



**Spring Branch Independent School District
District Improvement Team
Thursday, September 6, 2018
5:00 – 7:00 pm
Wayne Schaper Leadership Center – Board Room
AGENDA**

Welcome New DIT Members

Dr. Scott Muri Superintendent of Schools

Approval of Minutes

Linda Buchman, Community Relations Officer

DIT Roles and Responsibilities

TEC §11.251 & §11.252
BQA (Legal) & (Local)

Linda Buchman, Community Relations Officer

2019-20/2020-21 Calendar Development

Lance Stallworth, Exec. Director Student Support
Services, Becky Wuerth, Community Relations

District Improvement Plan Update

Lawanda Coffee, Director External Funding &
Compliance Elliott Witney, Associate
Superintendent of Academic Research & Design

District Update

Dr. Scott Muri Superintendent of Schools

2018-19 DIT Meeting Dates:

Thursday, October 4
Thursday, November 1
Thursday, December 6
Thursday, January 3
Thursday, February 7
Thursday, March 7
Thursday, April 4
Thursday, May 2



District Improvement Team (DIT) Meeting
Thursday, May 3, 2018
5:00 – 7:00 p.m.
MINUTES

ATTENDANCE: Paula Baker, Jim Bailey, Carrie Campbell-Bishop, Charles Carruth, Nicholas Coopriders, Suzanne Farrow, Charlotte Fisher, Cynthia Fratina, Thurmeliues Deshawn Glover, Tammy Hampton, Nicole Harris, Elizabeth Kimzey, Mary Kowalewski, Benjamin Leung, Meg Maguire, Leslie Marquez, Alondra Martinez, Mark Miller, Michelle Nguyen, Angelica Oprea, Jose Oxi, Jane Primrose, Nancy Ramirez, Mary Reed, Maria Schick, Warren Sloan, Maria Solorzano, Chris Vierra

Percent of DIT members in attendance: 66%

Welcome:

Anne Daily welcomed the committee to the final DIT meeting of the 2017-18 school year. The DIT reviewed the April minutes, via email, the committee unanimously reviewed and approved the April minutes by electronic vote.

Welcome New DIT Members:

Linda Buchman, Community Relations Officer welcomed all new District Improvement Team committee members. Linda provided a brief overview of the DIT and its responsibilities to Scott Muri, Superintendent of Schools.

Former SBISD NON - Graduating Students:

Lance Stallworth presented a proposal to the DIT regarding Former SBISD Non-Graduating students who are seeking to achieve graduation status and reviewed several related documents including the TAAS/TAKS Substitution Checklist, and Alternate Assessment Standards. Lance and his team proposed for DIT consideration and feedback that the district allow an alternative assessment assignment be permissible as a substitute for the TAAS or TAKS assessment. The assignment would be required to be of sufficient scope or rigor to demonstrate proficiency in the content area. Following a brief discussion, DIT member's consensus was in affirmation of the proposal. This proposal will now move forward in the form of a resolution to the Board of Trustees for approval.

Updates Regarding Feedback Received for 2018-19 Handbook and Code of Conduct:

Community Superintendents Kristin Craft and Jennifer Parker shared with the DIT the proposed updates to the 2018-19 Student Code of Conduct (see attached). DIT members posed several questions and commented on the recommendations. The Community Superintendents shared the process of gathering feedback from multiple stakeholder groups that led to the recommendations.

District Improvement Plan:

Lawanda Coffee and Elliott Witney provided the DIT with an overview of the requirements of a district improvement plan under ESSA and using the 6 SBISD multiple measures as the 6 goals for the district improvement plan. The DIT was told that Lawanda and Elliott would attend the September meeting to discuss the final comprehensive needs assessment for the district and the update of the plan.

Calendar Development Update:

Linda Buchman provided the committee with a brief overview of the two year calendar process. It is projected that the 2019-20 academic calendar will be similar to the 2018-19 calendar. While the 2020-21 academic calendar will require the committee to provide extensive attention to its development.

