



GARY L. HEROD ELEMENTARY SCHOOL

5627 Jason Street • Houston, TX 77096 • 713-778-3315 • www.houstonisd.org/herodelem

Name	Position	Role
Jennifer Hewett	Chairperson	Administrator
Lisa Fernandez	Member-Parent	Parent
Angela Boudreaux Copeland	Member-Parent	Parent
Stephanie Kaspar	Member-PTO President	PTO President
Allison Kallie	Member-Classroom Sped Teacher	Classroom Teacher
Nichole Bitjoka	Member-Classroom Teacher	Classroom Teacher
Daphne Richard	Member- Non-Professional Staff	Non-classroom professional
Hannah Villareal	Member- Business Representative	Business Representative
Janelle Robinette	Member- Community Representative	Community Representative

Q1 Meeting Date: 9/23/2024

1. Welcome & Purpose of SDMC (all members please sign in)
2. Introductions
3. School Action Plan
4. Safety Committee Updates (Williams)
5. Enrollment Projection vs. Actual and Impact on School Budget
6. Campus Action Plan Goals

Key Action 1	Improve Minority Achievement Gap in Reading between White and Black students and in Math between White and Black students and White and Hispanic students to ensure a gap of less than 30 points in each STAAR tested category.
Staff Commitments	<ul style="list-style-type: none"> - Train staff on the use of adaptive software such as Microsoft Reading Coach to provide personalized reading practice and assessment - Ensure all staff is both trained in NWEA Map test administration and use of resources to support student growth in Math and Reading content area. - We provide continuous on the spot coaching - Model Lesson customization expectations weekly during Monday PLCs. - Ensure all students are completing 3 or more Zearn lessons weekly and 4 Amira Stories weekly - Meet weekly as PLCs to support instructional needs - We review data regularly to inform lesson planning and intervention

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	<ul style="list-style-type: none"> - We have a built in intervention block for Math and Reading (grades 3-5) -We have started after school tutorials - Students are pulled for 20 minutes for Math and Reading intervention
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Key Action 2	Improve quality of instruction for Emergent Bilingual students by increasing the number of students who grew a minimum of one proficiency level or more to reach the recommended target of 49% or higher gains in the proficiency level from SY 23-24 to SY 24-25.
Staff Commitments	<ul style="list-style-type: none"> - Coach teachers to make explicit cross-content connections and real-world applications throughout the lesson cycle. - Train teachers through “at bats” to ensure students are engaging in structured peer conversations (Turn & Talk) with support from a Learning Objective aligned sentence stem. - Train teachers through “at bats” to ensure students are engaging in structured writing through SCR and response card activities in lessons with support from a Learning Objective aligned sentence stem. -Train teachers on how to give feedback to students after a verbal response is given to include use of academic language, proper pronunciation and complete sentence verbal responses. -Coach teachers to backwards plan against the DOL to ensure the lesson cycle offers multiple opportunities for students to practice the skill that is to be mastered in the DOL. -Pull current student’s composite ratings on TELPAS for 2023-24 SY, percent of students who met reclassification criteria and have the interim target for ELPS internalized. -Facilitate grade level meetings on Fridays and on Staff PD days -Allow for peer observation opportunities

Key Action 3	Enhance the effectiveness of special education by elevating the quality of Individualized Education Programs (IEPs), aligning instruction precisely with each student's unique needs as outlined in their IEP and ensuring seamless delivery of student services.
Staff Commitments	<ul style="list-style-type: none"> - Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. -Oversee the scheduling of review ARDs for all students to address deficiencies in current ARD paperwork and modify ARD paperwork to reflect the student's needs based on the FIE. - Partner with the IAT team to ensure all students are receiving a response to academic concerns expressed by teachers and/or parents.

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	<ul style="list-style-type: none"> - Conduct SPED teacher PD on topics to cover high quality instructional characteristics, RTI/AIT processes, effective accommodation creation - Provide oversight on Easy IEP and Goalbook regularly - Follow up that staff is meeting all special education deadlines - Principal will conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs -Align teacher and staff schedules to the student's IEP. -Observe and ask for student work samples to document the use of accommodations and/or modifications.
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Key Action 4	Develop staff's ability to embody the characteristics of a high performance culture by fostering a welcoming, inclusive, and supportive campus environment where all members of our community feel valued, respected, and empowered to achieve their full potential.
Staff Commitments	<ul style="list-style-type: none"> - Create and deploy campus culture survey - Model positive behaviors, open communication, and respect for all community members. - Actively participate in school events and activities. -Implement regular check-ins with staff members. - Facilitate team-building exercises during staff meetings. - Work with team leads to increase leadership density

7. Student Attendance- 94% on Average, Goal is 98%+

8. SDMC Voices of Concern

9. LEAD System Overview

10. Follow up items

11. Comments, concerns, & questions

12. Calendar remaining SDMC Meetings

a. Q2 (December/January)

b. Q3 (Feb/March)

c. Q4 (April/May)

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