



District Improvement Team
Thursday, January 11, 2024
5:00 – 7:00 pm

Via Zoom

<https://springbranchisd.zoom.us/j/92641563379?pwd=aml3eDISZ3pxbVdaYU1CaG1WUlgzUT09>

AGENDA

Welcome and District Update	Dr. Jennifer Blaine, Superintendent of Schools
Approval of November 2023 Minutes	Linda Buchman, Associate Superintendent, Communications and Community Engagement
College, Career and Military Readiness Presentation	Tyra Walker, Executive Director, Guidance and Counseling Keith Haffey, Executive Director, Assessment and Compliance
Science Presentation	Rhoda Goldberg, Director, Science Dr. Annie Wolfe, Interim Associate Superintendent, Academics
DIT Elections/Lottery Update	Linda Buchman

2023-24 DIT Meeting Dates

Thursday, February 1

Thursday, April 4

Thursday, May 2



District Improvement Team (DIT) Meeting
Thursday, November 2, 2023
5:00 – 7:00 p.m.
MINUTES

Meeting start time: 5:00 p.m. **Meeting end time:** 6:25 p.m.

Current Member Attendance (26)

Sarahi Alamilla, Jessica Alvarez, Marcie Baker, Stephanie Blackmon, Jennifer Blaine, Jeffrey Bricker, Erin Campbell, Mary Chamberlain, Shikonya Cureton, Hayley Davis, Bill Dooley, Charlee Fisher, Marcela Halmagean, Ian Howey, Catherine Janda, Joanne Lim, Shannon Mahan, Julie McCuen, Veronica Paz, John Pisklak, Brian Reppart, Rebekkah Sandt, Warren Sloan, Nicole Stone, Elizabeth Wiehle, Carrmilla Young

Percent of current DIT members in attendance: 60.5%

Non-Member Attendance (4)

Amy Accardo, Linda Buchman, Christine Porter, Luis Romero

Welcome and District Update

Dr. Blaine provided a brief update on the status of Texas school finance legislation and Governor Abbott's plan to call a fourth special session, with educational savings accounts as a priority item.

Approval of November 2023 Minutes

Linda Buchman, Associate Superintendent for Communications and Community Engagement, asked members in attendance at the October 2023 meeting to review and approve those minutes. Fourteen (14) members voted to approve and no one opposed.

Budget Update

Christine Porter, Associate Superintendent for Finance, presented an update on the district's budget status and potential budget shortfall due to inflationary pressure and lack of new state funding. In spite of intense advocacy efforts from our community and others in the state, the Legislature has not increased the per student basic allotment. Tax relief legislation will lower the district's recapture payment, but it does not increase funding. As a result, the SBISD administration and Board of Trustees are forced to consider a variety of ways to find budget efficiencies and trim costs, including closing schools, changing boundaries, streamlining programming, and cutting central office supports. As a service organization, payroll makes up the biggest segment of our operating budget, and in 2024-2025, Spring Branch will need to reduce that budget by \$35 million.

Members were invited to ask questions about the information presented, and there was an extended period of discussion.

Closing

Having no other business, Linda Buchman adjourned the meeting at 6:25 p.m.



Understanding College, Career, Military Readiness Indicators

Board of Trustees
January 8, 2024



Elementary

Middle

High

Purpose

- Understand College, Career, Military Readiness Indicators
- Prioritize CCMR at Each Level
- Explain CCMR Outcomes Bonus



Understanding College, Career, Military Readiness Indicators

Achieving a College, Career, Military Readiness Measure

The state of Texas expects for every student to achieve a CCMR indicator before they graduate.