The committee was provided with sample calendar handouts, Linda requested that anyone interested in working on the upcoming two year academic calendars to sign up to be on the Academic Calendar Sub-committee. Linda explained that Academic Calendar Sub-committee will be meeting and working on a base foundation to bring to the full DIT at the September meeting.

Thank you to DIT members completing years of service:

DIT Chair Anne Daily, took a moment to recognize all outgoing DIT member's and thanked them for their commitment and hard work over the past year.

There being no further business, the meeting was adjourned.



2018-2019

**District Improvement Team (DIT)
Meeting Dates**

Meeting Date	Time	Room
9/6/2018	5:00pm-7:00pm	Board Room
10/4/2018	5:00pm-7:00pm	Board Room
11/1/2018	5:00pm-7:00pm	Board Room
12/6/2018	5:00pm-7:00pm	Board Room
1/10/2019	5:00pm-7:00pm	Board Room
2/7/2019	5:00pm-7:00pm	Board Room
3/7/2019	5:00pm-7:00pm	Board Room
4/4/2019	5:00pm-7:00pm	Board Room
5/2/2019	5:00pm-7:00pm	Board Room

Spring Branch Independent School District



District Improvement Team Roster 2018-2019

Group 1

Certified	Level	Campus	Term *
Michelle Nguyen	PK / Elementary	Ridgecrest Elementary	2019
Maria Solorzano	Middle/High	Landrum Middle	2019
Leslie Marquez	Teaching At-large (PK – 12)	Lion Lane	2020
Angelica Oprea	Bilingual/ESL (PK – 12)	Northbrook High	2020
Charlotte Fisher	Special Ed (PK – 12)	Terrace Elementary	2020
Jessica Licarione	Non-teaching At-large (PK – 12)	Hollibrook Elementary	2019

Group 2

Certified	Level	Campus	Term*
Meg Maguire	PK / Elementary	Hunters Creek Elementary	2020
John Kenna	Middle/High	Spring Branch Middle	2020
Mary Reed	Teaching At-large (PK – 12)	Memorial High	2019
OPEN	Performing /Visual Arts (PK-12)	-	2020
Nicholas Cooperider	Gifted & Talented (PK – 12)	Memorial High	2019
Nicole Harris	Non-teaching At-large (PK – 12)	Stratford High	2020

Group 3

Certified	Level	Campus	Term*
Kerry Cashiola	PK / Elementary	Shadow Oaks Elementary	2019
Crystal Fain	Middle/High	Stratford High	2020
Melissa Pabon	Teaching At-large (PK – 12)	Spring Woods High	2019
Betty Smith	Foreign Language (PK-12)	Spring Woods High	2020
Paula Baker	Health Fitness (PK – 12)	Wilchester Elementary	2020
Carrie Campbell-Bishop	Non-teaching At-large (PK – 12)	Stratford High	2020

Parents (by lottery)

Group 1	Term*	Group 2	Term*	Group 3	Term *
Pablo Rendon, BCE	2019	Melanie Bash, BHE	2020	Yvette Harris-Frank, TWE	2020
Abdelkader Dali, WAIS	2019	Elizabeth Kimzey, MMS	2019	Clifford Nickel, SFM	2020
Jim Bailey, WAIS	2020	Tammy Hampton, MHS	2020	Benjamin Leung, SHS	2020

* Rotational Terms: 3 positions rotate off each year.

Students (1 from each High School)

Name	Campus	Name	Campus	Name	Campus
Amaris Bobbio-Tarco	WAIS	Julia Boyles	MHS	TBD	SWHS
Viera Mairena	NHS	TBD	AOC	TBD	SHS

District Meeting Group	Name	Representation	* Term
Partners in Education	Erasmus Sanchez	Business	2019
Partners in Education	OPEN	Business	
Volunteer Advisory Board	OPEN	VAB	
Spring Branch Education Foundation	Warren Sloan	Community	2019
Title I Parent Committee	Irma Moreno	Community	2019
Parent Teacher Association	Kelly Siblik	Community	2020
Special Ed. Program	Mary Kowalewski	Parent	2019
Gifted/Talented Program	Holly Saunders	Parent	2020
Principal	Steven Speyrer	Principal	2019
Board of Trustees Liaisons	Chris Vierra/Minda Caesar (Back-Up)	Board of Trustee Liaison	-
Superintendent	Dr. Scott Muri	Superintendent of Schools	-
Chief Academic Officer	Kristin Craft	District Liaison	-

