



SDMC

SHARED DECISION MAKING COMMITTEE



2021-2022

*EVERY PIECE IS
IMPORTANT*

Time to Introduce yourself “like a boss”



Comment with your name and say the first thing you did this morning then finish by adding “like a boss”



SDMC Team Meeting Agenda August 30, 2021

- I. Call to order
- II. Roll Call – Establish Quorum
- III. Looking Back
- IV. General Updates
 - A. Staffing
 - B. Enrollment
 - C. Virtual Academy
 - D. Temporary Online Learning (TOL)
- V. Safety Report
 - A. Monthly drills
 - B. Safety Committee
- VI. School Improvement Plan
 - A. Plan4Learning
- VII. Teacher Representative
- VIII. Parent Representative
- IX. Open Forum
- X. Adjourn

2021- New Teacher/Staff

- Ismael Garza, Assistant Principal
- Deirdre Guidry, Special Education Chair
- Dawn Woodard, Special Education Resource
- Patricia Gonzalez, Bilingual PreK
- Kelci Gabriel, First Grade
- Tamseela Ulhaque, First Grade
- Hailey Lewis, 2nd grade
- Sheyla Castelan, 3rd Grade
- Nicole Kohn, 3rd Grade
- Rosa Edwards-Harris, 4th Grade
- Tiffany Harris, 5th Grade
- Dual Language, 5th Grade
- Gloria Martinez, Music
- Irma Gonzalez, STEAM/Technology
- Liliana Franco, Teacher Assistant

Gary L Herod Elementary

State of the School

Presented By:
Principal Gina Colion



AGENDA

- **Who are we?**
- **The way we work.**
- **Looking Back to Plan Ahead**
- **What do we want to accomplish?**
- **How do we get there?**



🔍 Who are we?

- Gary L. Herod Elementary School is a neighborhood school that serves Pre-kindergarten through fifth grade students in Southwest Houston.
- Specialized programs include Vanguard Magnet, Dual Language (Two-Way Immersion Bilingual Program- Spanish), and Structured Learning Classes (SLC Standard and SLC- Alternative).



Looking Back to Plan Ahead



2019 accountability rating

Accountability Rating

A

HEROD EL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for HEROD EL. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ ELA/Reading
- ✓ Mathematics
- ✓ Comparative Academic Growth
- ✓ Comparative Closing the Gaps
- ✓ Postsecondary Readiness
- ✗ Science



Who are we?

Campus Enrollment		
Highlights	Students	Rate
Living in Zone	459	57%
Transfers In	351	43%
Membership	810	
Facility Capacity	N/A	
Facility Utilization	N/A	
Demographics	Students	Total
American Indian	2	0%
Asian	58	7%
Pacific Islander	0	0%
Black	227	28%
Hispanic	336	41%
Two or More Races	25	3%
White	162	20%
Econ. Disadvantaged	432	53%
Recent Immigrant	42	5%

Grade	Enrollment Count
PK	66
K	124
1 st	129
2 nd	132
3 rd	122
4 th	120
5 th	117

Special Pops	Percent
EL	25%
Special Ed	7%
GT	34%



Attendance

School Year	Year to Date	September	October	November	December	January	February	March	April	May
2018-2019	96.12%	97.06%	96.87%	96.36%	95.90%	96.56%	95.57%	95.01%	95.39%	95.55%
2019-2020	97.04%	96.38%	96.68%	95.47%	96.30%	95.63%	95.19%	95.35%	100.00%	100.00%
2020-2021	94.80%	95.84%	94.39%	94.27%	95.89%	96.56%	95.57%	95.02%	95.39%	95.55%



HISD Student Assessment MEASURING KNOWLEDGE. SUPPORTING GROWTH.