College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics
- Complete a college prep course
- Complete a course for dual credit
- Complete an OnRamps course

Career Ready

- Earn industry certification
- Level 1, 2 certificates

Military Ready

- Enlist in the United States Armed Forces

The College, Career, Military Readiness Measure

Meeting CCMR Requirements - 2025 Accountability
(2023-24 Graduates and Non-graduating 12th Graders in 2023-24)

	1								2	3	4	5	6	7	8	9	10
	Met TSI Requirements in BOTH Reading and Math								Met AP or IB	Level I or II Certificate	OnRamps	Dual Course Credit	Industry Based Certification (IBC) PLUS ≥ 1 Course in Aligned Program of Study (POS)	Assoc Degree	IEP Grad (Workforce Readiness)	SpEd Advanced Grad Plan	Armed Forces
	TSIA Reading	ACT English	SAT ELA	College Prep ELA	TSIA Math	ACT Math	SAT Math	College Prep Math									
Minimum Requirement	TSIA1: ≥ 351 OR TSIA2: ≥ 945 AND Essay ≥ 5	Prior to 02/15/2023 Eng. Score ≥ 19 AND Composite Score ≥ 23 OR On or after 02/15/2023 Eng. & Rdg. (E+R) Combined Score ≥ 40	≥ 480	Course Credit (requires Course Sequence Code of 0, 2, 5, or 9 in Code Table C135)	TSIA1: ≥ 350 OR TSIA2: ≥ 950 on TSIA 2.0	Prior to 02/15/2023: Math Score ≥ 19 AND Composite Score ≥ 23 OR On or after 02/15/2023: Math Score ≥ 22	≥ 530	Course Credit (requires Course Sequence Code of 0, 2, 5, or 9 in Code Table C135)	AP ≥ 3 IB ≥ 4	Earned a Level I or Level II certificate	Complete an OnRamps course and qualify for ≥ 3 hours of college credit	≥ 3 hours of dual-course credits in ELA or Math or ≥ 9 hours of dual course credits cumulated across subjects	Earn an approved IBC while in high school PLUS ≥ 1 Level 2or higher course in an aligned POS** (See TEA's CCMP Website for 2019-22 IBC List and 2022-24 IBC List)	Earn an Associate's Degree prior to graduation	Graduate with completed IEP and workforce readiness	Graduate under an advanced degree plan and be identified as a current special education student	Enlist in the U.S. Armed Forces or the Texas National Guard (See TAA Military Enlistment Letter)

Yellow = Data source is NOT TSDS/PEIMS

Purple = Data source is TSDS/PEIMS

Prioritizing CCMR At Each Level

Elementary

Middle

High

High School Intentionality

- Campus leadership teams examined TEA CCMR indicators, studied campus reports, and developed campus CCMR plans
- Increased the number of students taking AAC/AP, OnRamps, and Dual Credit courses
- Imbed TSIA content within ELA and math courses to increase college readiness attainment & advanced course enrollment
- Prioritize College Prep and Texas College Bridge to support students in achieving a CCMR measure prior to graduation
- Hosted Annual SAT Summer Boot Camp to Rising Scholars
- Strengthened Texas A&M and SBISD Engineering Partnership
- Created summer bridge opportunity for 11th and 12th grade students to enroll in Texas College Bridge as a college readiness option
- Provided numerous parents and student information sessions and outreach events

Middle School Intentionality

- Educate students and parents about advanced academic studies
- Promote CTE POS and IBC opportunities
- Continued student identification for advanced courses
- Introduce CCMR considerations into the course selection conversations
- Accelerated the 8th grade Guthrie tours from the spring to September
- Moved the 8th grade Guthrie tours to September
- Use multiple measures to identify students to engage in advanced course options
- Imbed PSAT college readiness content into ELA and math courses
- Develop CCMR action plans to improve reading and math performance on PSAT

Elementary Intentionality

- Vertical planning sessions
- Early identification for advanced academic courses
- Summer math bridge programs
- Clear expectations for advanced learning outcomes
- Parent U sessions on T-2-4 aligned CCMR content
- Accelerated math opportunities
- Increase academic rigor in all courses
- Foundational literacy and numeracy

CCMR Outcomes Bonus

Elementary

Middle

High

CCMR Outcomes Bonus

Funding through HB3 supports CCMR Outcomes Bonuses paid annually for the accomplishments of graduates above a certain percentage threshold.

