to offer a "sharply focused academic program" featuring Earth Science, Computer Science, Art, Communications, and Life Sports to meet the needs of the whole child. Horn's beautiful, new, facility was completed in 2011 and our current enrollment is approximately 860 students, 75% neighborhood and 25% Magnet transfer students.

The PTO Executive Board continues to focus efforts of parents and community in the improvement of facilities, equipment, and curriculum to develop a shared vision of a multi-cultural school community, quality staff, and top-notch students. The shared vision will enable the school to continue the tradition of high quality education which has been a hallmark of Horn for over 60 years. Horn's PTO Executive Board, composed of parents and faculty, sets priorities for PTO capital expenditures based on results of teacher and parent surveys; the PTO general body approves these expenditures. Parent support will continue to provide updated technology such as an iPad cart for student use; a classroom consumable supply allocation for teachers; and teacher scholarships to attend National Conferences for continuous professional development.

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Campus: Paul W. Horn Academy

Principal: Sarah Harrington

This School Improvement Plan for school name was developed according to the procedures described in this document. The final draft of the plan was submitted to the Shared Decision Making Committee on 9/10/2014 as evidenced by the SDMC agenda. Through the SDMC the SIP was reviewed with parents, community members, and the professional staff. The plan was presented to the professional staff for a vote of approval by secret ballot on 9/12/2014. The plan received at least two-thirds approval. I attest that if this school is under a designation as Required Improvement, Focus, or Priority, an on-site needs assessment has been conducted in compliance with TEC §39.106(b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

_____   _____
Principal   Date

Signatures below indicate review and approval of this document.

_____   _____
PTO/PTA or other Parent Representative   Date

_____   _____
SDMC Teacher Representative   Date

_____   _____
School Support Officer / Lead Principal (DCSI)   Date

_____   _____
Chief School Officer   Date

_____   _____
Professional Service Provider (for IR, Focus, Priority)   Date

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SDMC/FAC/SAFETY AGENDA

October 8, 2014

✓1. APPROVAL OF MINUTES
✓2. PTO REPORT — *need parent volunteers for Carnival*
✓3. FOOD SERVICES NOTIFICATION

"Fundraisers for food and beverage items MAY NOT occur at any time during the school day (the period from midnight before to 30 minutes after the end of the official school day)." This does not affect classroom parties because students are not charged. You may not collect money from students for food under any circumstances.

✓4. HAZARDOUS CHEMICAL REPORT-ONE FORM PER GRADE LEVEL/DEPARTMENT DUE OCTOBER 29TH

✓5. CALENDAR
OCTOBER   *✗ Snapshots*

9 AND 20-HOUSTON TEXAS FOOTBALL SPIRIT WEAR DAYS

11-BEAUTIFICATION DAY

28-PLC 9 WEEK REVIEW

29-PICTURE DAY

EARLY DISMISSAL DAY-KURZWEIL TRAINING, GRADES 1-5

HAZARDOUS CHEMICAL REPORT DUE TO OFFICE

27-31 RED RIBBON WEEK

MONDAY-wear favorite sports team gear

TUESDAY-"Stomp Out Drugs"-wear crazy socks

WEDNESDAY-"Strike a Pose!"

THURSDAY-"Put a cap on drugs!"-wear crazy hat

FRIDAY-"Say Boo to Drugs!"-wear Halloween costume

✓31-HALLOWEEN PARADE 2:00

REPORT CARDS   *grades due Oct 27TH 3:01 pm*

✓6. SAFETY CONCERNS
Kinder Enrichment kids - hold.
✗ nobody watching. Enrichment kids at Library
7. GRADE LEVEL CONCERNS
2ND floor — heaters blown — can't use copy
machines & appliances at
the same time
PK MS minutes
Monica

Beth Sims

Madalyn Webb

(signature)

Will Garrison

(signature)

(signature)

(signature)

Rebecca Irey

Monica Mendez

R McDonald

Bonnie Bonen

(signature)

Shannon Kelley

Dana Richards

Kathryn Bernal

(signature)

SDMC/Vertical Meeting
September 10, 2014
Minutes

S. Harrington, Vanessa Flores, Lisa Miller, Margaret Slutz, Rosie Johnson,
Nancy McDonald, Rebecca Irey, Shannon Talley, Bonnie Bonem, Carolyn Blass,
Lisa Miller, Adrienne Shetsky, Mickey Banks, Grace Phillips, Tiffany Thorn,
Tricia Garrison, Monica Mendez, Beth Faris, Kathryn Bernal, Dana
Richardson and Lupy Garcia

1. Approval of Minutes – Approved as read.

2. PTO REPORT – Budget passed.
   Notes from Treasurer:
   - Please do not put cash in envelopes.
   - Please turn in itemized receipts for reimbursement.
   - All requests over $50 need principal/asst. principal
     signature.
   - If you have Sunshine Families please share with President.
   - PTO will reimburse teachers "1" hotel night.

3. Technology Update.
   New computers arrived.
   Kinder I-Pad Cart – PTO purchased 2 carts. District providing IPAD
   mini. We are participating in a Pilot program with HISD. Please take
   care of equipment.
   Kurzweil Program – Sept. 24th training.

4. Budget Update.
   Requesting to purchase remaining Magnet positions: 5-Art; 5-Creative
   Writing; 5-Science. Decrease in Magnet Budget salaries:
   2011 $323,437
   2012   269,551
   2013   256,692
   2014   160,089
   PTO is considering a line item in their budget for maintenance of
   equipment (projectors, Smart Boards, bulbs, etc.)

5. Enrollment=863
   Capped in 1st and 4th grades...Kinder pending 25 in all classes.

6. Appraisal Reminder
   FALL OBSERVATIONS   September 16-October 30
   FALL STAFF REVIEW   November 3-10 (Meet with SSO)
   MID-YEAAR CONFERENCES   November 10-December 19

7. Safety
   Safety Patrols started Sept. 8th.
   Traffic Committee negotiating with City of Bellaire on street signage.
   Speed bumbs...keep getting rescheduled.
   Concerns? – Can carpool students be released at 2:55 p.m.?
               Day care riders be released at 2:45 p.m.
               Dangerous for parents to be waving down their children
   in the middle of the street.

8. School Improvement Plan – Teachers please read and initial.

Meeting adjourned at 3:55 p.m.

To all grade schools + Depts.

School/Department: _____

Person Submitting Inventory: _____

Date Completed: _____

Telephone Number: _____

E-Mail Address : _____

INSTRUCTIONS:
1. Locate and identify all hazardous chemicals in you workplace.
2. Total the amount of each chemical and enter it in the field "On-Hand". (for example, if you have "11 pints" in the field "On-Hand")
3. Convert the amount of chemicals to pounds or gallons (required by Department of Health) and enter it in the field "Quantity" pints between ONE and TWO gallons; round up to the higher amount; enter "2" in the field "Quantity" and circle "GAL")
4. Estimate your annual usage. That is the maximum amount you might have on hand at any time during the school year. (For example, if you estimate you will use 7 gallons during the school year, enter "7" in the field "Annual" and circle "GAL")
5. Compare the amounts you entered in the fields "Quantity" and "Annual" - If either figure is over the amount found in "TPQ" (Threshold Planning Quantity), Place an "X" in the field "Over".
6. Include all hazardous chemicals present in your workplace. This includes chemicals ordered from the HISD warehouse, store bought and chemicals brought from home, chemical brought from home. If the chemical is not on this list of chemicals from the HISD warehouse enter the chemicals on the blank spaces on the sheets located at the end of this list.

