

Addendum
Northline School
Elementary Level
Brian S. Doyle, Principal
2011-2012

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 "Comprehensive Needs Assessment".**
 - **Document needs assessment and conclusions with narratives, charts and graphs in the "Comprehensive Needs Assessment" section in Addendum.**
- 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 "Inquiry Process and 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 systematically 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 system to document and analyze parental and community involvement at the campus.
 - **Addendum and/or SIP template**
- Include goals and methods for violence prevention and intervention on campus.
 - **Addendum**
- Create a school profile that includes (NCLB):
 - **Student Needs – (Executive Summary – Comprehensive Needs Assessment & Inquiry Process and Analysis)**
 - **Curriculum and Instruction (Executive Summary – Quality Design and 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.
 - **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

Comprehensive Needs Assessment

The data used for our needs assessment is derived directly from the results of our TAKS as well as the TEA Accountability tables, EVAAS AEIS, data from PEIMS, HISD Chancery, and from teacher, student and parent surveys. Our planning process framework is derived from the work of Dr. Victoria Bernhardt and Dr. Douglass Reeves 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.

Student Learning Analysis

- **Strengths in student achievement:** Our overall TAKS scores placed us at a recognized category and our commended scores have increased from the previous school year. Our TELPAS scores also show at least 70% of the Spanish speaking population to grow at least one English level per year.

Demographic Data Analysis

Strengths: Northline is a Pre-K through 5th grade Title 1 school with a 2010-2011 PEIMS membership count of 694. Of that count approximately 95.4% of our students are Hispanic, 3% are African American, and 1.3% is White, Asian, or Other. The percentage of economically disadvantage students is 97.8%. Eighty-six percent of our students are considered At-Risk. Seventy percent of the students are considered English Language Learners (ELLs). The Bilingual Program is divided between the Developmental Maintenance Program (DMP) and the Two-Way Immersion Program (TWIP). Eight-percent of the students are identified as Gifted and Talented (G/T), and 6.6% of the students have been identified as Special Education. Our percentage of English speaking students is slowly decreasing as our Spanish speaking population rises.

School Programs and Processes Analysis

- **Teacher Practices:** Each grade level has committed to emphasize the incorporation of three best practice strategies in their daily instructional delivery. All grade levels have committed to utilize the Think, Pair, Share strategy. Grade Level PLC's meet to plan, share and reflect on a weekly basis.
- **Acts of Leadership:** The leadership team meets with grade levels weekly to review student data and discuss weekly instructional practice. The new teacher appraisal development system will provide multiple opportunities for formative/summative teacher/appraiser feedback. The leadership team will visit classrooms regularly and meet to discuss observations.
- **Engaged Stakeholders:** The school offers multiple opportunities for parents to receive information through Open House Assemblies and Parent/Teacher conference during designated Early Dismissal Wednesdays. Northline communicates with parents and the community by written memos and by using Connect-ED which is our call-out system. Northlines' VISITS coordinator ensures that parents become volunteers and assist both in the classroom and the school campus. Parent volunteers assist with the supervision of students as well as one on one student support.

Perceptions Analysis

- **Engaged Stakeholders:** Collect and analyze perceptions of the learning environment, values and beliefs from students, parents, and staff. Describe how analysis supports improved student learning.

Inquiry Process

The inquiry process looks at the data from the comprehensive needs assessment to determine what SMART goals need to be set and what groups of students need additional attention and support for successful learning.

- **Possible cause-effect:** examine cause and effect correlations from needs assessment data. Determine desired levels of improvement before selecting strategies or programs. Determine a vision for future.
- **Strategies driven by specific needs:** select all classroom-level research-based programs and instructional strategies for the stated purpose identified by cause and effect correlations that are

designed to address specific needs in student achievement.