Class of 2021 - \$1,789,000

College ready is defined as:

- Earns an associate degree, **or**
- **Meets Texas Success Initiative (TSI) criteria *and*** enrolls at a postsecondary institution immediately following high school.

Career ready is defined as:

- **Meets Texas Success Initiative (TSI) criteria *and***
- Earns an industry-based certification (IBC) ***or*** earns a level I or level II certificate

District Funding	
Economically Disadvantaged	\$5,000
Non-Economically Disadvantaged	\$3,000
Special Education	\$2,000

College, Career, Military, Readiness Highlights Class of 2022

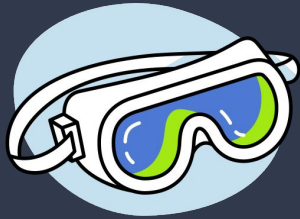
- Overall % of *Annual Graduates* earning CCMRs increased
- % of *College Ready Graduates* increased and exceeded Region and State
- % of graduates meeting *Texas Success Initiative* (TSI) criteria in ELA, math, or both ELA and math improved and exceeded Region and State
- % meeting *AP/IB* and *Onramps* exceeded Region and State
- % of *Career or Military Ready Graduates* increased
- 3 of 4 Career/Military indicators improved
- The rate of students earning CCMRs through *Industry-Based Certifications* was eight times higher for the Class of 2022 compared with the Class of 2019.

Source: 2022-2023 Spring Branch ISD Texas Academic Performance Report (TAPR)



Discussion

SBISD Science Dept. Updates



Dr. Rhoda Goldberg

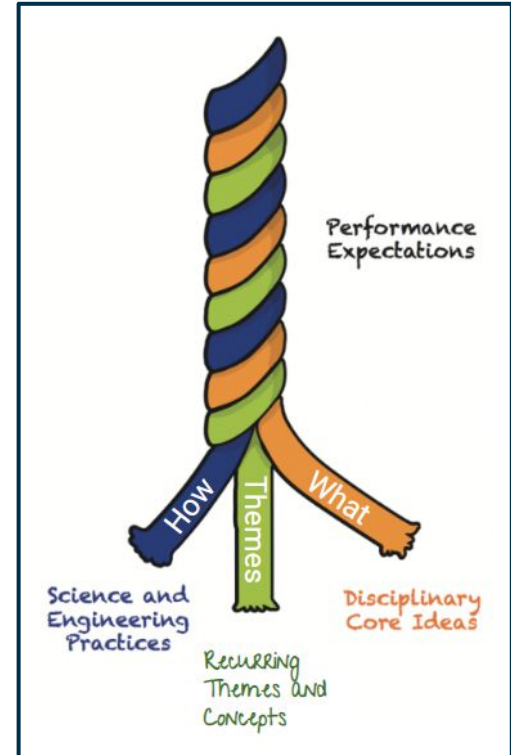
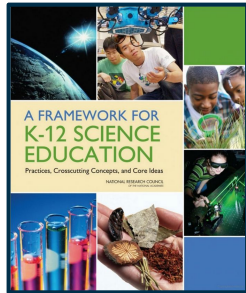
District Improvement Team

January 11, 2024

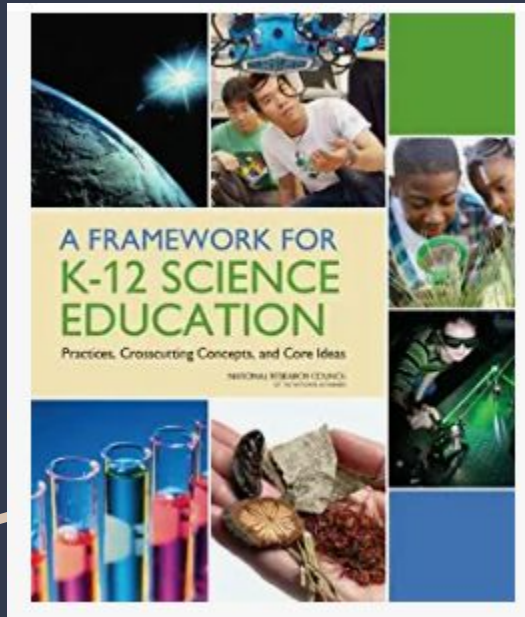


Changes to New Science TEKS Implemented in 2024-25

- Use of phenomenon to teach
- 3-dimensional teaching and learning
- Addition of engineering practices
- Recurring themes and concepts are tested
- MS - TEKS are spread more evenly across all strands



What is 3D Learning?