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

Committee

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. *Education Code 11.251(b)*

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

Education Code 11.251(e)

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of a district is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

**Business
Representatives and
Community
Members**

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

PLANNING AND DECISION-MAKING PROCESS
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Meetings

A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. *Education Code 11.251(b)*

Public Meetings

The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. *Education Code 11.252(e)*

Communications

District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. *Education Code 11.252(e)*

Consultation

A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. *Education Code 11.252(f)*

Responsibilities

District Plan

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. *Education Code 11.252(a)* [See DISTRICT IMPROVEMENT PLAN at BQ(LEGAL)]

Each school district shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a), conducted biennially, to review and revise, as appropriate, the district-level improvement plan, and for other purposes, as appropriate to enhance the district learning environment. *Education Code 7.065(e)*

Dropout Prevention
Review

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program,
 - b. Complete the program but do not take the high school equivalency examination, or

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- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
- 4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
- 5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Education Code 11.255

Staff Development

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Education Code 21.451(c)* [See DMA]

Note: See BF for information on the committee's role in requesting waivers.

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**District Improvement
Team (DIT)**

The District Improvement Team (DIT) is composed of certified campus professionals, District-level staff, parents of students enrolled in the District, students, community members, and business representatives. With a focus on District improvement, the committee is named the District Improvement Team. This team has defined roles in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization in accordance with Texas Education Code 11.251.

**DIT Overview of
Responsibility**

In compliance with Education Code 11.251, the District-level committee (DIT) shall advise the Board or its designee in establishing and reviewing the District's educational goals and objectives, and major District-wide classroom instructional programs. The committee shall serve in an advisory role, except that the committee shall approve staff development of a District-wide nature. [See BQ and BQA]

This policy shall not limit the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist in instructional planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

Waivers

The DIT shall provide comments on District-level waivers prior to the Board's approval and submission to the commissioner of education ("commissioner"), as required by Education Code 7.056(b)2.

**DIT Representation-
Definitions**

The DIT, serving in an advisory role, shall consist of a combination of certified professional staff representatives from both the District and campus level and nonschool members comprised of parents, community members, and business representatives.

**DIT Composition of
Membership**

The DIT shall consist of 37 members elected/selected by lottery. The composition of the membership shall be 15 teaching positions, three nonteaching positions, one principal, and one District liaison. There shall be 12 parents, two business representatives, and three community members. [See BQA(EXHIBIT) A and B]

In addition, the Superintendent shall be the Board's designee and one Board member shall serve as the liaison on the committee.

Additionally, there shall be six nonvoting high school student members, selected by their home campus, who shall serve for a term of one year.

**DIT Procedures for
Members Chosen by
Election**

The consent of each nominee shall be obtained before the person's name appears on the ballot. The Superintendent shall appoint an election committee to oversee campaign and election issues. The campaign period shall extend for at least ten working days during February of each year with the District-wide election date and lottery drawing being set before the last working day in

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February. Campaigning shall be limited to production and single distribution of a District-developed candidate information form.

The District-wide election shall be conducted by Group 1/Group 2/Group 3 on the District's website. The appointed District election committee shall mediate campaign and election issues as they arise and canvass the results. The candidates with the highest number of votes within their groups shall be declared the winner(s) and those with the next highest vote total shall serve as an alternate(s) in the event of a vacancy. Vacancies may be filled before the next election. Ties shall be broken by drawing lots. The winners' names shall be published on the DIT's website at the first available opportunity.

Certified Campus-
Level Professional

For the purposes of this policy, a campus-level professional staff member is a certified staff member who is assigned at least half-time to a particular campus and who is elected by other certified staff members at the campus level.

Certified District-
Level Professional

A District-level professional staff member shall be defined as a certified staff member who has responsibilities at more than one campus, including, but not limited to, central office staff. The Superintendent's senior staff shall elect one District-level professional to serve as the District liaison.