173 Herod ES

Area: West

HISD CONFIDENTIAL - INTERNAL USE ONLY. Student Assessment Department HMW/Teledyne

Ethnicity Legend: A=Asian, B=Black, H=Hispanic, I=American Indian, N/A=Not Available, P=Hawaiian or Pacific Islander, T=2/+ Ethnicities, W=White

Enrollment Data

Enrollment	20-21	19-20
Campus	773	772
Ethnicity	20-21	19-20
A	55	56
B	216	208
H	318	308
I	2	2
T	24	25
W	158	173
SWD	20-21	19-20
#SWD	62	69
%SWD	8%	9%
EcoObs	20-21	19-20
#Eco	415	379
%Eco	54%	49%

Enrollment Data Cont.

Grade	20-21	19-20
EE	3	
PK	62	47
KG	117	120
01	124	123
02	123	123
03	115	118
04	115	114
05	114	127
ELL	20-21	19-20
Yes	199	171
No	574	601

Attendance & Discipline

Attendance	20-21	19-20	18-19							
Campus	94.40%	97.04%	96.12%							
Discipline	20-21		19-20							
	Campus	Gender	Campus	Gender						
M		M		F						
ISS			2	1	1					
OSS			3	3						
Other	1	1								
Ethnicity-Discipline	20-21					19-20				
	ISS	OSS	Exp	Aft	Oth	ISS	OSS	Exp	Aft	Oth
B	0	0	0	0	1	1	1	0	0	0
W						1	2	0	0	0
Gender	20-21		19-20							
F	387		382							
M	386		390							

Data Review

Accountability																										
Domain1_2019		Domain2a_2019					Domain2b_2019					Domain3_2019					Overall_2019					Overall_2018				
B		B					B					A					A					Met Standard				
STAAR		English										Spanish														
		18-19					17-18					18-19					17-18									
		Totd	DNM	App	Meet	Mctr	Totd	DNM	App	Meet	Mctr	Totd	DNM	App	Meet	Mctr	Totd	DNM	App	Meet	Mctr					
G3	Math	113	24%	76%	50%	35%	123	24%	76%	55%	32%	2	50%	50%	50%	0%										
	Read	96	26%	74%	58%	50%	112	22%	78%	55%	42%	19	37%	63%	42%	21%	11	27%	73%	36%	0%					
G4	Math	126	25%	75%	63%	49%	126	12%	88%	57%	38%	3	67%	33%	33%	33%	7	86%	14%	0%	0%					
	Read	116	26%	74%	59%	41%	123	20%	80%	61%	39%	13	15%	85%	54%	15%	10	30%	70%	50%	30%					
	Write	113	24%	76%	53%	22%	120	28%	72%	59%	24%	16	31%	69%	31%	12%	13	15%	85%	38%	23%					
G5	Math	135	13%	87%	67%	42%	126	17%	83%	64%	40%						1	0%	100%	100%	100%					
	Read	135	17%	83%	65%	43%	126	16%	84%	67%	42%						1	0%	100%	100%	100%					
	SCI	135	23%	77%	48%	24%	127	17%	83%	59%	35%						1	0%	100%	100%	0%					

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Renaissance 360 Legend: Rd=Reading, Ma=Math, ELit=Early Literature, E=English, S=Spanish

