



***SDMC***

*SHARED DECISION MAKING COMMITTEE*



***2021-2022***

***EVERY PIECE IS  
IMPORTANT***

# Time to Introduce yourself “like a boss”

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**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

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- 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, 5<sup>th</sup> 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).



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# 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 <sup>st</sup>	129
2 <sup>nd</sup>	132
3 <sup>rd</sup>	122
4 <sup>th</sup>	120
5 <sup>th</sup>	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%
2020-20201	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 Data Cont...			Attendance & Discipline											
Enrollment	20-21	19-20	Grade	20-21	19-20	Attendance	20-21		19-20		18-19						
Campus	773	772	EE	3		Campus	94.40%		97.04%		96.12%						
Ethnicity	20-21	19-20	PK	62	47	Discipline	20-21		19-20								
A	55	56	KG	117	120		Campus	Gender	Campus	Gender							
B	216	208	01	124	123			M		M	F						
H	318	308	02	123	123		ISS		2	1	1						
I	2	2	03	115	118	OSS			3	3							
T	24	25	04	115	114	Other	1	1									
W	158	173	05	114	127	Ethnicity-Discipline	20-21					19-20					
SWD	20-21	19-20	ELL	20-21	19-20		ISS	OSS	Exp	Aft	Oth	ISS	OSS	Exp	Aft	Oth	
#SWD	62	69	Yes	199	171		B	0	0	0	0	1	1	1	0	0	0
%SWD	8%	9%	No	574	601		W						1	2	0	0	0
EcoObs	20-21	19-20				Gender	20-21		19-20								
#Eco	415	379				F	387		382								
%Eco	54%	49%				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%					

173 Herod ES

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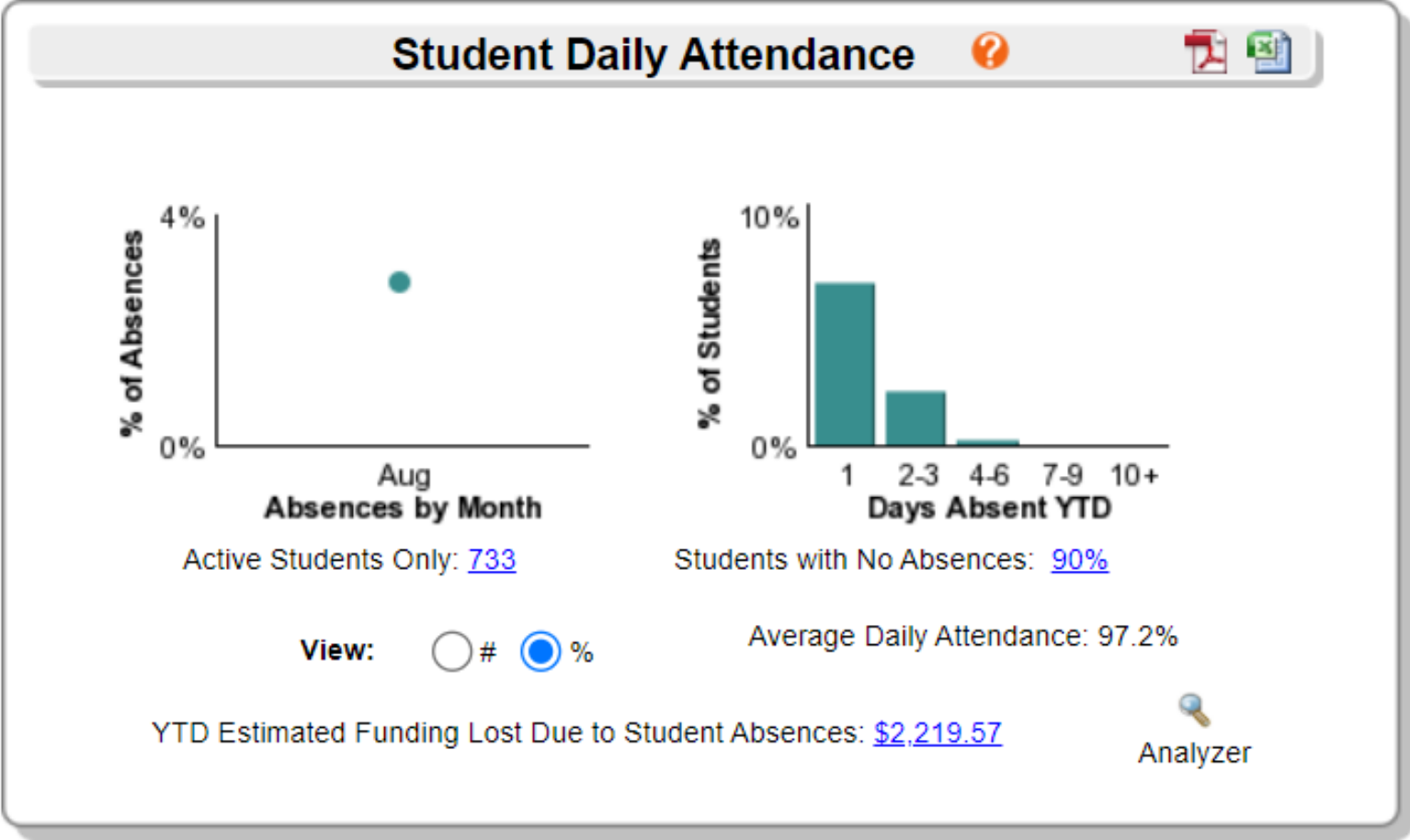
A = At/Above Benchmark O = On Watch I = Intervention U = Urgent Intervention

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	A	O	I	U	Cnt
G3	ELI_E					1				1	5			1	5	10				1	9					1				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_O					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

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



# Quality First Instruction

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**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)

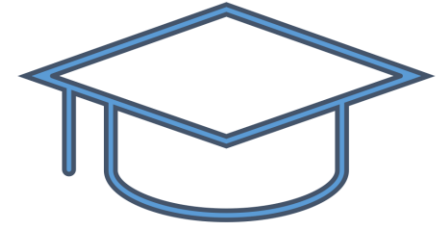
# Strategic Interventions

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**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 87<sup>th</sup> 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

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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

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Tutors potential funding sources:

- Campus budget
- Title I tutoring funds
- After school funding
- 21<sup>st</sup> 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 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> reading and math STAAR and did not meet standards, a meeting must take place before their plan starts.

# Safety Report

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## 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



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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

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## 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