**Responsibilities of
District-Level
Professionals**

District-level professional staff members are elected to serve the DIT in a liaison roll. Liaisons serve to:

1. Promote systematic channels for effective communication among District stakeholders;
2. Support the implementation and follow-up regarding initiatives and actions for the Five-Year Educational Plan;
3. Provide opportunity to collaborate and plan for increased student performance toward meeting specific student performance objectives at both the campus and District levels, inclusive of special needs students;
4. Make connections among various educational programs, services, strategies, and learning opportunities across campuses, such as Title I and other federal programs;
5. Link federal and state regulations as they relate to student performance;
6. Align staff development efforts at both the District and campus levels with District and state goals, objectives, and major initiatives; and
7. Promote organizational development and effectiveness.

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**Members Chosen by
Lottery**

Parent, community, and business members shall be selected by use of a lottery of all eligible applicants. DIT members may not serve a second two-year term without sitting out one two-year term.

Parent
Representatives

Parent representatives shall be defined according to the following:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of the District is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.
4. A parent is not considered a representative of business members on the committee.

The 12 parent representatives shall include an elementary, middle, and high school parent from each group (nine total from Group 1, Group 2, and Group 3) and three parent representatives who reflect parent involvement on other District committees and standing meeting groups.

1. One parent from the District Council of Parent Teacher Associations (PTA).
2. One parent from special education programs.
3. One parent from gifted and talented programs.

[See DIT's website]

Community
Representatives

Community members must reside in the District and must be at least 18 years of age.

As a means of ensuring participation that represents the District's diversity, community members shall reflect business and community involvement from District committees and standing meeting groups.

Community representatives shall be selected from each of the following organizations:

1. One member from the Volunteer Advisory Board (VAB) or District volunteer program.
2. One member from the Spring Branch Education Foundation (SBEF).
3. One member from the Title I Parent Advisory Committee.

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	<p>Community representatives may serve a two-year term and may not serve a second two-year term without sitting out one two-year term.</p>
Business Representatives	<p>A business representative is defined as anyone representing a business who has a regular and supportive relationship with students in the District as a Good Neighbor business partner or District business partner. The inclusion of a business member is without regard to whether the representative resides in the District or whether the business is located in the District. A business representative may not be a parent of a current District student.</p> <p>As a means of ensuring participation that represents the District's diversity, business members shall reflect business and community involvement from District committees and standing meeting groups.</p> <p>Two business representatives shall be selected and may serve a two-year term. Business representatives may not serve a second two-year term without sitting out one two-year term.</p>
Elected / Selected by Lottery	<p>Election of certified professional staff and the selection by lottery of parent representatives shall be during the same period, according to District procedures.</p> <p>All lotteries shall be conducted in an open forum at an announced time and place and shall be held on the designated date in conjunction with the election of campus representatives.</p>
Length of Term	<p>Elected District members of the DIT who are certified professional personnel and parent, community, and business members selected by lottery shall serve for a two-year term.</p> <p>Elected DIT members, parent, community, and business members selected by lottery shall not serve a second two-year term without sitting out one two-year term.</p>
Vacancy	<p>A position that becomes vacant may be filled by an appropriate representative selected by consensus of the remaining members of the DIT for the remainder of the representative's unexpired term.</p> <p>A member of the DIT may be replaced on the recommendation of the Superintendent if the member:</p> <ol style="list-style-type: none">1. Is absent for two or more consecutive meetings.2. Acts in a manner that is detrimental to the effectiveness of the DIT, including exhibiting inappropriate behavior or an inability to get along with other members.