- **Analysis of adult actions:** analyze data to identify cause and effect correlations. Causes are adult actions or the result of adult decisions. Describe current situation. Indicate how this is routinely done during the school year.
- **Achievement results (effects) linked to causes:** describe how desired results or goals are explicitly linked to adult behaviors, antecedent conditions for learning, and administrative structures such as use of time, resources, and opportunities to impact student learning.

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 curriculum guides, 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 HISD administration 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 House, 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 and/or instructional 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, Gradespeed, and Campus Online 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. SDMC representatives are elected by the faculty and parents are elected by the PTO membership. It meets monthly 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 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 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)	3	Number of Parents	2
Number of School-based Staff (1/3)	1	Number of Community Members	1
Number of Non-Instructional Staff	1	Number of Business Members	1
Name of SDMC Member		Position (Term expires)	
Margarita Briz		Business Member	
San Juanita Suriano		Community Member	
Wanda Smith		Classroom Teacher	

Stephanie Anderson	Classroom Teacher
Justin Ritsema	Classroom Teacher
Patricia Mares	Non-Instructional Staff
Martha Zamora	Parent
Annel Rey	Parent
Brian Doyle	Principal
Camelia Molina	School-Based Staff

State Compensatory Education	
Total amount of State Compensatory Education Funds.	\$61,858,40
Personnel funded with State Compensatory Education Funds (number of FTEs.) Teacher, 2 nd grade	1.0
Total FTEs funded with State Compensatory Education Funds.	1.0
<p>State compensatory funds are utilized to pay for additional staff, extra duty pay for student intervention/tutorials.</p> <p>Northline uses the State Compensatory funds to supplement and enhance the Title 1 school wide program for our at-risk students. Northline will use the State Compensatory funds to provide after school and Saturday interventions/tutorials for students who are at-risk of failing. Teachers will work with small targeted groups of students in order to improve student achievement.</p> <p>These supplemental state compensatory education funds are used to enhance the Title 1 school wide program at our campus.</p>	

Gifted/Talented Program Goal	
For 2011-2012, provisions to modify services for students identified as Gifted/Talented (G/T) are provided through the implementation of the Vanguard Standards (Standards 5, 6, 7 and 8), and the G/T Curriculum Framework Scholars & Knowledge.	
Formative	Differentiation strategies for instruction and assessment are documented weekly in lesson plans.
Summative	Students identified as G/T shall be expected to score above grade level on the district required Stanford/Aprenda and score at the commended level on STAAR. LEP/Special Education/504 students will be expected to show annual growth on these or related assessments when tested in the same language.
Strategy	Implement and monitor Pre-AP/AP and IBPYP/IBMYP/IB skills and strategies and the G/T Curriculum Framework Scholars & Knowledge.

Parent and Community Involvement Goal	
For 2011-2012, the percent of parents and community members attending PTO 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.

Violence Prevention and Intervention Goal	
For 2011-2012, discipline referrals for drugs, alcohol, and tobacco will remain at 0% from the previous year.	
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.

Violence Prevention Goal

For 2011-2012, the number of discipline referrals for fighting will remain the same(1 incident for 2010-11) from 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 fighting .
Strategy	Implement and monitor the school wide safety and security plan.

Attendance Goal

For 2011-2012, the ADA student attendance will be at or above **98%**.

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	Daily phone calls to parents of students not present at school. Weekly and monthly incentive program to increase daily attendance.

Dyslexia Program Goals

For 2011 - 2012, provisions for identification, assessment and instructional services to students having or suspected of having dyslexia or a related disorder, and the provisions for dyslexia teachers and parents are provided through compliance with laws governing dyslexia programming: TEC §11.252, TEC §38.003; TEC §28.006; TAC 19 §74.28; §504 of the Rehabilitation Act of 1973 and Dyslexia Program Guidelines/standards.