Science and Engineering Practices	Core Content	Crosscutting Concepts (Themes)
<ol style="list-style-type: none"> 1. Ask questions and define problems 2. Develop and use models 3. Plan and carry out investigations 4. Analyze and interpret data 5. Use mathematical and computational thinking 6. Construct explanations and design solutions 7. Engage in scientific argument 8. Obtain, evaluate, and communicate information 	<ol style="list-style-type: none"> 1. Life Sciences 2. Physics 3. Chemistry 4. Earth and Space Sciences 	<ol style="list-style-type: none"> 1. Patterns 2. Cause and effect 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flow, cycles, and conservation 6. Structure and function 7. Stability and change

TEA - Recurring Themes and Concepts

Students use **Science and Engineering Practices** to construct their understanding of the content.

The student is expected to:

- **ask questions** and **define problems** based on observations or information from text, phenomena, models, or investigations
- **use scientific practices to plan and conduct descriptive and simple experimental investigations**, and **use engineering practices to design solutions to problems**;
- **demonstrate safe practices** and the use of safety equipment during investigations
- **use tools**, including calculators, microscopes, hand lenses, ...
- **collect observations and measurements as evidence**;
- **construct appropriate graphic organizers** used to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts...
- **develop and use models to represent phenomena**, objects, and processes or **design a prototype for a solution to a problem**.
- **identify advantages and limitations of models such as their size, scale, properties, and materials**;
- **analyze data** by identifying any significant features, patterns, or sources of error;
- **use mathematical calculations** to compare patterns and relationships; and
- **evaluate experimental and engineering designs**.
- **develop explanations and propose solutions** supported by data and models;
- **communicate explanations and solutions** individually and collaboratively in a variety of settings and formats
- **listen actively to others' explanations** to identify relevant evidence and engage respectfully in scientific discussion.
- **explain how scientific discoveries and innovative solutions to problems impact science and society**;
- **research and explore resources such as museums, libraries, professional organizations... and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers**.

Students use **Recurring Themes and Concepts** to bridge disciplines and unite ideas.

Crosscutting Concepts

1. Patterns
2. Cause and Effect
3. Scale and Proportion
4. Systems and System Models
5. Energy and Matter: Flow, Cycles and Conservation
6. Structure and Function
7. Stability and Change

Recurring Themes and Concepts 3-8th Grade

Strand 5

The student is expected to:

- identify and use **patterns** to explain scientific **phenomena** or to design solutions;
- identify and investigate **cause-and-effect** relationships to explain scientific **phenomena** or analyze problems;
- use **scale, proportion, and quantity** to describe, compare, or model different systems;
- examine and model the parts of a **system** and their interdependence in the function of the system;
- investigate how **energy flows and matter cycles** through systems and how matter is conserved
- explain the relationship between the **structure and function** of objects, organisms, and systems; and
- explain how factors or conditions impact **stability and change** in objects, organisms, and systems.

What are Phenomena?



A phenomenon is any object or event that can be experienced and that can be observed and/or measured, either directly by one's senses or by use of technological devices.

NGSS, Achieve...

Why use Phenomena?



Phenomena add relevance to the science classroom by showing students science in their own world. They help students connect science concepts to the real world to better understand how the world works.

What does 3D Learning and the use of Phenomenon look like?

Anchoring Phenomenon: 5th Grade - Unit 2: Mixtures

The Anchoring Phenomenon listed below will be used to drive instruction and connect the concepts throughout this unit.