A = At/Above Benchmark O = On Watch I = Intervention U = Urgent Intervention

Ren 360 Portrait		20-21																		19-20												
		OP1				BOY				MOY				EOY				BOY				MOY				EOY						
		Cnt	A	O	I	U	Cnt	A	O	I	U	Cnt	A	O	I	U	Cnt	A	O	I	U	Cnt	A	O	I	U	Cnt					
KG	ELI_E					97	82	8	6	1	79	62	4	5	8	2	2				101	71	10	4	16	123	99	15	5	4	2	
	ELI_S					16	13	2		1	15	15				1	1				23	22			1	25	24		1			
	Ma_E																				93				93							
G1	ELI_E	6	4			2	128	100	7	14	7	109	80	10	11	8	103	71	7	9	16	125	88	11	11	15	98	80	8	4	6	
	ELI_S						29	28	1			28	27			1	26	22	3	1		27	16	3	6	2	25	21	1	3		
	Ma_E	2	2				96	89	5	2		75	59	4	7	5	72	57	3	4	8	103	88	2	6	7	98	81	6	5	6	
	Ma_S						29	28	1			29	27		2		28	26		1	1	26	12	2	4	8	25	17	1	5	2	
	Rd_E																					26	24	1		1	24	23	1			
	Rd_S	1	1				1		1			2	2																			
G2	ELI_E						29	8	3	5	13	20	3	3	4	10	11	1	1	2	7	9		1	3	5	5			1	4	
	ELI_S						2	1	1			2	1		1		2															
	Ma_E						119	87	13	9	10	121	99	8	8	6	115	86	8	8	13	120	93	6	13	8	120	95	10	11	4	
	Ma_S						3	3									1		1			2			1	1						
	Rd_E						104	86	6	4	8	113	81	8	11	13	108	78	9	11	10	114	77	11	13	13	118	83	11	9	15	1
	Rd_S						23	20	1		2	22	16	1	4	1	19	15		3	1	24	21	2	1		23	23				