Formative	By October 2011, identify campus areas of need using various objective data: in-service/meeting agendas and sign-in sheets; campus data files; documentation of referral/assessment procedures, instructional services, campus parent education program; student records and program evaluation.
Summative	By June 2012, identify campus progress using various objective data examples: students progress monitoring data; program evaluation; in-service/meeting agendas and sign in sheets; campus data files; documentation of procedures, Tier II and Tier III instruction, campus parents education program data, student records; program evaluation
Strategy	Implement various strategies as determined by needs of campus. (Refer to Dyslexia Program Supplement for possible strategies)

Special Education Goal

For 2011-2012, the percent of students meeting performance standards of the tests taken will be at or above **75%**

Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the STAAR Accommodated, STAR Modified and STAR-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. Provide inclusion/co-teaching model for students to receive on grade instruction.

Highly Qualified Teacher Goal

For 2011-2012, the percent of highly qualified teachers in the core academic areas will be at or above **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	Ensure that all new hires are fully certified.

District and State Waivers

A general waiver request for an Altered Student Instructional Day was submitted and approved. There will be two early dismissal Wednesdays each month to provide the staff of Northline Elementary School time to participate in professional development activities. The instructional day has been extended by fifteen minutes to allow for the extra two hours utilized on Wednesdays.

A waiver for replacing the responsibilities of the Faculty Advisory Council with the responsibilities, duties and actions of the Shared Decision Committee.

**Northline Elementary School
Houston Independent School District
Staff Development Plans
2011 – 2012**

Date	Who should attend	Purpose
Full Day Staff Development		
Monday, August 15, 2011	All Northline Faculty 8:00 – 3:30	Beginning of school year policies and procedures
Tuesday, August 16, 2011	All Northline Faculty 8:00 – 3:30	Empowering Writers Professional Development Kinder – First Grade Second – Fifth Grade
Wednesday, August 17, 2011	All Northline Faculty 8:00 – 3:30	Teacher Appraisal Development System
Thursday, August 18, 2011	All Northline Faculty 8:00 – 3:30	Continuation of Teacher Appraisal Development System and Review of Specific Student Data
Early Dismissal Staff Development		
October 12, 2011	All Staff	Professional Development OR Parental Involvement
November 9, 2011	All Staff	Professional Development OR Parental Involvement
January 11, 2012	All Staff	Professional Development OR Parental Involvement
February 29, 2012	All Staff	Professional Development OR Parental Involvement
April 18, 2012	All Staff	Professional Development OR Parental Involvement

Northline Elementary School Elementary Level

Brian S. Doyle, Principal

2011-2012

Continuous School Improvement Planning Goals Houston Independent School District

Executive Summary Information

▪ **Mission and Vision**

The mission of Northline Elementary School is to provide students with the tools that will enable them to become successful, lifelong learners, empowering them to make a better world.

The vision of Northline Elementary School is that through school-wide collaboration and communication, our students are engaged in inquiry-based learning. As a future exemplary school, the students are high-achieving and always striving for more. All faculty and staff are highly qualified and the students embrace a global learner philosophy. Parents and educators are partners in our student's education.

▪ **Demographics**

Northline Elementary School is located between I-45 and Airline Drive on the west and east boundaries, and Parker Road and Burrell Road on the north and south. The students who are enrolled at Northline come from predominately low socioeconomic single family homes, two large apartment complexes, and several trailer home parks. Approximately 200-300 students live in the apartment complexes. Northline is a Pre-K through 5th grade Title 1 school with a 2010-11 PEIMS membership count of 694. Of that count approximately 95.4% of our students are Hispanic, 3.3% are African American, and 1.3% is White. The percentage of economically disadvantage students is 97.8%. Eighty-six percent of our students are considered At-Risk. Seventy percent of the students are considered English Language Learners (ELLs), and 66% are enrolled in the Bilingual Program. The Bilingual Program is divided between the Developmental Maintenance Program (DMP) and the Two-Way Immersion Program (TWIP). Eight percent of the students are identified as Gifted and Talented (G/T), and 6.6% of the students have been identified as Special Education.