Material Number	Manufacturer/Supplier	Trade Name/Product	On Hand	Quantity (Lb. or Gal.)	Annual (Lb. or Gal.)	TPQ	Over
	Rubber Cements						
111	ELMER'S PRODUCTS, INC.	ADHESIVE, RUBBER CEMENT				10000-LBS	[ ]
111	ROSS NO WRINKLE	RUBBER CEMENT				10000-LBS	[ ]
112	UNION RUBBER	ADHESIVE, RUBBER CEMENT				10000-LBS	[ ]
	Glues						
167	ELMER'S PRODUCTS, INC.	GLUE, ELMER'S SCHOOL				10000-LBS	[ ]
168	ELMER'S PRODUCTS, INC.	GLUE, ELMER'S SCHOOL				10000-LBS	[ ]
169	ELMER'S PRODUCTS, INC.	ELMER'S GLUE-ALL				10000-LBS	[ ]
	Inks						
175	SPEEDBALL	INK, BLOCK PRINTING ORANGE				10000-LBS	[ ]
	Acrylic Paints						
189	SPEEDBALL	ACRYLIC PAINT, BLACK				10000-LBS	[ ]
190	SPEEDBALL	ACRYLIC PAINT, ULTRA BLUE				10000-LBS	[ ]
191	SPEEDBALL	ACRYLIC PAINT, PERM GREEN				10000-LBS	[ ]
194	SPEEDBALL	ACRYLIC PAINT, CADIUM RED				10000-LBS	[ ]
195	SPEEDBALL	ACRYLIC PAINT, BURNT SIENNA				10000-LBS	[ ]
	Poster Supplies, Watercolors						
202	CREATEX	PAINT, POSTER FABRIC PHTHALO BLUE				10000-LBS	[ ]
204	CREATEX	PAINT, POSTER FABRIC BURNT UMBER				10000-LBS	[ ]
206	CREATEX	PAINT, POSTER FABRIC ORANGE				10000-LBS	[ ]
208	CREATEX	PAINT, POSTER FABRIC CRIMSON				10000-LBS	[ ]
213	CREATEX	PAINT, POSTER FABRIC PEARL WHITE				10000-LBS	[ ]
214	CREATEX	PAINT, POSTER FABRIC HANSA YELLOW				10000-LBS	[ ]
215	CREATEX	PAINT, POSTER FABRIC GLDN YELLOW				10000-LBS	[ ]
278	PRANG	WATERCOLOR, PAINT, 8 COLORS				10000-LBS	[ ]
	Custodial Cleaners, Polishes						
741	BIG D INDUSTRIES, INC.	BIG D D'VOUR ODOR ASORBENT				10000-LBS	[ ]
742	EAGLE BRUSH AND CHEM.	CLEAR AMMONIA				10000-LBS	[ ]
747	KIK INTERNATIONAL	CLEAR BRIGHT GERMICIDAL BLEACH				10000-LBS	[ ]
748	UNISOURCE WORLDWIDE, INC.	BOWL BLOCK CLEANER				10000-LBS	[ ]
748	TRIPLE S	BOWL BLOCK CLEANER				10000-LBS	[ ]
766	TRIPLE S	TOILET CLEANER				10000-LBS	[ ]
769	HAWK SOLUTIONS	STAINLESS STEEL CLEANER				10000-LBS	[ ]
769	SHEILA SHINE	SHEILA SHINE LIQUID				10000-LBS	[ ]
772	ROAD RUNNER INDUSTRIES	POWER CLEANER				10000-LBS	[ ]
772	COLGATE	POWER CLEANER				10000-LBS	[ ]
772	THE SPIC & SPAN CO.	COMET CLEANER				10000-LBS	[ ]
772	COLDGATE PALMOLIVE	AJAX POWER CLEANER				10000-LBS	[ ]
773	EZ-QUI IND	A-BEN-A QUI GRAF CLEANER				10000-LBS	[ ]
781	BIG D INDUSTRIES, INC.	ALL-PURPOSE GRANULAR DEORDANT				10000-LBS	[ ]
782	P & G	TIDE DETERGENT				10000-LBS	[ ]
783	ZENEX	ZENATIZE AEROSOL DISINFECTANT				10000-LBS	[ ]
783	UNISOURCE WORLDWIDE, INC.	ALL-STAR LEMON D-FEND DIS. AEROSOL				10000-LBS	[ ]
783	ROAD RUNNER INDUSTRIES	TERMINATOR LEMON DISINFECTANT				10000-LBS	[ ]
784	JOHNSON WAX	TRIAD DISINFECTANT CLEAN				10000-LBS	[ ]
795	HAWK SOLUTIONS	BIO CONTROL ODOR ELIMINATOR				10000-LBS	[ ]
799	JOHNSON WAX	GLOSS & GLO FLOOR FINISH				10000-LBS	[ ]
799	BUCKEYE INTERNATIONAL	BUCKEYE CROSSBOW				10000-LBS	[ ]
799	BUCKEYE INTERNATIONAL	CITATION FLOOR FINISH				10000-LBS	[ ]
805	SPARTAN CHEMICAL CO	OMU-50 GYM FINISH				10000-LBS	[ ]
805	EAGLE BRUSH	EVERLITE FLOOR FINISH				10000-LBS	[ ]
805	BENNER LABS, INC.	GYM FLOOR FINISH				10000-LBS	[ ]

2012 Inventory Of Hazardous Chemicals

School/Department: _____   Date Completed: _____

                                                        Telephone Number:_____

Person Submitting Inventory: _____

                                                        E-Mail Address : _____

INSTRUCTIONS:
1. Locate and identify all hazardous chemicals in you workplace.
2. Total the amount of each chemical and enter it in the field "On-Hand". (for example, if you have "11 pints" in the field "On-Hand")
3. Convert the amount of chemicals to pounds or gallons (required by Department of Health) and enter it in the field "Quantity" pints between ONE and TWO gallons; round up to the higher amount; enter "2" in the field "Quantity" and circle "GAL")
4. Estimate your annual usage. That is the maximum amount you might have on hand at any time during the school year. (For example, if you' estimate you will use 7 gallons during the school year, enter "7" in the field "Annual" and circle "GAL")
5. Compare the amounts you entered in the fields "Quantity" and "Annual" - If either figure is over the amount found in "TPQ" (Threshold Planning Quantity), Place an "X" in the field "Over".
6. Include all hazardous chemicals present in your workplace. This includes chemicals ordered from the HISD warehouse, store bought and chemicals brought from home, chemical brought from home. If the chemical is not on this list of chemicals from the HISD warehouse enter the chemicals on the blank spaces on the sheets located at the end of this list.

