

SHARED DECISION-MAKING COMMITTEE (SDMC) MEETING MINUTES

Date: February 11, 2026

Location: Westside High School

Facilitator: Principal Davis

Attendees: Principal Davis, Dean TJ, Dean Rioux, Ms. Stevie Smith (Teacher), Coach Harrison (Teacher), Ms. Williams (Teacher), Ms. Doan (Support Staff), Ms. Zapata (Parent), Ms. Brewster (Parent), Mr. Smith (Parent)

1. Meeting Opening

- The meeting was called to order.
 - Previous meeting minutes were referenced but not immediately available in print.
 - Previous discussion mainly focused on school data and performance metrics.
-

Major Discussion Topics

2. State Safety & Security Audit

The school recently underwent a state safety audit as part of a district review of selected campuses.

Audit Process

The audit included:

- Inspection of all interior doors
- Interviews with:
 - Teachers
 - Students
 - Office staff
 - Nurse
 - Cafeteria staff
- Questions about:
 - Lockdown vs. secure procedures
 - AED (defibrillator) locations
 - Emergency preparedness
 - Threat assessment procedures

Findings

- No pass/fail rating, but areas for improvement identified.

- 4–5 doors were not closing properly, posing a potential security risk.
- The school is addressing door maintenance with the district.

Positive Outcomes

- Staff understood emergency procedures.
 - No doors were propped open.
 - Teachers could correctly explain lockdown vs secure protocols.
 - AEDs and bleeding kits are placed throughout campus.
-

3. Threat Assessment & Safety Procedures

- The school has a Threat Assessment Team.
- Any student making threats toward staff or campus triggers a review.
- A committee assesses:
 - Severity of the threat
 - Appropriate response and intervention.

Example:

- A threat assessment meeting was scheduled due to a recent incident.
-

4. Increased Campus Supervision

To improve safety and student monitoring:

Actions taken:

- Added ~20 teachers to lunch duty/supervision schedules.
- Increased monitoring of:
 - Hallways
 - Restrooms
 - Lunch areas

Goal:

- Prevent issues proactively rather than reacting afterward.
-

5. Visitor Policy Changes

The school is tightening visitor access procedures.

New Rules

- Visitors must be escorted at all times unless they are staff.
- Parents can no longer sign in and walk freely around campus.
- Visitors must stay in designated waiting areas.

Badges

- Staff must wear identification badges.
- PTO members and frequent visitors will receive badges.

Reason:

- A district security test revealed that an intruder was able to enter the campus unnoticed, highlighting the need for stronger procedures.
-

6. Teacher Retention Survey (Intent-to-Return)

An annual staff survey was conducted to assess whether employees plan to return next year.

Results

- 71 responses received
- Majority of staff plan to return.
- Only two respondents indicated they might leave.

Purpose:

- Helps plan future hiring and staffing needs.
-

7. School Schedule Discussion (Block vs Traditional)

Current Schedule

- A block schedule (longer 90-minute classes).

Issues Raised

Concerns include:

- Students sometimes go several days without seeing a teacher due to absences or testing.
- Hard for teachers to build relationships.
- Difficult for students with attention challenges.
- Teachers may have days without a planning period.

Alternative Proposed

Return to a traditional 7-period schedule.

Reasons:

- Students see teachers daily.
- More consistent instruction.
- Better for student engagement and learning retention.

Decision:

- The school hopes to decide soon so schedules for next year can be finalized.
-

8. Testing Updates

Upcoming Exams

- TELPAS (English proficiency test) for emergent bilingual students.
- About 700 students will participate.

Other Testing

Recent assessments included:

- Federal tests
- Biology and Geometry exams
- MAP national assessments

Participation Requirements

- Schools must test at least 95% of students.
-

9. Academic Performance Data

Biology

- 619 students tested
- 70% met growth targets

Geometry

- 73% met growth targets

Goals:

- National goal: 50% growth
- District goal: 60% growth

Result:

- Westside exceeded both benchmarks.
-

10. Campus Infrastructure Issues

Elevator Problems

- Elevator repeatedly breaking despite repairs.
- A custodian was recently trapped for ~40 minutes, requiring emergency assistance.