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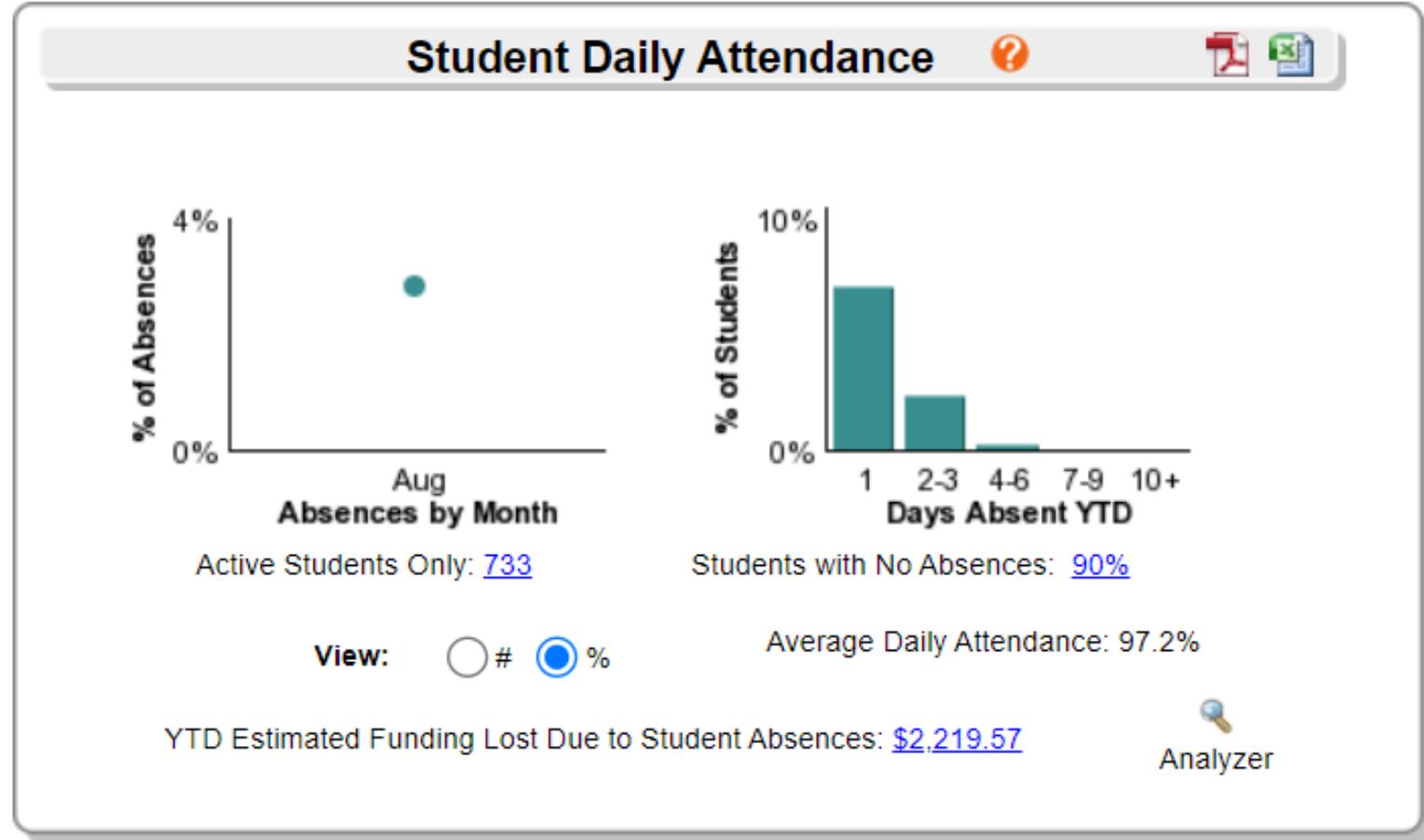
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Ren 360 Portrait		20-21																19-20														
		OP1				BOY				MOY				EOY				BOY				MOY				EOY						
		Cnt	A	O	I	U	Cnt	A	O	I	U	Cnt	A	O	I	U	Cnt	A	O	I	U	Cnt	A	O	I	U	Cnt					
G3	ELI_E					1				1	5			1	5	10					1	9				1	1					
	ELI_O					1	1				1		1																			
	Ma_E	5	1		1	3	110	78	12	11	9	100	67	6	11	16	100	65	3	12	20	118	88	14	10	6	117	92	9	10	6	1
	Ma_S					20	12	3	3	2	3	1	1		1	3	1	1		1	1			1		1	1					
	Rd_E	5	1	1	1	2	115	75	8	15	17	106	62	8	10	26	90	48	12	10	20	118	69	15	13	21	117	76	12	14	15	1
	Rd_O					20	13	3	4		20	16		2	2	21	14	2	5		26	18	3	2	3	25	19	4	1	1		
G4	Ma_E	3			1	2	110	78	13	10	9	93	64	8	13	8	96	68	7	11	10	109	86	4	13	6	111	90	2	9	10	
	Ma_S					21	15	2	4							18	9	6	2	1	1	1										
	Rd_E	4	1			3	111	66	7	18	20	103	65	14	14	10	102	64	10	12	16	108	66	10	15	17	109	68	10	13	18	
	Rd_O					23	14	4	3	2	21	12	4	2	3	23	10	3	8	2	19	13	3	2	1	17	13	3	1			
G5	Ma_E	6		1	1	4	111	85	6	9	11	99	70	8	10	11	98	69	3	14	12	121	90	11	11	9	122	95	8	7	12	
	Ma_S					17	13	3		1						14	11	3			1				1							
	Rd_E	6	1			5	110	61	12	16	21	96	55	6	10	25	103	60	7	12	24	122	77	14	12	19	121	78	10	19	14	
	Rd_O					17	12	3	1	1	15	7	5	2	1	15	8	2	1	4	18	14	2	2		17	12	3	2			

Current Enrollment

744

Current Attendance



The Way We Work

- **A**ccountability at All Times
- **B**est Practice Thinking and Planning
- **C**limate and Culture



Quality First Instruction

Rationale: Well-sequenced and well-planned lessons are a cornerstone of increasing student learning and achievement

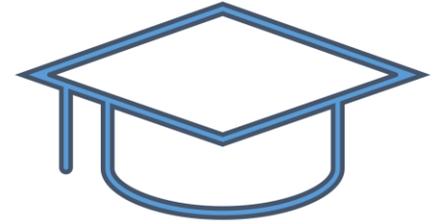
- Tightly aligned with the TEK: identify what should be taught, how it is taught, and what are the students' outcomes (learning targets/expectations)
- Explicit and intentional: instruction is delivered in a manner that will lead students to mastery (teaching/student practice opportunities)
- Address misconceptions; provide examples and non-examples
- Present content through multiple representations
- Differentiated to meet all learners (students' expectations)
- Active student engagement- 100%
- Frequent stopping points to CFU 6-8 mins./assessment
- Clear direct instruction with clarity of what is expected from students (directing, telling, demonstrating, illustrating, questioning, discussing, exploring and investigating)

Strategic Interventions

Rationale: Interventions address the gaps when students have learning deficits after tier I instruction.