Material Number	Manufacturer/Supplier	Trade Name/Product	On Hand	Quantity (Lb. or Gal.)	Annual (Lb. or Gal.)	TPQ	Over
	Rubber Cements						
111	ELMER'S PRODUCTS, INC.	ADHESIVE, RUBBER CEMENT				10000-LBS	[ ]
111	ROSS NO WRINKLE	RUBBER CEMENT				10000-LBS	[ ]
112	UNION RUBBER	ADHESIVE, RUBBER CEMENT				10000-LBS	[ ]
	Glues						
167	ELMER'S PRODUCTS, INC.	GLUE, ELMER'S SCHOOL				10000-LBS	[ ]
168	ELMER'S PRODUCTS, INC.	GLUE, ELMER'S SCHOOL				10000-LBS	[ ]
169	ELMER'S PRODUCTS, INC.	ELMER'S GLUE-ALL				10000-LBS	[ ]
	Inks						
175	SPEEDBALL	INK, BLOCK PRINTING ORANGE				10000-LBS	[ ]
	Acrylic Paints						
189	SPEEDBALL	ACRYLIC PAINT, BLACK				10000-LBS	[ ]
190	SPEEDBALL	ACRYLIC PAINT, ULTRA BLUE				10000-LBS	[ ]
191	SPEEDBALL	ACRYLIC PAINT, PERM GREEN				10000-LBS	[ ]
194	SPEEDBALL	ACRYLIC PAINT, CADIUM RED				10000-LBS	[ ]
195	SPEEDBALL	ACRYLIC PAINT, BURNT SIENNA				10000-LBS	[ ]
	Poster Supplies, Watercolors						
202	CREATEX	PAINT, POSTER FABRIC PHTHALO BLUE				10000-LBS	[ ]
204	CREATEX	PAINT, POSTER FABRIC BURNT UMBER				10000-LBS	[ ]
206	CREATEX	PAINT, POSTER FABRIC ORANGE				10000-LBS	[ ]
208	CREATEX	PAINT, POSTER FABRIC CRIMSON				10000-LBS	[ ]
213	CREATEX	PAINT, POSTER FABRIC PEARL WHITE				10000-LBS	[ ]
214	CREATEX	PAINT, POSTER FABRIC HANSA YELLOW				10000-LBS	[ ]
215	CREATEX	PAINT, POSTER FABRIC GLDN YELLOW				10000-LBS	[ ]
278	PRANG	WATERCOLOR, PAINT, 8 COLORS				10000-LBS	[ ]
	Custodial Cleaners, Polishes						
741	BIG D INDUSTRIES, INC.	BIG D D'VOUR ODOR ASORBENT				10000-LBS	[ ]
742	EAGLE BRUSH AND CHEM.	CLEAR AMMONIA				10000-LBS	[ ]
747	KIK INTERNATIONAL	CLEAR BRIGHT GERMICIDAL BLEACH				10000-LBS	[ ]
748	UNISOURCE WORLDWIDE, INC.	BOWL BLOCK CLEANER				10000-LBS	[ ]
748	TRIPLE S	BOWL BLOCK CLEANER				10000-LBS	[ ]
766	TRIPLE S	TOILET CLEANER				10000-LBS	[ ]
769	HAWK SOLUTIONS	STAINLESS STEEL CLEANER				10000-LBS	[ ]
769	SHEILA SHINE	SHEILA SHINE LIQUID				10000-LBS	[ ]
772	ROAD RUNNER INDUSTRIES	POWER CLEANER				10000-LBS	[ ]
772	COLGATE	POWER CLEANER				10000-LBS	[ ]
772	THE SPIC & SPAN CO.	COMET CLEANER				10000-LBS	[ ]
772	COLDGATE PALMOLIVE	AJAX POWER CLEANER				10000-LBS	[ ]
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784	JOHNSON WAX	TRIAD DISINFECTANT CLEAN				10000-LBS	[ ]
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799	BUCKEYE INTERNATIONAL	CITATION FLOOR FINISH				10000-LBS	[ ]
805	SPARTAN CHEMICAL CO	OMU-50 GYM FINISH				10000-LBS	[ ]
805	EAGLE BRUSH	EVERLITE FLOOR FINISH				10000-LBS	[ ]
805	BENNER LABS, INC.	GYM FLOOR FINISH				10000-LBS	[ ]

From:	Rangel, Brenda A
Sent:	Monday, October 06, 2014 5:12 PM
To:	Harrington, Sarah L
Subject:	Appraiser Assignments

Sarah- Can you please go into PeopleSoft and assign an appraiser for the following staff members:
Reta Daughtery
Afra Khan

Thanks,

Brenda A. Rangel
Performance Manager, Office of School Support
713-834-7855
brangel@HoustonISD.org

HOUSTON INDEPENDENT SCHOOL DISTRICT
Hattie Mae White Educational Support Center
4400 West 18th Street | Houston, TX 77092-8501
Keep up with the latest news from HISD: www.HoustonISD.org
Follow HISD on Twitter: @HoustonISD
Like HISD on Facebook: www.facebook.com/HoustonISD

SDMC/SAFETY/FAC AGENDA

November 12, 2014

1. APPROVAL OF MINUTES

2. PTO REPORT

3. SAFETY PRESENTATION-Risk Management

4. SAFETY WALKTHROUGH-November 11, 2014

5. SAFETY CONCERNS

6. BOOSTERTHON
   Teacher Feedback:
   Reduce classroom interruption; prize distribution
   Reduce interference with recess/shorter Team Huddles
   Make pledging more accessible to families w/o computer access
   Make track bigger for 4th/5th graders or shorten running time

   Move dates to September instead of October. Coordinate with PE special activities and schedule C-Motion and skating farther apart.

7. HORN EXPO DATE
   IIM Projects
   (Last year-February 18)

8. GRADE LEVEL CONCERNS

SDMC/SAFETY/FAC SIGN IN SHEET

November 12, 2014

Fire Extinguishers
Training
Risk Management

Tricia Garrison

Grace Phillips

Catrin Miller

M Banks

Bonnie Boren

Carolyn Blass

Dana Richardson

Madalyn Webster

Rebecca Ivey

Nancy McDonald

Vanessa Flores

Donna Keller

Lisa Miller

Margot M. Eby

Cathy McCloskey

Beth Inns

FIRE EXTINGUISHERS
Do You Know Your ABCs?

Fire extinguishers are great for putting out fires—but only if you use the right fire extinguisher.

Can you match the fire extinguisher class with the type of fire it's designed for?
Check your answers below.

Class A — Combination fires

Class B — Combustible metals such as sodium and magnesium

Class C — Combustibles like wood, paper or cloth

Class ABC — Electrical wiring and equipment

Class D — Flammable liquids and gases

(Answers: A: Combustibles; B: Flammable liquids and gases; C: Electrical; ABC: Combination; D: Combustible metals)

Which fire extinguisher would you use for the following situations?

Oily rags left in a pile ignite "spontaneously."   __A__

An electrical fire caused by worn insulation quickly
spreads to papers placed on a shelf above.   __ABC__

Solvent spilled on a hot surface begins to burn.   __B__

(Answers: 1. A; 2. ABC; 3. B.)

Using a Fire Extinguisher

1. Pull the safety pin.

2. Stand back about eight feet.

3. Aim at the base of the fire.

4. Squeeze the trigger.

- Use back and forth sweeping motions.

Remember:
✓ Aim accurately—fire extinguishers may only last from three to twenty seconds.
✓ Use a fire extinguisher only if the fire is small and easily contained. Otherwise, get out of the area.
✓ Fight a large fire only if you've been trained to do so and you're wearing the proper protective equipment.

Silver ext - do not use on electricity
If it goes off exit room.
If in green - ok to use

1. pull pin.
2. Stand back
3. Aim @ base, side to side, Sweep & spray

SDMC/SAFETY/FAC AGENDA

November 12, 2014

1. APPROVAL OF MINUTES

2. PTO REPORT

3. SAFETY PRESENTATION-Risk Management

4. SAFETY WALKTHROUGH-November 11, 2014

5. SAFETY CONCERNS

6. BOOSTERTHON
    Teacher Feedback:
    Reduce classroom interruption; prize distribution
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    Make pledging more accessible to families w/o computer access
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    Move dates to September instead of October. Coordinate with PE special activities and
    schedule C-Motion and skating farther apart.

7. HORN EXPO DATE
    IIM Projects
    (Last year-February 18)

8. GRADE LEVEL CONCERNS

From: Leibowitz, Maya J
Sent: Wednesday, November 12, 2014 11:34 AM
To: Flores, Vanessa; Harrington, Sarah L
Subject: SDMC 1st Grade

I will not be at SDMC today.

These are the concerns for 1st grade:

- toilet paper in downstairs lounge

-Can chess club, on Mondays, please be held in the conference room? They are out of control and there is no privacy and peace for teachers to do after school things. The lounge should be ours – teachers, at all times. The kids eat in there and throw their belongings everywhere, they are loud, (if you want to make a phone call, you can't) and they are not respectful of our furniture.

-When are we getting speed bumps?

-Kinder being to loud in hallway during parent conference time (12:10 - 12:55)

Thanks,

Maya Leibowitz
First Grade Teacher
Horn Elementary
4530 Holly Street
Bellaire, TX 77401
713-295-5264

additional Bond money on wiring + drops

NEED mulch

"mud pit" on field

new basketball goals DO NOT ADJUST

1. APPROVAL OF MINUTES

2. PTO REPORT *new equipment* *need balls* *7 basketballs per class* *screw balls*

teachers will get directions

3. TADS CALENDAR

Mid-year conferences completed by January 30th

Spring Check-in February 2-February 9

EOY Conference Deadline April 10th

4. DLA TESTING WINDOW   January 20-January 30
   Grades 3, 4, 5-Meet with Monica Friday, January 16th-Planning time.

NEW FORM: INSTRUCTION/ASSESSMENT Procedures
INSTRUCTION/ASSESSMENT Check List

5. SAFETY CONCERNS

Carpool - can't hear phones
double gate unlocked?
mulch

ACCOMMODATIONS CHECKLIST
LESSON PLAN
STUDENT ROSTER

6. GRADE LEVEL CONCERNS

Bates need WP4
Carpool - texting
fire drill

Tardies
parents in hallway can't get class started
mulch

Instruction and Assessment Accommodations Checklist
Special Education (S.E.) / 504 / RTI / LEP

Grade: _____   Student: _____

School Year: _____   Student: _____

Check the instructional and assessment accommodations used with the student. Highlight specific tools. Keep this with your lesson plans, and make copies for other teachers.