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Membership Review	There shall be an annual Board review of DIT membership and participation to ensure that the DIT is completing its duties with broad participation by its representatives.
DIT Meetings	<p>The DIT shall meet at least twice each semester and shall hold at least one public meeting per year. [See BQA(LEGAL)] At least three days' notice shall be given. The agenda shall be posted on the District's website.</p> <p>The required public meeting shall be held after receipt of the annual District performance report from the agency, in conjunction with the Board's public hearing for the purpose of discussing the performance of the District and the District performance objectives. [Education Code 11.251 and 11.252 (e)]. The agenda and discussion shall be confined to those matters set forth in applicable law and this policy.</p> <p>DIT meetings are open meetings where non-DIT members may attend and observe. A portion of each meeting may include citizens' comments. Discussion of agenda items shall be limited to DIT members only.</p> <p>DIT minutes shall be posted to the District's website for public access. Reporting documents, such as the minutes shall list DIT members and the percentage of the membership in attendance.</p> <p>DIT decisions shall be representative of the team. At least one-half of the membership shall be in attendance for a DIT decision to be considered representative of the whole team.</p>
DIT Training	All individuals who are members of the DIT shall participate in appropriate staff development programs that provide information on school improvement matters, especially as related to the effective schools research, the professional learning community concept, and the collaborative decision-making model adopted by the District.
Defining Consensus	In developing relevant objectives for the strategic plan to achieve established academic and other performance objectives, the DIT shall strive to reach a consensus. When everyone present has been given an opportunity to present to the group his or her views on a particular issue and a majority of the group are in agreement, it shall be determined that the group has reached consensus.
DIT Communication Guidelines	<p>In a community publication, the District shall make available District guidelines and procedures for becoming a member of the DIT.</p> <p>The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input</p>

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and provides information to those persons on a systematic basis.
Communications may include, but are not limited to, the following:

1. Articles in in-house publications regarding work of the committee.
2. Periodic reports to the principals on the work of the committee that may be posted on campus bulletin boards.
3. Periodic reports to the Board.

Exhibit I: Parameters for Development of SBISD 2019-20 and 2020-21 Academic Calendars

Factor	Considerations
Top Priority	<ul style="list-style-type: none"> • Calendar should be based on what is educationally best for students to achieve T-2-4 success. • Calendar should first and foremost represent what best supports instruction and academic achievement, and then take into account parent and staff considerations
State Law	<ul style="list-style-type: none"> • Start Date: State law requiring a start date no earlier than the fourth Monday in August was waived under District of Innovation in December, 2016. The Board will approve a calendar with a start date no earlier than August 15. • Number of Instructional Minutes: State law (House Bill 2610) requires a minimum of 75,600 operational minutes of instruction per year. This translates to a minimum of 420 minutes/day for 180 days. <ul style="list-style-type: none"> ○ SBISD schools have the freedom and flexibility to set their bell schedules to meet or exceed the required 75,600 minutes per school year. ○ Districts may obtain waivers for up 2100 minutes for “quality” professional development purposes (TEA has not defined “quality”). SBISD has traditionally requested two PD days during the school year. • Number of Teacher Days: State law requires a minimum of 187 days of service for teachers.* <ul style="list-style-type: none"> ○ NOTE: Teacher requirements are measured in days while student requirements are measured by minutes. • Bad Weather Days -- State law requires a mechanism to make up school time lost to bad weather. <ul style="list-style-type: none"> ○ All campuses will have sufficient surplus minutes to cover instruction for two bad weather make up days. ○ Bad weather days indicated on the calendar will be used for staff to make up lost work days.
District of Innovation	<ul style="list-style-type: none"> • District of Innovation status may be leveraged (following the established process per Board Policy AF) to address Texas Education Code statutes that create barriers to development of the most academically sound calendar.
Semesters	<ul style="list-style-type: none"> • Balancing of Semesters – Number of days in each semester should be fairly close (consider the impact on single semester courses) • First Semester Exams – Timing of first semester exams (before or after winter break) impacts <ul style="list-style-type: none"> ○ single semester courses ○ dual credit courses ○ graduation/college start for students graduating in December ○ college admissions requirements for students to report first semester grades ○ student exam success, instructional programs and January enrollment/withdrawal data if exams are after Winter Break.