Comprehensive Needs Assessment

▪ **Student Learning**

Northline has been a State Recognized school for the last three years. In TAKS Reading, 88% of the students met standard and 33% attained the commended performance status. In TAKS Math, 77% met the standard, and 31% earned commended performance status. Eight-four percent of the fifth grade students met standard in Science, and 42% attained commended performance.

▪ **School Programs and Processes**

A TEA Recognized ranking does not mean that there are not areas that need to be improved. TAKS Reading data indicates that students in grades 3-5 are weak in objective 3 (Analysis using Reading Strategies). In TAKS Math, test data reveals that students in grades 3-5 are weak in objective 6 (Mathematical Process and Tools). Our grade level PLCs meet every Thursday, and collaboratively analyze data, plan lessons and assessments, and reflect upon instructional practice. We will continue to provide open communication between staff to ensure the appropriate emphasis towards improving our students' achievement in our focus areas.

▪ **Perceptions**

Through the many opportunities that Northline provides its parents, the feedback received from them toward school academics and the campus environment indicate that they are positive about the direction and status of the school.

Inquiry Process and Analysis

▪ **Summary of root cause- Effect Analysis of Academic Strength**

Northline Elementary School earned the "Recognized" rating in 2010-2011 for the third consecutive year. We attribute this success to the following: Weekly collaborative grade level PLC meetings, weekly Leadership Team meetings with regular walk-through observations, feedback with the grade level teachers, and analysis of classroom work. Focused professional development for teachers in areas of need, and the utilization of regularly scheduled formative assessments.

- **Summary of root cause-** Effect Analysis of Areas of Improvement

Our SMART Goals are directed towards the school-wide improvement in Stanford Reading, Math, and the attainment of at least 75% of our ELL students receive one grade level growth in their ESL level. We are also focusing on increasing the percentage of students who are reading at grade level in all grade levels. Stanford Data reveals the following percentages of students reading on grade level: Grade 1, 42%; Grade 2, 29%; Grade 3, 24%; Grade 4, 16%; and Grade 5, 35%.

Stanford Math data reveals the following percentages of students are on grade level in math: Grade 1, 42%, Grade 2, 52%, Grade 3, 32%, Grade 4, 44%, and Grade 5, 55%.

- **SMART Goals based on root cause-** Effect Analysis

Goal 1: By May 2012, the Mean National Norm Curve Equivalence(NCE) by grade level at Northline Elementary for Stanford Math will increase by 10 percent in each of the grade levels:

1st Grade : from 34.8 to 38, 2nd Grade: from 49.8 to 54.0, 3rd Grade: from 44.6 to 50.0

4th Grade: from 45.1 to 50.0 , 5th Grade from 51.3 to 56.4

Goal 2: By May 2012, the Mean National Norm Curve Equivalence(N CE) by grade level at Northline Elementary for Stanford Reading will increase by 10 percent in each of the grade levels:

1st Grade : from 34.8 to 38.3, 2nd Grade: from 40.0 to 44.0, 3rd Grade: from 36.0 to 39.6

4th Grade: from 35.6 to 39.2, 5th Grade from 42.3 to 46.5

Goal 3: By Spring 2012, at least 70 % of ELL students tested will meet Reading Progress on TELPAS Reading Criteria.

Quality Design and Planning

- **Programs supporting SMART goals – PLC**

Every grade level will share a common planning time to continue to plan lessons, create formative assessments and share and reflect on successful instructional strategies, as well as visit other grade level classrooms. There is a day set aside for an official weekly PLC planning day with the school administration to review data.

- **Processes for intervention**

A new member to the Northline Intervention Assistance team will be Mary Beth Morgan, who is an LSSP intern. She will be able to provide insight into psychosocial factors that may be affecting the achievement of some of the students. Our low special education percentage of 6% may be attributed to the successful interventions that have been put in place for our identified IAT students. Corrective Reading will be added to the 4th grade intervention resources this year, as will an additional staff member assigned to provide reading and language assistance to 3-5 graders.

