



SDMC MINUTES

Wednesday October 30th

Minutes taken by CKGray and JGatica

I. Welcome and Overview

- A. Call to order: Ms. Berry, Dean of Instruction
- B. Overview - highlighting and soundboard of School Improvement Plan (SIP).
- C. Recap of previous meeting
 - 1. At our last meeting, threats against schools were a concern and discussed. As a result, School admin and counselors have reached out to Delpelchin and they are providing services for our students needing social and emotional support while working through anxiety.

II. Biology/Science Adjustments -

- A. Biology team restructured due to departure of a STAAR biology teacher. Two certified science teachers at Waltrip have stepped in to teach our biology students. Replacing Mr. Jones in AP Physics and On Ramps Physics is a substitute teacher, and Mr. Jones is providing the curriculum for his original students virtually and through his class Canvas page. The first week of November, he will return his physics students now that there is a new Biology hire.
- B. Concern raised over the pace of instruction during Mr. Jone's absence while he was supporting Biology students. Questions asked about some remediation lessons.
- C. Question asked to Ms. Berry about the overall academic health of Science Department and the lack of rigor, in general.
- D. A campus goal for the Science department is to move from memorizing vocabulary to putting concepts into practice.
 - 1. Beginning of this year we focused on engagement and familiarity with expectations
 - 2. Science is vocabulary heavy, and we are working to more student opportunities to practice skills
 - a) Interaction with sources
 - b) Research
 - c) Labs
 - d) Create meaning by integrating vocabulary with skills practice
 - e) Goal is to highlight real world applications in each science course
 - f) Then to translate that to written assessments as tests
- E. Concern is expressed over lack of work being sent home, posted on Canvas and not being able to see what is being learned, assessed in chemistry classes. Parents can see grades and they are happy with the grades but are unsure of which concepts are actually being taught and ultimately learned.



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III. AP Academies

- A. 59 students attended AP Saturday workshops and students enjoyed the experience. AP teachers are encouraging all students to engage with other students and teachers during these workshops.
- B. AP Teachers offered extra credit for attendance as an incentive
- C. Students need to check in with Mr. Gray on-site and sign the attendance form to be officially considered "present" for AP Academy Saturdays
- D. BUS: HISD sponsors a bus that leaves each Saturday from Waltrip HS for AP Academy at 7:30am for students who do not have private transportation to and from these events
 - 1. Bus transport students return to Waltrip between 12:30 and 12:45pm
- E. 4 more AP Academies are scheduled:
 - 1. December 7th
 - 2. February 1
 - 3. March 22
 - 4. April 26th
- F. AP Exams scheduled May 5th – May 16th
- G. Let's communicate future AP Academy dates through PTO Newsletter
- H. AP course units are built on a 9-week cycle, does not match the HISD 6-week cycle
 - 1. On Ramps is on a different cycle schedule as well

IV. Enrollment Snapshot - As Friday, October 25, 2024.

- A. Waltrip HS $n = 1617$
- B. 9th Grade $n = 517$
- C. 10th Grade $n = 402$
- D. 11th Grade $n = 357$
- E. 12th Grade $n = 341$

V. Open to the Floor:

- A. School Improvement Plan (SIP) - required this year; in it's second draft.
 - 1. Focus on achievement across all subjects.
 - a) How many students are on level, actually meeting and mastering?
 - 2. Special populations -
 - a) Emerging Bilingual (EB, largest sup-pop)
 - (1) Receiving supports, how and what?
 - b) Gifted/Talented (G/T, second largest sub-pop) r
 - (1) Receiving supports, how and what?
 - c) Special Education (SPED, third largest sub-pop)
 - (1) How do these students compare to the rest of the student population, and closing achievement gaps?



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B. Student schedule changes question

1. Still happening
2. Questions about how/why some students have been moved to take English classes every day instead of one English class on A or B days but not both
3. –These are 9/10 grade students. The double blocking system is to support students who are trending behind in national literacy standards and will be provided with the extra support needed to increase

C. School Improvement Plan (SIP)

1. In the past, there were 16 pages on attendance only
 - a) Gave an idea where the focus for the campus was in that plan, what is the focus for the campus in the current plan?
 - b) 2 foci, presently:
 - (1) Achievement in the meeting and mastery levels
 - (2) Special Populations
 - (a) GT supports? (2nd largest sub-pop)
 - (b) EB supports and resources? (our largest sub-pop)
 - (3) SPED (3rd largest sub-pop)

D. Question about double scheduling English I and II students

1. Double blocking is intended to work on a schedule of 4 days a week that student is working in English
2. Writing is our area of growth
3. Is all of this computer based?
 - a) Some of it is, much of the resources we have from the District are web-based
 - b) Ms. Seewald merges both types of instruction as AP monitors student log-ins in AP Classroom, but they also have interactive notebooks
4. Beatty: Yes, they gave up an elective to double block, and some had different teachers on different days and we've fixed that too
5. Discussion of value of typing skills and how to teach them, and have practice time for actual improvement

E. Bathroom issues

1. 14 student restrooms per gender/sex
2. Students are complaining because lines are long
3. Some avoid it due to the numbers of students just passing time, or being inappropriate in the bathrooms
4. Students are reporting that not all bathrooms are unlocked during middle 60 minutes of class periods
 - a) –Some have been locked because of legitimate plumbing problems while we waited for custodial to make repairs
 - b) –Others are sometimes left locked if students have a habit of using that bathroom inappropriately during that period