Professional Development Days	<ul style="list-style-type: none"> • Timing of Professional Development/Work Days: Professional Development Days should be strategically placed to maximize positive impact on instruction, alignment with testing schedules, and appropriate balance throughout the school year. <ul style="list-style-type: none"> ○ Consider number of half-day professional development days scheduled by campuses (varies) and minutes/day variations • Flex Day – If a waiver is obtained to use instructional minutes for professional development, teachers may earn a Flex day off for completing SafeSchools Training online, pending clarification of “quality” PD from TEA.
Testing Schedules	<ul style="list-style-type: none"> • Consideration of Testing Days: Consider State STAAR/EOC days and timing of other tests, such as Advanced Placement tests. Avoid holiday or staff development day the weeks of STAAR or district-wide assessments.
Holidays	<ul style="list-style-type: none"> • Religious Holidays and National Holidays --The calendar design should consider religious holidays as well as national holidays (Labor Day, Columbus Day, Veterans Day, Thanksgiving, New Year’s Day, MLK Day, Presidents’ Day, Memorial Day, Independence Day). • Additional Student/Staff Holiday(s) - Consider the addition of student/staff holiday if necessary to minimize extended number of weeks without a day off.
Parent Teacher Conferences	<ul style="list-style-type: none"> • Elementary Parent Teacher Conferences -- Consider timing and allocation (half vs full day) for parent-teacher conferences in the fall and spring on non-staff development days.
Surrounding District Calendars	<ul style="list-style-type: none"> • Examination of Employee Zip Codes – Study employee zip codes to gain awareness of potential conflicts in spring break and other holidays breaks with surrounding districts (impacts substitute costs and staff conflicts with family schedules).
Student Attendance Data	<ul style="list-style-type: none"> • Examination of Student Attendance Data: Study student attendance patterns around start of school, end of school and holidays.
Seniors	<ul style="list-style-type: none"> • Seniors: High Schools should schedule enough minutes per year (75,600 minutes minimum) to allow for Memorial Day weekend graduation.

*TX Education Code Section 21.401: <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.405>

2019-2020 and 2020-2021 Calendar Parameters Summary

1. SBISD Students will attend school 176 days
2. SBISD Teachers will work 188 days
3. Texas law states school cannot begin before the 4th Monday in August
 - a. With enactment of District of Innovation status, SBISD Board of Trustees have approved an early start date, no earlier than August 15.
4. Bad Weather Make Up Days:
 - a. State law requires students to attend school at least 75,600 minutes per year. Our schools have added extra minutes to cover two bad weather days for students.
 - b. Teachers must work 188 days in SBISD, regardless of student minutes.
 - c. Therefore, missed days for teachers must be made up with Bad Weather make up DAYS.
5. Winter Break
 - a. Traditionally Winter Break includes three weekends
 - b. The end of the semester is not rolled into January.
6. Spring Break
 - a. We align the dates for Spring Break with the HCC calendar and surrounding sister school districts.
7. Proposed calendars posted for DIT Consideration
 - a. 2019-2020
 - i. Three drafts with a Thursday, August 15th start date
 - ii. One draft with a Monday, August 19 start date
 - b. 2020-2021
 - i. Two drafts with Wednesday, August 19 start date
 - ii. Two drafts with Thursday, August 20 start date