- **Professional Development**

The SDMC will continue to provide the planning for Early Dismissal professional development based on campus needs. Within these needs are 30 hour G/T training, Renzulli, Crisis Prevention, International Baccalaureate workshops, and Best Practices

- **Partnerships –**

The Boy Scouts have long been a partner with our school. A new partner is the Houston Rodeo Association, who is sponsoring the RITE Corrective Reading Program.

Continuous Improvement Monitoring and Evaluation

- **On-going assessment process and feedback**

All of our improvement efforts would go to waste if we did not have a process to evaluate our progress and continued efforts. The new CLEAR assessment calendar has been adopted by each grade level as their schedule of assessing the classroom instruction of each teacher. Other measures will be classroom Accelerated Reading reports, TPRI/Tejas Lee reports, previous Stanford and Aprenda results. We will also use the results analyzed by Campus Online as a tool to measure our effectiveness.

- **Monitoring systems – acts of leadership**

Classroom teachers begin the school year by charting the norm referenced testing and criterion based testing results for each student on their roster. This enables them to appropriately plan for classroom instruction and intervention from the first day of school. Teachers are also responsible for maintaining assessment documentation in their classroom for all formative, summative, and benchmark assessments. Students will also keep an assessment chart where they can monitor their own success in mastery of the TAKS objectives, as well as make goals for their future tests. The Principal and Leadership Team will monitor instruction to ensure that teachers follow the prescribed curriculum as outlined by HISD, as set forth in Curriculum guides, Pacing Calendar, VAM, and Scope and Sequence.

**Northline School
Elementary Level
Brian S. Doyle, Principal
2011-2012
Continuous School Improvement Planning Goals
Houston Independent School District**

Action Plan

Presented and approved by faculty on (9/7/2011).

Presented to parents and community on (08/15/2011).

Signatures

	8/15/2011
_____ PTO/PTA Parent Representative	Date
	9/7/2011
_____ Teacher Representative	Date
	8/15/2011
_____ Principal	Date
_____ School Improvement Officer	Date
_____ Chief School Officer	Date

The signatures of the School Improvement Officer and the Chief School Officer indicate that this document has been reviewed by them and they certify that this document meets all district requirements for a School Improvement Plan.

**Northline Elementary School
Action Plan
2011-2012**

Goal 1:	By May 2012, the Mean National Norm Curve Equivalence(NCE) by grade level at Northline Elementary for Stanford Math will increase by 10 percent in each of the grade levels: 1 st Grade : from 34.8 to 38, 2 nd Grade: from 49.8 to 54.0, 3 rd Grade: from 44.6 to 50.0 4 th Grade: from 45.1 to 50.0 , 5 th Grade from 51.3 to 56.4
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Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Teachers will administer the district interim math assessments based on the HISD assessment calendar. Teachers will use the results of these assessments for small group instruction and targeted intervention.	Classroom Teacher Principal Assistant Principal Teacher Specialist	HISD Assessments Progress Report/ Report Cards Results on Stanford/ Aprenda/ Kathy Richardson	HISD Interim Assessments Envision Assessments Curriculum Guide Scope and Sequence, Pacing calendar	August 2011 – May 2012
2. Teachers will meet with the instructional/administrative team every Thursday to discuss student data, academic levels, and instructional needs of students.	Classroom Teacher Principal Assistant Principal Teacher Specialist	Sign-in sheets Results of student test scores – common assessments, benchmarks Progress report and report cards Kathy Richardson	Grades Student tests Lesson plans Curriculum Guide Scope and Sequence Envision Adoption Student Portfolios	August 2011 – May 2012
3. Students will be provided extra assistance/interventions during	Classroom Teacher	Intervention logs Attendance sheets	Envision Adoption Common	

the regular school day, after school and/or on Saturdays.	Principal Assistant Principal Teacher Specialist	Progress report and report cards Results on Stanford/ Aprenda, Kathy Richardson	Assessments/Benchmarks HAPG's, Scope and Sequence, Unit Framework	August 2011 – May 2012
4. A second math lab teacher will be added to provide remediation for students based on prior year data.	Math lab teacher Principal Assistant Principal Teacher Specialist	Intervention logs Attendance sheets Progress reports and report cards	Math Manipulatives Math Journals Test Data	August 2011 – May 2012