Impact

- Students with injuries or disabilities depend on the elevator.

Temporary Solution

- Safety plans for affected students.
 - Possible relocation of classes to the first floor if needed.
-

11. Emergency Evacuation Procedures

If a student using a wheelchair cannot exit via elevator:

Protocol:

- Move the student to a designated balcony/stairwell area.
- Wait for emergency responders to assist.

Students with injuries have individual safety plans coordinated through the nurse.

12. Accelerated Math Policy (District Initiative)

The district is proposing changes to middle school math acceleration.

Key Proposal

Students who meet certain test thresholds will be automatically enrolled in Algebra I in middle school.

Criteria

Based on 5th and 7th grade state math scores.

Goal

Increase early math completion to improve:

- College readiness
- Career readiness metrics
- College admissions preparation

Concerns Raised

- Some educators worry acceleration may weaken foundational math understanding.
 - Requires strong teaching support in middle schools.
-

13. College Readiness (CCMR)

Schools are evaluated partly on College, Career, and Military Readiness (CCMR).

Ways students earn CCMR credit:

- Passing TSI college readiness test
- High SAT scores
- Dual credit courses
- AP exam scores (3+)

Concern:

- Many students struggle to reach these benchmarks.
-

14. Closing Notes

- February is one of the most demanding months in schools due to testing and preparation.
 - The school continues working on improving instruction, safety, and student outcomes.
-

Overall Key Takeaways

- Safety procedures and visitor policies are being strengthened.
- School is reviewing schedule changes to improve instruction.
- Testing performance exceeded district expectations.
- Infrastructure issues (elevator) remain a concern.
- District is pushing earlier math acceleration to improve college readiness.

Overview of Accelerated Math

Accelerated Math is a middle school pathway that strengthens grade-level learning through deeper conceptual instruction, TEKS bundling, and purposeful sequencing. By prioritizing Algebra I readiness—an important indicator of college readiness—this approach supports multiple entry points to Algebra I, allowing students to succeed in 8th or 9th grade based on readiness while expanding equitable access to advanced mathematics in high school.

Why is Houston ISD implementing Accelerated Math?

In Houston ISD we believe...

- Every student deserves access to rigorous math instruction with the support needed to succeed.
- Instructional structures and support should expand (not restrict) access to advanced mathematics.
- All educators and staff are responsible for ensuring all students have equitable access to advanced mathematics.

Why this shift matters

Taking Algebra I in 8th grade is one of the strongest predictors of long-term academic opportunity and economic mobility. Currently, only 21% of HISD students take Algebra I in 8th grade, a trend that has remained largely unchanged for the past three years. Accelerated Math is designed to expand access, strengthen readiness, and ensure more students enter high school eligible for advanced mathematics.

Student Identification and Placement

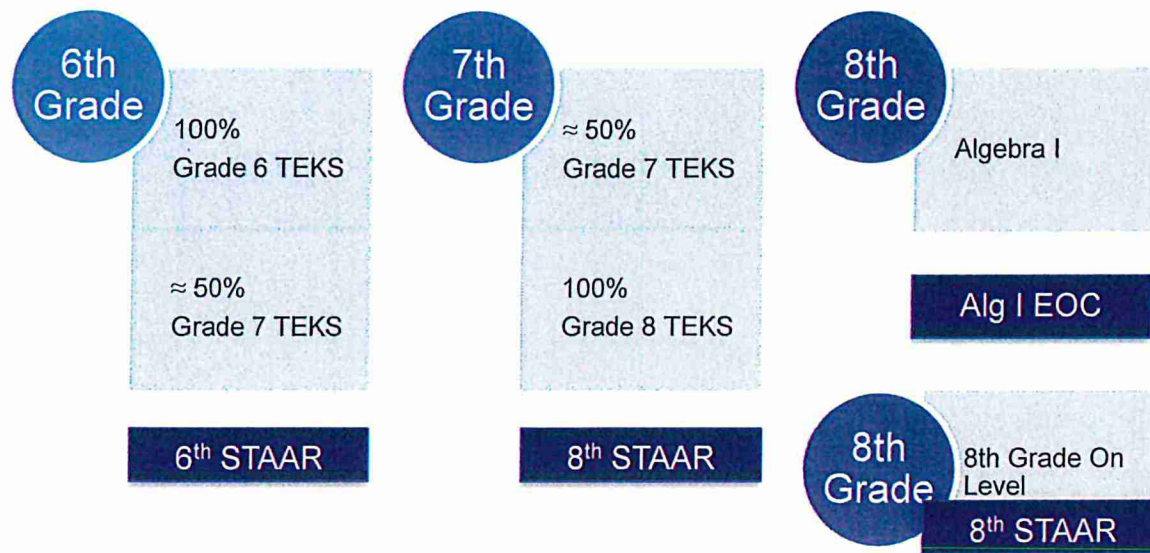
Who is enrolled in Accelerated Math in SY26-SY27?