Reading	Language	Math	Science	S.Studies	Instructional and Test Accommodations _____ daily _____ weekly _____ occasionally
Accommodations (Must be documented on IEP, 504 Plan, RTI or LPAC Linguistic Accommodations)					
					Individualized Structured Reminders [S.E.] [504] [RTI] [LEP] paperclips / index cards / adhesive notes / more-frequent or less-frequent reminders / timer or clock set /
					Amplification Devices [S.E.] [504] [RTI] [LEP] speakers / FM system / Other: _____
					Projection Devices [S.E.] [504] [RTI] [LEP] closed-circuit television / Document Camera / LCD Projector / Other: _____
					Manipulating Test Materials [S.E.] [504] [RTI] [LEP] turning pages / positioning the ruler / using the mouse / operating technology / highlighting / positioning mathematics manipulatives
					Oral/Signed Administration [S.E.] [504] [Dyslexia]
					Spelling Assistance [S.E.] [504] frequently misspelled word list / spell check function on a word processor / pocket spellchecker / word-prediction software / text-to-speech software or devices / speech-to-text software
					Mathematics Manipulatives [S.E.] [504 w/ Dyslexia] rreal or play money / Clocks / base-ten blocks / counters / algebra tiles / fraction pieces / geometric figures / mnemonics, numbers, symbols, or variable / translucent (tracing) paper
					Calculation Devices [S.E.] [504] abacus or Cranmer modified abacus / caculators: four-function / scientific / graphing / large-key / audio-graphing / speech-output
					Basic Transcribing [S.E.] [504] [RTI] [LEP] Typing essays on computer or device / Other: _____
					Supplemental Aids [S.E.] [504] Mnemonic Devices / Blank Graphic organizers / Math Charts / Graphics / Grammar & Mechanics Rules
					Extra Time [S.E.] [504] [RTI] [LEP] Frequent Breaks / other: _____
					Dictionary [S.E.] [504] [LEP] dictionary / thesaurus
					Large Print [S.E.] [504] [RTI] [LEP]

Instruction and Assessment Procedures Checklist
For all Students

Grade: _____   Student: _____

School Year: _____   Student: _____

Check the instructional and assessment procedures used with the student. Highlight specific tools. Keep this with your lesson plans, and make copies for other teachers.

Reading	Language	Math	Science	S.Studies	Instructional and Test Accommodations _____ daily _____ weekly _____ occasionally
					Procedures (All students)
					Peer Tutoring (Instructional)
					Preferential Seating (Instructional)
					Reduced Written Work (Instructional)
					Shortened Assignments (Instructional)
					Signing test administration
					Translating test administration directions
					Allowing a student to read the test aloud
					Reading aloud or signing the writing prompts
					Reading assistance on the grade 3 mathematics test
					Assistive tools available:
					scratch paper / color overlays / highlighters / blank place markers / magnifying devices / tools to minimize distractions or to help maintain focus / small-group / Verbal/Tactile Reminders for students to stay on task

tier I Information - Date the student started in this tier

ELA	MTH	SC	SS

tier II Information - Date the student started in this tier

ELA	MTH	SC	SS

tier III Information - Date the student started in this tier

ELA	MTH	SC	SS

SDMC/Vertical Meeting
November 12, 2014
Minutes

S. Harrington, Vanessa Flores, Lisa Miller, Margaret Slutz, Rosie Johnson, Nancy McDonald, Rebecca Irey, Shannon Talley, Bonnie Bonem, Carolyn Blass, Adrienne Shetsky, Madalyn Webster, Mickey Banks, Grace Phillips, Tricia Garrison, Monica Mendez, Beth Faris, Kathryn Bernal, Dana Richardson, Monica Mendez, Tamara from Risk Management and Lupy Garcia.

1. Approval of Minutes – Approved as read.

2. PTO REPORT
   - PTO is buying Keurig's for both workrooms and the office and Ice machine for upstairs.
   - Teachers don't forget to turn in reimbursement forms.
   - Speed bumps coming any day.

3. SAFETY PRESENTATION – Risk Management
   - Handout – ABC's for Fire Extinguishers.
   - Fire Drills – Teachers are to have a list of students
   - No lighted candles.
   - No Plug-Ins
   - Exit routes posted

4. SAFETY WALKTHROUGH – November 11, 2014

5. SAFETY CONCERNS – Speed bumps and students walking through car pool.

6. BOOSTERTHON
   Teacher Feedback:
   - Reduce classroom interruption; prize distribution.
   - Reduce interference with recess/shorter Team Huddles
   - Make pledging more accessible to families w/o computer access
   - Make track bigger for 4th/5h graders or shorten running time.

Move dates to September instead of October. Coordinate with PE special activities and schedule C-Motion and Skating farther apart.

7. HORN G/T EXPO DATE – February 10th
   Class/Individual Projects will be displayed in hallway.
   Pizza will be sold at 5:30 p.m.
   Expo 6 to 6:30 p.m.

   Meeting adjourned at 3:59 p.m.

SDMC/FAC/SAFETY SIGN IN SHEET

January 14, 2015

Mickey Banks

Rosie Johnson

Tiffany Thorn

TRICIA GARRISON

Bonnie Bonem

Margie Sless

Mayer Hunt

L. Gai

Carolyn Bles

Nancy McDonald

Vanena Perez

Cathy McClyke

J Barry

Shu

Rebecca Trey

Dana Richards

Lisa Mullen

Beth Price

I. ALLOWABLE TEST ADMINISTRATION PROCEDURES AND MATERIALS (FOR ALL STUDENTS)

During state assessments, certain test administration procedures and materials may be provided to students based on their needs. In general, they are available to any student who regularly benefits from the use of these procedures or materials during instruction, although a student cannot be required to use them during testing. These test administration procedures and materials are not considered testing accommodations, so using them during a state assessment does not require that they be documented

- Signing test administration directions for a student who is deaf or hard of hearing
- Translating test administration directions into the native language of an English language learner
- Allowing a student to read the test aloud to facilitate comprehension
- Reading aloud or signing the personal narrative, expository, literary, or persuasive writing prompt to any student who requests this assistance
- Providing reading assistance on the grade 3 mathematics test for any student
- Making the following assistive tools available:
    - scratch paper
    - color overlays
    - blank place markers
    - magnifying devices
    - highlighters, colored pencils, or crayons
- Giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- Allowing individual and small-group administrations
- Reminding students to stay on task

II. ACCOMMODATIONS

Accommodations are changes to instructional materials, procedures, or techniques that allow students with a disability and ELLs to participate meaningfully in grade-level or course instruction and testing activities. Information regarding allowable accommodations for the STAAR and TELPAS programs can be found on the Accommodation Resources webpage.

Individualized Structured Reminders (SE, 504, RTI, LEP)
Individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during testing

- paperclips or adhesive notes used to divide test into sections
- more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures
- structured reminders that are part of a behavior plan
- personal timer or clock set to remind a student to move on to the next question, page, or
- section or to remind a student to stop at pre-established times during the test
- index cards that have handwritten or color-coded reminders to continue working

Amplification Devices (SE, 504, RTI, LEP)
This accommodation reduces the interference of background noise and the effect of distance between a speaker and a student whose disability affects hearing or focus in large-group settings

- speakers
- frequency-modulated (FM) system

Projection Devices (SE, 504, RTI, LEP)
This accommodation allows for enlarging text, graphics, or the display on a computer monitor for a student with a disability.