Anchoring Phenomenon: Students will combine *Water and Salt*

Directions:

1. The teacher will use the **Notice and Wonder Routine** in the green boxes below to introduce the anchoring phenomenon at the beginning of the unit..
2. After each concept, the teacher will go back to the Driving Question Board (DQB) created during the Notice and Wonder Routine. The **DQB Suggested Facilitation Routine** can be used to lead students in answering their own questions using the information gathered in each lesson.

	Notice and Wonder Routine <i>These 4 steps can be used to introduce the anchoring phenomenon at the beginning of the unit.</i>
When	Learning Experience
Before Beginning Concept 1: Maintain Physical Properties	1. Explore Anchoring Phenomenon Show students anchoring phenomenon and ask prompting questions: <ul style="list-style-type: none">• What do you notice about the properties of the salt and water before and after they are combined in a mixture?• What properties of the substances stay the same?• What properties of the substances change?
	2. Attempt to Make Sense Ask students how they might explain what they see happening?
	3. Identify Related Phenomenon Ask students what other examples they can think of that are similar to the phenomenon? <i>Examples include:</i> <ul style="list-style-type: none">• Combining ingredients in a blender when baking cookies• Dissolving flavored drink mixes in water• Run-off with fertilizers and pesticides spilling into lakes
	4. Develop Questions and Next Steps Ask students what they wonder about the phenomenon?

- An anchoring phenomenon is introduced at the beginning of the unit. This phenomenon ties all concepts in the unit together.
- Students engage in a notice and wonder routine, attempting to make sense of the phenomenon.
- Students' questions are used to drive the learning as they explore the concepts within the unit while engaging in science and engineering practices.
- The anchoring phenomenon is revised after each concept to continue sense making (explanation of science concept).

SBISD Supports for 3D Teaching and Learning in Science

1. Professional Learning for teachers and campus leaders
 - a. Summer 2023-began work on this
 - i. Optional summer professional learning
 - ii. Trained 36 teachers to facilitate summer professional learning
 - iii. District Staff Development Day - all teachers experienced 3D lesson
 - b. Early dismissal days 2023-24 continued learning
 - c. Science Instructional Specialists on campuses are working with teachers on implementing 3D
 - d. Lunch and Learn for campus leaders in January
 - e. Elementary Liaisons, Department Chairs and Leads
 - f. After school training and/or community opportunities were shared
 - g. Summer 2024 - big push
2. Science and Engineering Practices Checklists and Exemplars
3. Newsletter
4. Campus Inventories
5. Textbook Committee
6. Curriculum
 - a. Anchoring Phenomenon
 - b. SEPS and RTCs embedded throughout
 - c. Student driven



Textbook Committee



- Campus leaders appointed textbook representatives (Elem/MS - 1 teacher per campus; HS - 1 teacher per content area)
- SBISD Rubric was developed

Spring
2023

Summer
2023

- Textbook Committee participated in two separate learning opportunities
- Textbook Committee gave feedback on rubric
- Rubric was finalized

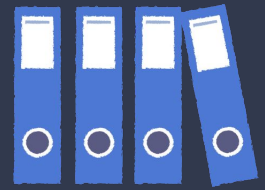
- TEKS Review Committee data was released
- Textbook Committee met to narrow selection
- Nov. 29th - Proclamation Hearing
- Dec. 4th or 5th - Zoom Meeting with Committee to review final steps
- Dec. 4-20 - Public Display

Fall
2023

Spring
2024

- Committee Members review options with campus teachers
- Campus makes final recommendation by Jan. 26, 2024
- District reviews campus recommendations and makes final recommendation to SBISD Board

Textbook Feedback



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1	Rubric		
2	Textbook	ACCESS	
3	HMH	www.hmhco.com/reviewtxscienceak8 Teacher View: Username: TX_Teacher1 Password: Easy123! Student View: Username: TX_Student1 Password: Easy123!	
4	McGraw Hill	English science, grades K-12 https://my.mheducation.com/login Username: 4MHTXScience1 Password: Vote4mhtxscience1 Brochure - Users' Guide	
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