- Focused on deficit of skills and learning loss
- Create systems to intervene for Meets & Masters
- Create consistent schedule of interventions (intervention block vs. pullout) and identify interventionists
- Includes a plan for implementation that is data- based
- Explicit/intentional resource(s)
- Is targeted (not just a single lesson or strategy, but not an entire curriculum)
- Measurable and goal-oriented
- Must show a rate of improvement greater than that of a typical student in order to “close the gap” and return to grade-level academic performance; tracking (progress monitoring)
- Identify and intervene early
- Grouping size; small groups

House Bill 4545 Overview



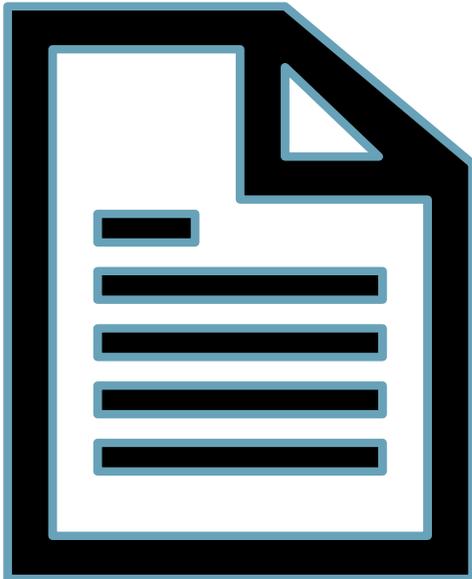
The 87th
Legislature set
new
requirements in
HB 4545

- **Accelerated Learning**
 - Creates requirements and additional supports for **accelerated instruction** for all students that do not pass the **STAAR or EOCs (Any Subject Area)**
 - Establishes **Accelerated Learning Committees** for students in grades 3,5, & 8 that do not pass the STAAR Math or Reading. (GPCs are dissolved.)
- **Grade-Level Promotion**
 - Students **no longer required** to be retained for failed STAAR attempts in **grades 5 & 8**
 - Now only one 5/8 reading and math assessment opportunity (previously two re-taking opportunities for students)

Step 1: Review Student Assessment

HB 4545 STAAR Assessment Report

Available on August 13, 2021, in the document section of A4E



- Students who did/did not meet STAAR standards
- Students who did not test
- STAAR ALT 2

Step 5: Finalize Student Groups and Staff/Tutoring Support

Tutors potential funding sources:

- Campus budget
- Title I tutoring funds
- After school funding
- 21st Century funding
- ESSER interventions office funding

When to start accelerated learning?



Students who did not pass STAAR- start their accelerated plans from day 1



Students who need to take the assessment (did not test) and they do not pass the TEA BOY assessment then start their plan.



Students who took 3rd, 5th and 8th reading and math STAAR and did not meet standards, a meeting must take place before their plan starts.

Safety Report

Monthly drills Safety Committee



Anchoring the SIP: What's Next



School Improvement Planning in progress:

- Needs for 21-22 goals include goals in reading, math, and college and career readiness, improving safety/public support, and a goal on special populations which includes (EL students, GT, Special Education.)
- Attendance and discipline goals are standard in each school improvement plan



I. Teacher Representative (sharing thoughts and comments from teachers)

II. Parent Representative (sharing thoughts and comments from parents)

III. Open Forum

- X. Adjourn



The First 30 Days of School

How You Start Matters:

- Your school is won or lost in first two weeks
- Let nothing interfere with learning
- Sweat every detail
- Be seen being seen
- Model everything