- closed-circuit television (CCTV)
- document camera
- LCD projector (for tests administered online)

Manipulating Test Materials (SE, 504, RTI, LEP)

This accommodation allows the test administrator to physically manipulate test materials, online tools, and equipment for a student with a disability who is unable to do so independently

- turning test booklet pages per student directions
- positioning the ruler per student directions
- using the mouse to navigate the pages and operate the tools in an online administration per student directions
- operating technology per student directions
- highlighting per student directions
- positioning mathematics manipulatives per student directions

Oral/Signed Administration (SE, 504, Dyslexia)

This accommodation allows test material to be read aloud to a student with a disability.

NOTE: All references to reading support during an oral administration also apply to signing during a signed administration

STAAR Math & Science: Test questions, answer choices, and required reference materials may be read aloud to a student

STAAR Reading: √ Test questions, answer choices, and required reference materials may be read aloud to a student. ⊠ Reading selections may NOT be read aloud to a student

Spelling Assistance (SE, 504)

This accommodation provides various types of spelling assistance for a student who has a disability that affects spelling. A student may use this accommodation if he/she is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.

STAAR Writing: √ Spelling Assistance may be used on written compositions. ⊠ Spelling Assistance may NOT be used on the multiple-choice revising and editing section.

- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)
- spell check function on a word processor
- pocket spellchecker
- word-prediction software
- text-to-speech software or devices (i.e., software or devices that read aloud student generated text)
- speech-to-text software (i.e., software that converts the student's spoken language into print). Students are NOT permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities cannot be used.

Mathematics Manipulatives (SE, 504 with Dyslexia)

Manipulatives are concrete objects or pictures of concrete objects for a student with a disability to move and touch in order to visualize abstract concepts. Check TEA for specific Eligibility criteria.

This accommodation may include **only**

- real or play money (both heads and tails)
- clocks (with or without numbers shown on clock face)
- base-ten blocks
- various types of counters (e.g., two-sided chips, blocks, beans)
- algebra tiles; the tiles should NOT contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables
- fraction pieces (e.g., fraction bars, fraction circles); the fraction pieces may be labeled to show each individual fraction, but they should NOT show equivalencies (e.g., 1/2 = 2/4 = 0.5 = 50%) or the cumulative sequence (e.g., 1/4, 2/4, 3/4, 4/4)
- geometric figures that are grade- or course-appropriate; the figures may be provided in either three-dimensional form or two-dimensional form, but NOT in both forms; the figures should NOT contain words, labels, colors used as labels, pictures, acronyms,
- mnemonics, numbers, symbols, or variables
- translucent (tracing) paper

Calculation Devices (SE, 504)
This accommodation provides an alternate method of computation for a student with a disability who is unable to effectively use paper-and-pencil methods. Check TEA for Specific eligibility criteria.
This accommodation may include **only**
- four-function calculator
- scientific calculator
- graphing calculator
- large-key calculator
- abacus or Cranmer modified abacus
- audio-graphing calculator
- speech-output calculator

Basic Transcribing (SE, 504, RTI, LEP)
This accommodation allows a test administrator to transfer student responses onto an answer document or into the Assessment Management System for online administrations when a student with a disability is unable to accomplish this task independently.
The test administrator may carry out Basic Transcribing in these situations **only**
- The student writes or circles responses in the test booklet for multiple-choice or griddable questions.
- The student points to responses in the test booklet or on the computer screen for multiple-choice questions.
- The student dictates or signs responses for multiple-choice questions, griddable questions, or short-answer reading questions.
- The student writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for multiple-choice questions, griddable questions, short-answer reading questions, or the writing prompts.
- The student uses speech-to-text software to indicate responses for multiple-choice questions, griddable questions, short-answer reading questions, or the writing prompts.

Supplemental Aids (SE, 504)
Supplemental aids are paper-based resources that assist a student with a disability in recalling information.
Only the paper-based supplemental aids listed below are allowed on the state assessment. Check TEA Website for details on these supplemental aids
- Mnemonic Devices (All Subjects)
- Blank Graphic organizers (All Subjects)
- Math Charts (Math)
- Graphics (Math & Science)
- Grammar & Mechanics Rules (Written composition)

Extra Time (Same Day) (SE, 504, LEP)
This accommodation allows a student with a disability to have extra time until the end of the school day to complete a state assessment. Check TEA for Specific eligibility criteria.
The student must meet at least one of the following criteria
- The student has an impairment in vision.
- The student is identified with dyslexia or a related disorder
- The student is receiving special education services and has evidence of reading difficulties documented in the IEP.
- The student requires frequent or lengthy breaks because he or she has a behavioral or emotional disabling condition that affects attention or focus.
- The student requires frequent or lengthy because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery.
- The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible

Large Print (SE, 504)
This accommodation provides a student with enlarged test materials when he or she has a disabling condition that limits the ability to effectively access test materials in standard print size.
The student must meet at least one of the following criteria
- The student has an impairment in vision.
- The student has a disability that affects his or her accuracy in tracking letter to letter, word to word, or line to line.
- The student has a physical disability which necessitates the use of large-print materials.

Dictionary (SE, 504, LEP)

This accommodation facilitates comprehension of unfamiliar words and provides spelling assistance for a student with a disability.

This accommodation may include **only**

- standard/general dictionary in English (or Spanish for Spanish-version tests)
- dictionary/thesaurus combination
- electronic dictionary (e.g., handheld electronic dictionary, speaking dictionary with headphones)
- bilingual dictionary (word-to-word translations; no definitions or examples)
- ESL dictionary (definition of an English word using simplified English)
- picture dictionary
- sign language dictionary

SDMC/Vertical Meeting /SAFETY
November 12, 2014
Minutes

S. Harrington, Vanessa Flores, Lisa Miller, Margaret Slutz, Rosie Johnson, Nancy McDonald, Rebecca Irey, Shannon Talley, Bonnie Bonem, Carolyn Blass, Adrienne Shetsky, Madalyn Webster, Mickey Banks, Grace Phillips, Tricia Garrison, Monica Mendez, Beth Faris, Kathryn Bernal, Dana Richardson, Monica Mendez, Tamara from Risk Management and Lupy Garcia.

1. Approval of Minutes – Approved as read.

2. PTO REPORT
    - PTO is buying Keurig's for both workrooms and the office and Ice machine for upstairs.
    - Teachers don't forget to turn in reimbursement forms.
    - Speed bumps coming any day.

3. SAFETY PRESENTATION – Risk Management
    - Handout – ABC's for Fire Extinguishers.
    - Fire Drills – Teachers are to have a list of students
    - No lighted candles.
    - No Plug-Ins
    - Exit routes posted

4. SAFETY WALKTHROUGH – November 11, 2014

5. SAFETY CONCERNS – Speed bumps and students walking through car pool.

6. BOOSTERTHON
    Teacher Feedback:
    - Reduce classroom interruption; prize distribution.
    - Reduce interference with recess/shorter Team Huddles
    - Make pledging more accessible to families w/o computer access
    - Make track bigger for 4th/5h graders or shorten running time.

Move dates to September instead of October. Coordinate with PE special activities and schedule C-Motion and Skating farther apart.

7. HORN G/T EXPO DATE – February 10th
    Class/Individual Projects will be displayed in hallway.
    Pizza will be sold at 5:30 p.m.
    Expo 6 to 6:30 p.m.

    Meeting adjourned at 3:59 p.m.