**Northline Elementary School
Action Plan
2011-2012**

Goal 2:	By May 2012, the Mean National Norm Curve Equivalence(N CE) by grade level at Northline Elementary for Stanford Reading will increase by 10 percent in each of the grade levels: 1 st Grade : from 34.8 to 38.3, 2 nd Grade: from 40.0 to 44.0, 3 rd Grade: from 36.0 to 39.6 4 th Grade: from 35.6 to 39.2, 5 th Grade from 42.3 to 46.5
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Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
5. Teachers will administer the district interim reading assessments based on the HISD assessment calendar. Teachers will use the results of these assessments for small group instruction and targeted intervention.	Classroom Teacher Principal Assistant Principal Teacher Specialist	HISD Assessments Progress Notes Report Cards Results on Stanford/Aprenda	HISD Interim Assessments Reading Street/Tesoros Assessments, Curriculum Guide, Scope and Sequence, Unit Framework	August 2011 – May 2012
6. Teachers will implement the Accelerated Reading program and utilize the program’s management system to produce weekly point reports to share with students and parents.	Classroom Teacher Principal Assistant Principal Coordinator	STAR Reading Assessments Point Summary Reports	Renaissance Accelerated Reading Program Classroom Computers STAR Reading Assessments	August 2011 – May 2012

7. Teachers will implement the STAR Reading Program in their classroom.	Classroom Teacher Principal Assistant Principal Coordinator	STAR Reading Assessment Data Reports	STAR Reading Program Classroom Computers	August 2011 – May 2012
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**Northline Elementary School
Action Plan
2011-2012**

Goal 3:	By Spring 2012, at least 70 % of ELL students tested will meet Reading Progress on TELPAS Reading Criteria.
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Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
8. All teachers and the administrative team will review TELPAS reports to see which students are not making progress and why.	Classroom Teacher Principal Assistant Principal Teacher Specialist	Data generated from ESL benchmark tests, TELPAS, ESL common /ESL interim assessments	TELPAS Reports Teachers ESL grades Stanford & Aprenda results , ESL benchmark tests, ESL common /ESL interim assessments	August 2011 – May 2012
9. Ensure ESL time is implemented according to the bilingual program guidelines and supervise ESL instruction at the campus	Classroom Teacher Classroom Teacher Administrative Team Instructional Team	Classroom walk-through observations Collection of teachers' daily schedules Classroom-Observations Reviewing teachers' lesson plans	TDS support Multilingual Department Time allotment based on grade and program ESL Lesson Plan Samples Daily Program Based on BII	August 2011 – May 2012

			Program objectives.	
10. Students will be provided extra assistance/interventions during the regular school day, after school or on Saturdays.	Classroom Teacher Principal Assistant Principal Teacher Specialist	Intervention logs Attendance sheets Grades on progress notes/report cards Stanford/Aprenda, Kathy Richardson and TELPAS	Design and implement ESL intervention plan Teacher Lesson Plans Fill out RTI Plan for English Language Learners	August 2011 – May 2012
11. ELL students will be required to check out English books from the library as part of the Accelerated Reading program.	Classroom Teacher Principal Assistant Principal Coordinator	STAR Reading Assessments Point Summary Reports	Renaissance Learning Accelerated Reading Program, Classroom Computers, STAR Reading Assessments	August 2011 – May 2012
12. Grades 1-5 will participate in the 3 year Smithsonian Institution/National Science Resources Center Laser i3 Initiative. Classroom delivery of the program is in English.	Classroom Teachers, Smithsonian Institute/NSRC	Pre and post-tests Review of Student Science Journals	All resources to be provided by the NSRC.	July 2011 – May 2014