- All rising 6th grade students will be enrolled in Grade 6 Accelerated Math.
- All rising 7th grade students will be enrolled in Grade 7 Accelerated Math.

How are current 7th students placed for 8th grade?

- Meets/Masters on 7th Grade STAAR → Students will be auto-enrolled in Algebra I
- Approaches/Did Not Meet on 7th Grade STAAR → Students will be in 8th Grade 8 math

What does the TEKS breakdown look like? Which STAAR assessment will be administered?



Curriculum, Pacing & Instruction

How will district materials support the roll-out of Accelerated Math?

- **SY25–26:** Curriculum maps and lesson resources for 5th Grade and 6th Grade will include structured opportunities after STAAR to bridge learning into Accelerated Math expectations.
- **SY26–27:** Full Accelerated Math scope and sequence, lesson resources, and aligned assessments will be provided to support high-quality implementation.

What about students who struggle academically in on-level courses who will now be held to the standard and pacing of the accelerated coursework?

Accelerated Math does not mean students are learning more content in less time. Instead, standards that naturally connect across grade levels are taught together, allowing students to expand on learning. This approach supports strong learning since students are able to spend more time with skills that connect instead of revisiting them the next school year.

How will students who are below grade level or who struggle with grade-level content be supported to access the Accelerated Math curriculum?

Houston ISD is committed to ensuring rigorous math instruction includes the support students need to succeed. Alongside Accelerated Math, we are launching Pre-Teach curriculum to provide just-in-time support, scaffolds, and targeted instruction aligned to upcoming grade-level learning.

Professional Learning & Teacher Support

Will content training be available?

Yes. Beginning February 13th, teacher-facing math content sessions will be offered on a regular cadence throughout Spring 2026 to support teacher readiness for Accelerated Math implementation. Houston ISD will continue providing support through SY26-27 to ensure teachers are equipped for a strong first teach.

Will calculator training be made available to 7th grade teachers who will now be teaching 8th grade content?

Yes. Calculator expectations and training resources will be provided for campus leaders and teachers to ensure alignment to:

- grade-level instructional requirements
- high school readiness expectations
- TSIA-aligned problem solving where applicable

Will campuses receive calculators from the district due to the increased number of 7th Grade Accelerated courses?

We are currently exploring when and how additional calculators will be purchased for campuses. We will continue to work with Divisions to ensure students have the appropriate resources required.

Scheduling, Staffing, & Logistics

Will campuses receive additional funding to accommodate Accelerated Math teachers?

Campuses will be funded as per SY26-27 HISD budget allocations. Accelerated Math courses *replace* existing Grade 6 and Grade 7 on-level courses and do not add additional course sections beyond what campuses already schedule.

Will Algebra I teachers teaching 8th grade need to be certified in Algebra I?

Certificate requirements can be found in [19 Texas Administrative Code §231.61](#) or the [Teacher Assignment Chart](#). Any K – 8 that states “certificate may teach Algebra I at the middle school level for high school graduation credit” or certificates that permits teaching high school courses, i. e. 7 – 12 or 8 – 12 may teach Algebra I in grade 8.

NOTE: A teacher holding an Elementary Mathematics: Grades 1-8, or Mathematics: Grades 4-8 certificate may teach Algebra I at the middle school level for high school graduation credit.