Comparison of 2019-2020 Calendar Options A, B, C & D

	Option A	Option B	Option C	Option D
Start Date	Thursday, August 15, 2019	Thursday, August 15, 2019	Thursday, August 15, 2019	Monday, August 19, 2018
Student/Staff Holidays and Professional Development Days between the start of school & Thanksgiving	Student and Staff holiday: Monday, September 2, 2019 Student Holiday October 11-14, 2019 Staff Professional Development Day: Friday, October 11, 2019 Staff Holiday: Monday, October 14, 2019	Student and Staff holiday: Monday, September 2, 2019 Student Holiday October 11 and 14, 2019 Staff Professional Development Day: Friday, October 11, 2019 Staff Holiday: Monday, October 14, 2019	Student and Staff holiday: Monday, September 2, 2019 Student Holiday: Monday, October 14, 2019 Staff Professional Development Day: Monday, October 14, 2019	Student and Staff holiday: Monday, September 2, 2019 Student and Staff Holiday: Monday, October 14, 2019
Thanksgiving Holiday	Partial Week: November 27-29, 2019	Full week: November 25-29, 2019	Full week: November 25-29, 2019	Partial Week: November 27-29, 2019
First Semester Exams/Early Release	Middle/High School Exams & Early Release: Wednesday, December 18- Friday, December 20, 2019 Elementary Early Release: Friday, December 20, 2019			
Winter Break Begins	Saturday, December 21, 2019			
January Start Date	Employees: Monday, January 6, 2019 Students: Tuesday, January 8, 2019			
Student/Staff Holidays prior to Spring Break	Students & Staff: Monday, January 20, 2020 Student Holiday, Staff Professional Development day (Flex): Monday, February 17, 2020	Students & Staff: Monday, January 20, 2020 Student and Staff Holiday, Monday, February 17, 2020	Students & Staff: Monday, January 20, 2020 Student Holiday, Staff Professional Development day: Monday, February 17, 2020	Students & Staff: Monday, January 20, 2020 Student Holiday, Staff Professional Development day: Monday, February 17, 2020

Spring Break	March 16- 20, 2020			
Holidays after Spring Break	Students & Staff: Friday, April 10 and Monday, April 13, 2020 Staff: Monday, May 25, 2020	Students & Staff: Friday, April 10 and Monday, April 13, 2020 Staff: Monday, May 25, 2020	Students & Staff: Friday, April 10, 2020 Staff: Monday, May 25, 2020	Students & Staff: Friday, April 10, 2020 Staff: Monday, May 25, 2020
Second Semester exams/early release	Middle/High School Exams & Early Release: Wednesday, May 20 - Friday, May 22, 2020 Elementary: Friday, May 22, 2020	Middle/High School Exams & Early Release: Friday, May 22 - Wednesday, May 27, 2020 Elementary: Wednesday, May 27, 2020	Middle/High School Exams & Early Release: Wednesday, May 20 - Friday, May 22, 2020 Elementary: Friday, May 22, 2020	Middle/High School Exams & Early Release: Wednesday, May 20 - Friday, May 22, 2020 Elementary: Friday, May 22, 2020
Last Day of School	Friday, May 22, 2020	Wednesday, May 27, 2020	Friday, May 22, 2020	Friday, May 22, 2020
Graduation	Saturday, May 23, 2020			
Instructional Days first semester/ second semester	86/90	84/92	85/91	85/91
Bad Weather Make-up Dates	April 13, 2020 May 26 or 27, 2020	April 13, 2020 May 28 or 29, 2020	May 26-27, 2020 (students) May 27-28, 2020 (staff)	May 26-27, 2020 (students) May 27-28, 2020 (staff)

Comparison of 2020-2021 Calendar Options A, B, C & D

	Option A	Option B	Option C	Option D
Start Date	Wednesday, August 19, 2020	Wednesday, August 19, 2020	Thursday, August 20, 2020	Thursday, August 20, 2020
Student/Staff Holidays and Professional Development Days between the start of school & Thanksgiving	Student and Staff holiday: Monday, September 7, 2020 Student Holiday October 9 & 12, 2020 Staff Professional Development Day: Friday, October 9, 2020 Staff Holiday: Monday, October 12, 2020	Student and Staff holiday: Monday, September 7, 2020 Student Holiday Monday, October 12, 2020 Staff Professional Development Day: Monday, October 12, 2020	Student and Staff holiday: Monday, September 7, 2020 Student Holiday October 9 & 12, 2020 Staff Professional Development Day: Friday, October 9, 2020 Staff Holiday: Monday, October 12, 2020	Student and Staff holiday: Monday, September 2, 2019 Student and Staff Holiday: Monday, October 12, 2020
Thanksgiving Holiday	Full Week: November 23-27, 2020	Full Week: November 23-27, 2020	Partial Week: November 25-27, 2020	Full Week: November 23-27, 2020
First Semester Exams/Early Release	Middle/High School Exams & Early Release: Wednesday, December 16- Friday, December 18, 2020 Elementary Early Release: Friday, December 18, 2020			
Winter Break Begins	Saturday, December 19, 2020			