Julie Walier
Renie Gessett
Kathryn Bernal
Ludy
Vanessa
Sweet Caroline

" Big World Recess "   SDMC/SAFETY/FAC AGENDA

Character lessons

November 12, 2014

1) run w/ Teamwork
3) Confidence
2) Score w/ practice
4 live w/ curiosity
5) play w/ humility
6) Run w/ endurance

1. APPROVAL OF MINUTES

2. PTO REPORT

plan in advance
volunteer
pre-program
Dana Richardson
Ludy
custom shirts

3. SAFETY PRESENTATION-Risk Management

HERO consit

Josh Button

physical fitness
simplified fund-raising
Fun Run itself
Parent attendance
amt. of money raised

4. SAFETY WALKTHROUGH-November 11, 2014

5. SAFETY CONCERNS

Suggestions:

6. BOOSTERTHON

Teacher Feedback:
Reduce classroom interruption; prize distribution
Reduce interference with recess/shorter Team Huddles
Make pledging more accessible to families w/o computer access
Make track bigger for 4th/5th graders or shorten running time

Move dates to September instead of October. Coordinate with PE special activities and schedule C-Motion and skating farther apart.

Boosterthon T-shirts

7. HORN EXPO DATE
    IIM Projects
    (Last year-February 18)

Change dates to Sept 28 - Oct 2.
(Fun Run on Friday)

8. GRADE LEVEL CONCERNS

prize bag on teacher's door
video announcements — Character content instead of including in Team Huddle
7:50 - 8:00
→ one grade at a time - ancillary time
. Two grades like this year.

mulch

email *Jada@rice.edu*
(Hallmark)

✓ 1. APPROVAL OF MINUTES

4th Rebecca Kant

Treas. Dawn Richardson

✓ 2. PTO REPORT

Julie M
1st Jean and
2nd Gossett
3rd Laura

Parlia Bernal
restripe Black Top
Dala

✓ 3. MAGNET PROGRAM
Phase out over two years, 2015-2016, 2016-2017
(No new Magnet students will be accepted which will reduce the overall number and
percentage of required Magnet students to maintain Magnet status.)

TCEA
TECHNOLOGY CONFERENCE — Margaret
Monica
Vanessa

Brain Pop
UTA-IXL
Kid Pics
minecraft

✓ 4. 2013-2014 TEXAS PERFORMANCE REPORTING SYSTEM (Handout)

✓ 5. CALENDAR
February
16   PLC Review
17   Fat Tuesday
18   No Place for Hate T-shirts
20   Drumming Program
25   Early Dismissal
      5th Grade Camp
26   5th Grade Camp
27   GO TEXAN DAY
      5TH Grade Camp
28   Horn Gala "Red Carpet"

✓ 6. SAFETY CONCERNS

Carpool door study-open
double gate area B -open

FAC:
wifi Connectivity
props

Coaches
BLC — using field 9 am
BLC — lawn crew
Dana will notify BLC
mon — should have
coaches
water schedule
9-12 wet

7. GRADE LEVEL CONCERNS

Class size —
· rest room — no water sink
by lounge
· I Station or's — freezes (use Ipads)
mud — Black Top
· Tether ball also problems   mulch

Morgan Ryan

Maria Hero

Dana Rodocker

Rebecca Izat

Bonnie Berne

Tiffany Thorn

Monica Mendez

TEA
TEXAS EDUCATION AGENCY

2013-14 Texas Performance Reporting System

Performance Reporting
TPRS Home

Report for: HORN EL
Campus ID: 101912178
District: HOUSTON ISD

Total Students: 827
Grade Span: PK - 05

STAAR Performance Results - TAPR Student Groups
(all students in the accountability subset)
Printable Version

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 3														
Reading	2014	76%	71%	**94%**	86%	84%	97%	*	100%	-	*	71%	89%	*
	2013	81%	75%	**97%**	*	91%	100%	-	100%	-	100%	71%	92%	*
Mathematics	2014	71%	68%	**95%**	86%	88%	97%	*	100%	-	*	71%	89%	*
	2013	70%	63%	**98%**	*	96%	100%	-	100%	-	100%	71%	92%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2014	74%	68%	**96%**	83%	92%	98%	-	96%	-	100%	75%	91%	71%
	2013	72%	66%	**95%**	100%	92%	96%	*	91%	-	*	63%	92%	*
Mathematics	2014	71%	67%	**99%**	100%	96%	100%	-	100%	-	100%	86%	95%	100%
	2013	69%	65%	**98%**	100%	92%	98%	*	100%	-	*	88%	92%	*
Writing	2014	73%	70%	**97%**	100%	92%	100%	-	100%	-	83%	86%	100%	83%
	2013	70%	68%	**96%**	100%	85%	98%	*	95%	-	*	*	82%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 5 **														
Reading	2014	86%	80%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	*
	2013	87%	82%	**98%**	83%	95%	100%	-	100%	-	*	78%	85%	*
Mathematics	2014	88%	84%	**97%**	100%	88%	98%	*	100%	-	*	63%	95%	*
	2013	88%	82%	**97%**	*	95%	100%	-	100%	-	*	78%	85%	*
Science	2014	74%	67%	**98%**	100%	94%	100%	*	95%	-	*	88%	95%	*
	2013	73%	66%	**97%**	*	95%	100%	-	100%	-	*	78%	85%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2014	77%	71%	**97%**	94%	91%	99%	*	99%	-	97%	80%	94%	86%
	2013	77%	71%	**97%**	84%	93%	99%	*	98%	-	100%	72%	88%	73%
Reading	2014	76%	69%	**96%**	89%	91%	98%	*	98%	-	100%	83%	93%	82%
	2013	80%	74%	**97%**	88%	93%	99%	*	97%	-	100%	71%	89%	75%
Mathematics	2014	78%	72%	**97%**	94%	91%	98%	*	100%	-	100%	73%	93%	90%
	2013	79%	74%	**98%**	81%	94%	99%	*	100%	-	100%	79%	89%	75%
Writing	2014	72%	70%	**97%**	100%	92%	100%	-	100%	-	83%	86%	100%	83%
	2013	63%	58%	**96%**	100%	85%	98%	*	95%	-	*	*	82%	*
Science	2014	78%	72%	**98%**	100%	94%	100%	*	95%	-	*	88%	95%	*
	2013	82%	75%	**97%**	*	95%	100%	-	100%	-	*	78%	85%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More	2014	41%	35%	**82%**	53%	70%	86%	*	91%	-	82%	44%	75%	*
Reading	2014	45%	39%	**84%**	71%	72%	87%	*	89%	-	82%	50%	76%	*
Mathematics	2014	39%	36%	**83%**	53%	67%	88%	*	94%	-	82%	50%	71%	*
Writing	2014	35%	34%	**84%**	*	74%	91%	-	89%	-	83%	*	70%	*
Science	2014	43%	36%	**87%**	*	73%	90%	*	89%	-	*	*	89%	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2014	15%	14%	**54%**	32%	39%	55%	*	71%	-	59%	12%	46%	50%
Reading	2014	15%	14%	**52%**	39%	37%	53%	*	68%	-	64%	*	46%	*
Mathematics	2014	17%	17%	**60%**	28%	48%	60%	*	80%	-	64%	23%	51%	78%
Writing	2014	8%	9%	**45%**	*	31%	44%	-	63%	-	*	*	23%	*
Science	2014	14%	11%	**49%**	*	*	53%	*	63%	-	*	*	50%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2014	61%	60%	**78%**	*	73%	80%	*	80%	-	*	*	78%	90%
	2013	62%	61%	**79%**	78%	71%	77%	*	88%	-	88%	100%	n/a	-
Mathematics	2014	60%	60%	**84%**	90%	78%	82%	*	96%	-	78%	*	85%	89%
	2013	59%	57%	**86%**	89%	75%	87%	*	84%	-	100%	100%	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2014	17%	18%	**31%**	*	32%	33%	*	27%	-	*	*	33%	50%
	2013	15%	16%	**36%**	11%	17%	37%	*	53%	-	25%	40%	n/a	-
Mathematics	2014	18%	21%	**52%**	60%	43%	50%	*	62%	-	56%	*	55%	67%
	2013	16%	17%	**44%**	44%	17%	46%	*	56%	-	63%	20%	n/a	-
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2014	45%	41%	*	*	*	*	-	*	-	-	*	*	*
	2013	43%	40%	**78%**	-	*	*	-	*	-	-	75%	*	*
Mathematics	2014	46%	43%	*	*	*	*	-	-	-	-	*	*	*
	2013	46%	41%	**100%**	-	*	100%	-	*	-	-	100%	*	*

