

Shared Decision Making Committee Minutes  
September 30, 2008

**Facilitator:** Margaret Preston  
**Secretary:** Cynthia Krohn

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| Attendees |                  |   |                   |   |                   |
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|           | Steve Siebenaler | X | Margaret Preston  | X | Cynthia Krohn     |
| X         | Carolyn Thibeaux | X | Cynthia Conwell   | X | Flaire Clark      |
|           | Delinda Holland  |   | Laura Nelly Gamez | X | Joyce McKinney    |
|           | Jan Rotenberry   |   | Elizabeth Achar   | X | Tom Brady         |
| X         | Deborah Clancy   | X | Sharon Gerstacker | X | Herman Jadloski   |
| X         | Dale Harrison    |   | Brandi Tookes     | X | Anthony Zuccarini |
| Guests    |                  | X | Reginald Fisher   |   | Lori Frodine      |

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**Agenda:**

Present the School Improvement Plan  
Introduce new members

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Cynthia Conwell presented the School Improvement Plan (SIP) to the faculty in an earlier meeting this year, and to the Shared Decision Making Committee today. During the leadership retreat this summer, the leadership team spent two days looking at five strands of data in order to determine the goals for our plan. The faculty then spent a day during the week before school started helping finalize the action steps for each goal. The five strands of data reviewed included:

- Demographics,
- Tests Scores, (Stanford and TAKS)
- Practices and Programs in the school and how they contribute to the success of the school
- Perception data from both teachers and students
- Grades and success rates among students

The district allows for three goals and up to five action steps for each goal. As a result of a thorough analysis of this data and input from the entire leadership team, there were three goals put forth:

- 1 African American, Hispanic, and Economically Disadvantaged subgroup scores for 9<sup>th</sup> and 10<sup>th</sup> grade math and 10<sup>th</sup> grade science will increase by at least one standard deviation point as measured by 2009 TAKS.
- 2 Overall students scores on 2009 Math TAKS will increase by:
  - a. 5% in the 9<sup>th</sup> grade to 57%
  - b. 4% in the 10<sup>th</sup> grade to 68%
  - c. 4% in the 11<sup>th</sup> grade to 80%
- 3 During the 2008-2009 SY, the number of ninth graders earning 6 or more credits will increase from 77% to 80% by the end of the academic grading period for 2008-2009.

Cynthia Conwell explained the many rating systems under which we fall and the changes that affected us this year. Schools are accountable under two different sets of criteria:

Acceptable Yearly Progress (AYP), and state of Texas Accountability Rating System. Starting in the 2007-2008 year, the State of Texas changed the method of calculating a school's completion rate and this change caught many schools by surprise, including Waltrip. It is critical that we recognize that completion rates are calculated based on cohort groups (students entering ninth grade for the first time in a particular year) instead of based upon the seniors entering the school at the beginning of the year and graduating in the spring of that same year. Unlike in the past, students that do not complete high school in four years are now counted against a school's completion rate in the year that they should have graduated. We are actively working on locating any missing students from this year's cohort group.

In many instances, failure of one or more parts of TAKS contribute to the inability of students to graduate within the required four years. This year, we are focusing on Math and Science in our intervention classes in order to improve the passing rates on those tests. We will have a few English or Social Studies classes for seniors who still need those portions of the test. All students have been assigned to classes based upon their needs. This year, we will not have Freshmen Seminar; rather, our freshmen will be assigned to classes according to their needs as well. Our ninth grade repeaters will be grouped separately from the rest of the ninth grade students. We did this last year and all but nine of those students have gone on to become either tenth graders or eleventh graders this year. This year, we have 70 tenth grade repeaters who have failed TAKS and have been targeted for multiple interventions. We have six pages of tenth grade TAKS failures as opposed to only three pages of failures in the incoming freshmen. We really have our work cut out for us with the tenth grade class.

Last year, the ninth grade repeaters were grouped by gender and their psycho-social needs were addressed in addition to their educational needs. Many of these students needed to appeal credit for attendance issues, others needed to take credit recovery or summer school. All of these issues were addressed, in addition to any other needs that were identified. The goals for this year's classes will be similar.

This year, teachers have access to a TAKS tutorial report through Campus On Line that identifies the TAKS objectives that need to be addressed for students who were not successful at TAKS last year. This report will help teachers focus on objectives that need improvement. Our goal is to have interventions complement classroom instruction and give students an additional opportunity to demonstrate mastery of the tested objectives. While there will be pen and paper tasks, there will also be some projects that will help students demonstrate mastery in application of objectives.

Joni Straker indicated that she has noticed that the relaxation of the dress code since the hurricane has also relaxed the number of discipline referrals. Cynthia Conwell indicated that it has increased the number of students loitering in the halls instead of getting to class on time. We are looking forward to the return of normalcy on the sixth.

At this time, each member of the committee took time to introduce him or herself.

Members present included:

Cynthia Conwell      School Improvement Facilitator

Margaret Preston      Assistant Principal, Transportation, Engineering, and Design Academy

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|-------------------|---------------------------------------------------------------------|
| Sharon Gerstacker | German Teacher                                                      |
| Herman Jadloski   | English Teacher                                                     |
| Dale Harrison     | Digital Animation and Graphics Teacher, Soccer Coach                |
| Cynthia Krohn     | Campus Curriculum Instructional Technologist                        |
| Anthony Zuccarini | Athletic Director, Head Football Coach                              |
| Deborah Clancy    | Social Studies Teacher                                              |
| Tom Brady         | 9 <sup>th</sup> and 10 <sup>th</sup> grade English Teacher          |
| Flaire Clark      | Community Representative (no longer has any students enrolled here) |
| Joyce McKinney    | Parent of two seniors                                               |
| Carolyn Thibeaux  | Literacy Coach                                                      |
| Joni Straker      | Secretary, Arts and Communication Academy                           |
| Reginald Fisher   | Principal Intern                                                    |

Margaret Preston then expressed her expectations for this committee, which included holding the school accountable for the things that are in the SIP. She expects us to look at it regularly and determine whether or not we are abiding with it. She expects us to ask the hard questions, who is going to do x and what are we going to do with it when it is done. As an example, our SIP does not include the role of our new Athletic Coach in interventions and yet, his position requires him to intervene with the athletes and help them continue to be eligible to play. How are we going to modify the SIP to include his role in interventions with the athletes? She expects this committee to bring this type of questions to the table so that we are held accountable. Community members, alumni, and parents hear things and have points of views that we do not have and provide valuable input. Likewise, new teachers and veteran teachers have ideas that we might not consider if they do not speak up.

Flaire Clark indicated that she is especially glad that we are targeting our ninth graders in intervention this year. A discussion ensued about the challenges that incoming freshmen face when they get to high school and how long it takes them to figure out that this is real school.

Reginald Fisher indicated that he would like this committee to take the lead on the topic of student engagement and rigor. We need to look at our own practices to be sure that we understand what it takes to get our students engaged and that we are teaching at the level of rigor that we need to in order to get the test results that we want to see.

Flaire Clark reported that her son, Jameer McGowin, is now in Fort Leonard Wood, Missouri completing his AIT training to become a Military Police when he completes his degree at Sam Houston. He will be entering Sam Houston in January.

Cynthia Krohn reported to the committee that she would be sending them information on a webinar on SDMC training that each member is required to view by October 24, 2008.

The meeting was adjourned.