

# Addendum

## Emerson Elementary School West Region Frances Godwin, Principal

2007 – 2008

### Continuous School Improvement Planning Houston Independent School District

Each school year the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). Each campus improvement plan must:

- Utilize a school wide planning team to complete the needs assessment (NCLB).
  - **Organizational structure, shared-decision making, methods of communication and membership and composition of the SDMC (Addendum).**
- Assess the academic achievement for each student in the school using the academic excellence indicator system (AEIS). Identify data sources and analyze data (NCLB).
  - **Who are we? Where are we now?**
  - **Where are we today? (FIP).**
  - **Specified in Executive Summary under “Analysis”.**
- Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, subchapter A. Clarify the vision for reform (NCLB).
  - **Why do we exist? Where do we want to be? What are the gaps?**
  - **Where are we now? How do we want to be? How will we get there? (FIP)**
  - **Specified in Executive Summary under “Information” – Mission, Vision, Values.**
  - **SMART Goals specified in Executive Summary under “Analysis”.**
- Identify how the campus goals will be met for each student.
  - **How do we do business? How can we get to where we want to be?**
- Determine the resources needed to implement the plan.
  - **How can we get to where we want to be?**
  - **What materials do we need, and how will we pay for them? (FIP)**
- Identify staff needed to implement the plan.
  - **How can we get to where we want to be?**
  - **Who will get us there? (FIP)**
- Set time lines for reaching the goals.
  - **How can we get to where we want to be?**
  - **When will we perform the activities? (FIP)**
- Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
  - **How will we evaluate our efforts?**
  - **How do we know we are getting there? How will we evaluate success? (FIP)**
- Provide for a program to encourage parental and community involvement at the campus.
  - **Addendum**
- Include goals and methods for violence prevention and intervention on campus.
  - **Addendum**
- Create a school profile that includes (NCLB):
  - **Student Needs – (Executive Summary – Analysis)**
  - **Curriculum and Instruction (Executive Summary – Quality Planning)**
  - **Professional Development (Addendum)**
  - **Family and Community Involvement – (Addendum)**
  - **School Context and Organization – (Executive Summary – Information)**

- Identify all funding sources in the Resources Needed column of the SMART Goals document.
  - o **Fund Sources (GF1, SCE, TI, TII, TIII, AMI, ARI...)**
- Have not met Adequate Yearly Progress see AYP Section after Professional Development Section.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

### Needs Assessment

The data used for our needs assessment is derived directly from the results of our TAKS and Stanford scores, as well as the TEA Accountability tables, AEIS, data from PEIMS, HISD Chancery, and from teacher and student surveys and parent workshops. Our planning process framework is derived from the work of Dr. Victoria Bernhardt and can be found in the HISD Continuous School Improvement Planning Guide. All of the work is grounded in the concepts of professional learning communities.

### 10 Components of a Title I Program

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the three SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.
2. **School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth, the continued use of CLEAR and the staff development which accompanies it, the use of Model Lessons and the meeting by content and grade level to monitor and develop instructional plans are part of our school-wide reform strategies.
3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and on-going professional development** – Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered at the feeder pattern, HISD and regional offices. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.
5. **Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's HISD Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Family Math, Science and Literacy Nights are held to increase parents in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example ESL classes or TAKS information programs.
7. **Transition from early childhood programs** – Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.

9. **Effective, timely additional assistance** – The use of formative and summative assessments and PASS allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.
10. **Coordination and integration of Federal, State, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

### Organizational Structure

Our campus Shared Decision-Making Model (SDM) is 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. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. It meets quarterly and as needed to discuss issues brought forth by the administration, staff, parents, or community. The Council 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 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 Communication

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 Shared Decision-Making Committee

Number of Classroom Teachers (2/3)	8	Number of Parents	2
Number of School-based Staff (1/3)	2	Number of Community Members	2
Number of Non-Instructional Staff	0	Number of Business Members	1
Name of SDMC Member		Position (Term expires)	
To be named		Business Member - Wells Fargo/Jr. Achievement	
Ana Dominguez		Classroom Teacher – expires 2008	

Blair Brown	Classroom Teacher – expires 2008
Pedro Boitel	Classroom Teacher – expires 2009
Dana Carr	Classroom Teacher – expires 2009
Christina Donelson	Classroom Teacher – expires 2008
Hector Garza	Classroom Teacher – expires 2008
Astrid Lorbeer	Classroom Teacher – expires 2008
Zulema Esparza	Classroom Teacher – expires 2008
Lyn Nguyn	Parent
Norrma Lopez	Parent
Frances Godwin	Principal
Jackie Rogers	School-Based Staff
Betty Hoffman	School-Based Staff
To be named	Community Member
To be named	Community member

<b>State Compensatory Education</b>	
Total amount of State Compensatory Education Funds.	<b>\$52,160.00</b>
Personnel funded with State Compensatory Education Funds (number of FTEs.)	
One teacher assistant.	<b>20,314.00</b>
30% of teacher	<b>13,746.00</b>
Total FTEs funded with State Compensatory Education Funds. 2	<b>34,060</b>
<p>State Compensatory Funds are coded in the <i>Resources Needed</i> column of the campus goals as SCE for Sharon Wells training and materials, approximately \$4,000. The remaining \$14,100 will be used for learning materials and supplies.</p> <p>These supplemental state compensatory education funds are used to enhance the Title 1 school wide program at our campus.</p>	

<b>Parent and Community Involvement Goal</b>	
For 2007 – 2008, the percent of parents and community members attending parent meetings will increase by 5%.	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

<b>Violence Prevention and Intervention Goal</b>	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will remain at 0.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession
Strategy	Implement and monitor the school wide safety and security plan.

<b>Violence Prevention Goal Goal</b>	
For 2007 – 2008, the discipline referrals for misbehavior in classroom will be reduced by 5%% from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for 2007
Strategy	Implement and monitor the school wide safety and security plan.

<b>Attendance Goal</b>	
For 2007 – 2008, the ADA student attendance will be at or above 95.8%.	
Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

### Special Education Goal

For 2007 – 2008 the percent of students meeting ARD expectations will be at or above 80%	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS I and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

### Highly Qualified Teacher Goal

For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will remain at 100%.	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Conference with teachers to implement a plan to become highly qualified.

## Emerson Elementary School Houston Independent School District Staff Development Plans 2007 – 2008

Date	Who should attend	Purpose
<b>Full Day Staff Development</b>		
August 13, 2007 8:00 – 3:30	Professional Development for all teachers and assistants	Review of PLC - Aspire as HISD's comprehensive educational improvement model Data analysis of achievement and progress
August 14, 2007 8:00 – 3:30	Professional Development for all teachers and assistants	Development of SMART goals based on gaps in performance
August 15, 2007 8:00 – 3:30	Professional Development for all teachers and assistants	Power Objectives for Science and Reading/language arts
August 16, 2007 8:00 – 3:30	Professional Development for all teachers and assistants	To reflect on assessment practices and strategies; develop consistency by PLC teams
August 17, 2007 8:00 – 3:30	Professional Development for all teachers and assistants	Gifted/Talented Training
August 20, 2007 8:00 – 3:30	Professional Development for all teachers and assistants	"Meet the Teacher" PLC Planning sessions
August 21, 2007 8:00 – 3:30	Professional Development for all teachers and assistants	Co-teacher training
August 22, 2007 8:00 – 3:30	Professional Development for all teachers and assistants	Sharon Wells Math Training for teachers in grades 2-5
March 24, 2008 8:00 – 3:30	Professional Development for all teachers and assistants	Science Training