Student Success Initiative

Grade 5 Reading

Students Meeting Phase-in 1 Level II Standard on First STAAR Administration														
	2014	77%	69%	**98%**	*	93%	100%	*	95%	-	*	*	100%	*

Students Requiring Acelerated Instruction														
	2014	23%	31%	*	*	*	*	*	*	-	*	*	*	*

STAAR Cumulative Met Standard														
	2014	86%	79%	**98%**	100%	93%	100%	*	95%	-	*	*	100%	*

Grade 5 Mathematics

Students Meeting Phase-in 1 Level II Standard on First STAAR Administration														
	2014	79%	76%	**97%**	100%	87%	98%	*	100%	-	*	*	95%	*

Students Requiring Acelerated Instruction														
	2014	21%	24%	*	*	*	*	*	*	-	*	*	*	*

STAAR Cumulative Met Standard														
	2014	88%	85%	**98%**	100%	87%	100%	*	100%	-	*	*	95%	*

'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

SDMC/SAFETY/FAC AGENDA

March 11, 2015

scott (Twins
Hervey
French Rosas
Tran
Bhandari
Liu
Zheng
afrooz

Rone Arvin Mago
Zager Dukins
Hassan Meyer
Arias
anthony

Bill
Mcadams

1) PRE-KINDERGARTEN LOTTERY — Random Function Selection SMART Board
tuition based / neighborhood only

2) APPROVAL OF MINUTES

Walk a mile for cooper

3) PTO REPORT
TEAM copper DAY — *April 17TH*
Speed bumps are coming
Crosswalk on Halbet
all consumables reimb due May 8
Gala Successful / $100,000

4) SAFETY CONCERNS
none

5) G/T REVISED LETTER TO PARENTS — abnormalities in IOWA Test

6) GRADE LEVEL CONCERNS
· adult restroom (Teachers) no running water lounge)
· NEW KEYS
· Kinder playing on soccer goals
· ice machine

SDMC/Vertical Meeting
February 11, 2015
Minutes

S. Harrington, Vanessa Flores, Lisa Miller, Margaret Slutz, Rosie Johnson,
Nancy McDonald, Rebecca Irey, Shannon Talley, Bonnie Bonem, Carolyn Blass,
Tiffany Thorn, Adrienne Shetsky, Mickey Banks, Grace Phillips,Monica
Mendez, Beth Faris, Kathryn Bernal, Dana Richardson, Monica Mendez, Maya
Leibowitz and Lupy Garcia.

1.   Approval of Minutes – Approved as read.

2.   PTO REPORT
      New board for 2015-2016
      PTO President – Julie Malin   4th Vice Prez. – Rebecca Kant
      1st Vice President – Jane Ann Mann   Parliamentarian-Kathryn Bernal
      2nd Vice President – Demi Jessett
      3rd Vice President – Laura Sloan

      Black top will be stripped over this weekend, Feb. 14-15, 2015.

3.   MAGNET PROGRAM
      Phase out over two years, 2015-2016, 2016-2017.
      (No new Magnet students will be accepted which will reduce the
      overall number and percentage of required Magnet students to
      maintain Magnet status.)

4.   2013-2014 TEXAS PERFORMANCE REPORTING SYSTEM (Handout)

5.   TECHNOLOGY CONFERENCE (TCEA)
      Vanessa Flores, Monica Mendez and Margaret Slutz attended.

6. CALENDAR

February

16	PLC Review
17	Fat Tuesday
18	No Place for Hate T-shirts
20	Drumming
25	Early Dismissal
	5th Grade Camp
26	5th Grade Camp
27	GO TEXAN DAY
	5TH Grade Camp
28	Horn Gala "Red Carpet"

7. SAFETY CONCERNS
- Class sizes.
- Mulch.
- Mud by black top.
- Rest room by teacher's lounge sink does not work.

Meeting adjourned 3:58 p.m.

Real	No.	Student	Gender	Student ID #	Street Address
1	0.41787231	Scott, Anna	F	1879702	4608 Valerie St.
2	0.50374015	Hervey, Benjamin	M	1879840	4617 Oleander St.
3	7.85413385	French-Rosas, Chloe	F	1880036	4411 Dorothy St.
4	11.830982	Tran, Dahlia	F	1878913	4600 Oakdale St.
5	13.3233499	Bhandari, Annika	F	1879842	4337 Cynthia St.
6	19.2231105	Zheng, Yunze	M	1878996	4610 Beechnut St. #308
7	19.4115084	Liu, Audrina	F	1877421	4620 N. Braeswood Blvd. #328
8	20.7570784	Afrose, Mohammed	M	1868408	4848 Pin Oak Park #536
9	20.8886657	Donepudi, Sejal	F	1880129	4515 Acacia St.
10	21.4048365	Zager, Olivia	F	1880133	4620 Pine St.
11	21.836888	Olubunmi, Zara	F	1880161	4626 Willow St.
12	24.3599057	Sorkin, Jordan	M	1879361	4433 Effie St.
13	25.7538206	Hassan, Laila	F	1878801	108 McTighe Dr.
14	27.4953812	Mago, Monica	F	1879797	913 Wildwood
15	30.662994	Perkins, Samantha	F	1879533	4533 Sunburst St.
16	31.2143851	Meyer, Richard	M	1874463	4514 Beech St.
17	31.7533299	Arias, Victoria	F	1879787	4308 Oleander
18	32.1787574	Anthony, Taylor	M	1879163	4406 Basswood Ln.
19	32.4615554	Matre, Alexander	M	1874457	146 Pamellia Dr.
20	39.2088263	Zhang, Sonia	F	1879794	5706 Innsbruck St.
21	42.3468969	Chunduri, Vibha	F	1879633	4848 Pin Oak Park #1207
22	44.0876073	Niu, Winnie	F	1879606	4525 Maple St.
23	47.5716828	Kavaipatti, Reethi	F	1879356	4611 Pine St.
24	47.6815424	Garrow, Adam	M	1879632	4613 Pine St.
25	53.0079849	Rowe, Ava	F	1879979	114 Bellaire Ct.
26	55.818435	Luo. Leo	M	1874448	4549 Acacia St.
27	56.4257793	Chen, Ethan	M	1880132	4590 Beechnut St. #504
28	56.5662151	Tsai, Preston	M	1878777	517 Winslow Ln.
29	62.3820052	Tidwell, Jonathan	M	1876936	4604 Pine St.
30	63.6140635	Guzman, Sofia	F	1874411	5627 Saint Paul St.
31	64.906057	Perumal, Ashwin	M	1878721	4848 Pin Oak Park #711
32	66.0792298	Ortega, Roland	M	1879194	4537 Verone St.
33	67.6578898	Asaf, Yanai	M	1879338	4550 N. Braeswood Blvd. #153
34	67.9719086	Serpas, Isabella	F	1879781	4309 Effie St.
35	69.4594323	Szymanski-Chaline, Lisa	F	1879838	5603 Saint Moritz St.
36	71.5450295	Alhirz, Alzahraa	F	1879873	4550 N. Braeswood Blvd. #241
37	73.8270827	Qui, Ethan	M	1878909	4333 Cynthia St.
38	74.390788	Hanselman, Brooke	F	1879800	5607 Newcastle St.
39	77.2892536	Varner, Ava	F	1879343	4537 Oakdale St.
40	77.6075457	Berwick, Benjamin	M	1874370	4316 Jim West St.
41	78.3354387	Zhao, Mohan	F	1874167	5723 Innsbruck St.
42	85.2429741	Dai, Calvin	M	1879534	4312 Lula St.
43	88.7709399	Clark, Addison	F	1879628	4522 Mayfair St.
44	91.8171338	Galligan, Joseph	M	1879705	16 Boulevard Green
45	94.4623323	Scott, Breckenridge	M	1879703	4608 Valerie St.
46	94.8924908	Monroy Patron, Gabriel	M	1879170	4848 Pin Oak Park #1416

| 47 | 96.1773709 | Saber, Nathaniel | M | 1879977 | 4332 Darsey St. |
| 48 | 97.3787288 | Bansal, Rushil | M | 1879704 | 4313 Verone St. |

Sarah Harrington

Cathy McCleskey

Vanessa Flores

Juliana

_KD_

L. Gai

Tiffany

S. Talley

M. Lewis

Bonnie Bonem

Grace Phillips

Marys M Sly

Beth Juris

Lisa Miller

City, State, Zip	Parent	Phone	Email
Bellaire, TX 77401	Kimberly Scott	713-304-2599	kwestphal54@yahoo.com
Bellaire, TX 77401	Khanisha Hervey	704-728-1920	khanishac@yahoo.com
Bellaire, TX 77401	Lindsay French-Rosas	713-724-2066	frenchro@bcm.edu
Bellaire, TX 77401	Amy Huynh-Tran	716-474-2831	ubdental@yahoo.com
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Bellaire, TX 77401	Lingli Zhang	281-217-5913	mitchile@hotmail.com
Bellaire, TX 77401	Maria Pulido	281-704-8130	maria_pulido@oxy.com
Bellaire, TX 77401	Shuo Han	832-834-1068	shuo810@hotmail.com
Bellaire, TX 77401	Polina Matre	713-584-5885	pmatre@hotmail.com
Bellaire, TX 77401	Zhaoxia Sun	857-891-2869	zhaoxia.sun@yale.edu
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Bellaire, TX 77401	Maggie Shen	314-623-8566	mshen1980@gmail.com
Bellaire, TX 77401	Anjali Kavaipatti	832-661-5414	akavaipatti@gmail.com
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Bellaire, TX 77401	Christine Chaline	713-816-1491	cmchaline@yahoo.com
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Bellaire, TX 77401	Yuhang Xing	713-828-6881	yuhang.xing@gmail
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Houston, TX 77081	Laura Monroy	832-540-6202	lauramonroyp@gmail.com

Bellaire, TX 77401   Sara Saber   512-470-6368   sara_saber@hotmail.com
Bellaire, TX 77401   Shefali Aggarwal   832-273-4258   aggarwal0805@yahoo.com

[Handwritten signatures:]

Margaret Ann Sling

Tiffany Dea

Julie Main

Kathryn Bernal

Vanessa Flores

Grace Phillips

Sarah Hanna

Mayra deiboda

Madalyn Webster

Carolyn Blass

Shannon Talley

Bonnie Bonen

Lisa Miller

Cathy McCleskey

Nancy McDonald

Beth Ins

add shade structure
need water fountains
" from Hydro Breeze
addressed issues
2 gal. per minute
small system   toilet uses
more water
than mist system

SDMC/FAC/SAFETY AGENDA

April 30, 2015

✓ 1. APPROVAL OF MINUTES — approved

Small playground
shade structure over
picnic table
large playground
walkway
swing set.
fence line
building

Box - wall where
scooters are

Kinder - under Fans
window

✓ 1. PTO REPORT   - Kattner

✓ 2. HORN STRATEGIC MARKETING PLAN (RICE UNIVERSITY)
   VF

✓ 3. HOUSE BILL 5   6 HRS. GT
   VF

Reese would have a key.
mist evaporates before
it hits ground
No mud   no interference
w/ playground
activities
no noise

✓ 4. KINDER PROMOTION ACTIVITIES — Promotion in cafeteria
   schedule w/ Brace & put on calendar

✓ 5. BENCHES IN MEMORY OF ANNE MALONE
   front of school
   Ave B ?

   Trudey   Placement-where?
   Plaques-what do you want on them?
   " anne-ism's "   " I can't even
                    talk about it "

✓ 6. SANDBOXES
   Kent will replace this summer

HydroBreeze
PTO researched 9 mo.

✓ 7. MISTING SYSTEM FOR PLAYGROUNDS   Teacher
   (Results of survey)

systems
on installed

8. SAFETY   Tile benches
   broken - Hazard
   carpool 2 no area of
   school
9. GRADE LEVEL CONCERNS.
   mulch
   carpool line 2:55
   window covering plan
   SNAP RODS
   cafeterias - held !

each playground $10,000
annual maintenance
pd for by PTO   plan
minimal disruption
one day installation
HISD contacted — OK'd

SDMC/Vertical Meeting
March 11, 2015
Minutes

S. Harrington, Vanessa Flores, Lisa Miller, Margaret Slutz, Rosie Johnson, Nancy McDonald, Rebecca Irey, Shannon Talley, Bonnie Bonem, Carolyn Blass, Madalyn Webster, Lisa Miller, Tiffany Thorn, Adrienne Shetsky, Mickey Banks, Grace Phillips, Monica Mendez, Beth Faris, Kathryn Bernal, Dana Richardson, Julie Malin, Monica Mendez, Maya Leibowitz and Lupy Garcia.

1. Approval of Minutes – Approved as read.

2. PRE-KINDERGARTEN LOTTERY – Randomly done by computer during SDMC meeting on March 11, 2015.

3. PTO REPORT
    *   Gala was very successful! $100,000.00.
    *   Team Cooper Day will be Friday, April 17th. There will be donation stations. Students will walk a mile during all Ancillary classes.
    *   May 15th is due date for Teacher Reimbursements.
    *   Speed Bumps are coming.

4. SAFETY CONCERNS
    None

5. G/T REVISED LETTER TO PARENTS
    Letter is going home to parents today. Abnormalities in IOWA test.

    Meeting adjourned at 3:29 p.m.

Horn Elementary
Sign In Sheet
SDMC/Vertical Meeting
May 6, 2015

(signatures)

Bonnie Bowen

Beth Swiss

Margot Slutz

(illegible signature)

Grace Phillips

Lisa Miller

Betsy Garner

Mayer Leibowitz

Nancy McDonald

(illegible signature)

Linda Shapiro

(illegible signature)

Cathy McCleskey

Rebecca Irey

SDMC/Vertical Meeting
May 6, 2015
Minutes

S. Harrington, Cathy McCleskey, Vanessa Flores, Lisa Miller, Margaret Slutz, Adrienne Shetsky, Bonnie Bonem, Maya Leibowitz, Rebecca Irey, Linda Shapiro, Tiffany Thorn, Betsy Garner, Julie Malin, Nancy McDonald, Grace Phillips, Mickie Banks, Dana Richardson, Kathryn Bernal and Lupy Garcia

1. Approval of Minutes – Approved as read.

2. PTO REPORT
   - Teachers please turn in receipts.
   - Soccer goals in primary playground replaced.
   - Approval for Maintenance Committee to fix things. Kent Cantrell will be leaving soon.
   - Speed bumps to be installed this summer. Cross walk stripped.

3. House Bill 5
   - State evaluates us. Rated in several categories. We are EXCEPTIONAL in Fine Arts, Community, LPAC, Drop Out Prevention. RTI, Wellness & Physical Ed. Wear College shirts, Drama mandated, G/T for all teachers.

4. KINDER PROMOTION ACTIVITIES
   A parent requested ceremony. We do not do that. KN teachers discussed to pass out certificates in the cafeteria. Date TBA.

5. BENCHES IN MEMORY OF ANNE MALONE
   Placement-where?
   Plaques-what to say on them?

6. SANDBOXES
   YES! Kent will replace this summer.

7. MISTING SYSTEM FOR PLAYGROUNDS
   - $12,000.00 paid with Boosterthon funds. Cost is minimal. One on each playground. Annual maintenance. Installation in one day. Students will not get wet. Not using that much water. Unanimous vote to accept.

8. SAFETY
   - Tile benches on small ground should be removed. Pieces are breaking off.
   - There was a gap in Safety Patrol last two weeks of school.

Meeting adjourned at 4:25 p.m.

Bonnie Bonem

Cathy McCleskey

Vanessa Flores

mayt m Stily

M Banks

Betsy Garner

Nancy McDonald

Lisa Miller

Linda Shapiro

Maya Siebert

Irene Phillips

CM Connelly