January Start Date	Employees: Monday, January 4, 2021 Students: Tuesday, January 5, 2021			
Student/Staff Holidays prior to Spring Break	Students & Staff: Monday, January 18, 2021 Student Holiday, Staff Professional Development day (Flex): Monday, February 15, 2021			
Spring Break	March 15- 19, 2021			
	Option A	Option B	Option C	Option D
Holidays after Spring Break	Students & Staff: April 2, 2021 Staff: Monday, May 31, 2021	Students & Staff: Friday, April 2 and Monday, April 5, 2021 Staff: Monday, May 31, 2021	Students & Staff: Friday, April 2 and Monday, April 5, 2021 Staff: Monday, May 31, 2021	Students & Staff: April 2, 2021 Staff: Monday, May 31, 2021
Second Semester exams/early release	Middle/High School Exams & Early Release: Wednesday, May 26 - Friday, May 28, 2021 Elementary: Friday, May 28, 2021			
Last Day of School	Friday, May 28, 2021			
Graduation	Saturday, May 29, 2021			
Instructional Days first semester/ second semester	80/96	81/95	81/95	80/96
Bad Weather Make-up Dates	June 1 -2, 2021 (students) June 2 - 3, 2021 (Staff)	Monday, April 5, 2021 June 1 or-2, 2021 (students) June 2 or 3, 2021 (Staff)	Monday, April 5, 2021 June 1 or-2, 2021 (students) June 2 or 3, 2021 (Staff)	June 1 -2, 2021 (students) June 2 - 3, 2021 (Staff)

Academic Calendar 2019-2020 — Draft A

July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					
4 Holiday – Student / Staff							15 Begin Grading Cycle							2 Holiday – Student / Staff						

Academic Calendar 2019-2020 — Draft B

July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					
4 Holiday – Student / Staff							15 Begin Grading Cycle							2 Holiday – Student / Staff						

Academic Calendar 2019-2020 — Draft C

July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					
4 Holiday – Student / Staff							15 Begin Grading Cycle							2 Holiday – Student / Staff						

Academic Calendar 2019-2020 — *Draft D*

July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					
4 Holiday – Student / Staff							19 Begin Grading Cycle							2 Holiday – Student / Staff						

Academic Calendar 2020-2021 — Draft A

July	August	September
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1 4 Holiday	S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 19 Begin Grading Cycle	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 7 Holiday – Student / Staff
October S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 9 Teacher Professional Development — Student Holiday 12 Holiday – Student / Staff	November S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 23 - 27 Holiday – Student / Staff	December S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 18 End Grading Cycle 21 - 31 Holiday – Student / Staff
January S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 1 Holiday – Student / Staff 4 Teacher Professional Development — Student Holiday 5 Begin Grading Cycle 18 Holiday – Student / Staff	February S M T W T F S 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 15 Teacher Professional Development (Flex) — Student Holiday	March S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 15 - 19 Holiday – Student / Staff
April S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 1 2 Holiday – Student / Staff	May S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 28 Last Day of Instruction 31 Holiday – Student / Staff	June S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 1 Teacher Workday or Bad Weather Makeup Day if needed 2 Teacher Workday if 1 Bad Weather Makeup Day used 3 Teacher Workday if 2 Bad Weather Makeup Days used



* This calendar is subject to change per Texas Legislative session decisions.

Symbol Key

[Begin Grading Cycle		New Employee Orientation
]	End Grading Cycle		Teacher Workday – Student Holiday
○	Early Dismissal		Teacher Professional Development – Student Holiday
	Bad Weather Makeup Day		Holiday – Student / Staff

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Academic Calendar 2020-2021 — Draft B

July	August	September
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1	S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
4 Holiday	19 Begin Grading Cycle	7 Holiday – Student / Staff
October	November	December
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
12 Teacher Professional Development – Student Holiday	23 - 27 Holiday – Student / Staff	18 End Grading Cycle 21 - 31 Holiday – Student / Staff
January	February	March
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
1 Holiday – Student / Staff 4 Teacher Professional Development – Student Holiday 5 Begin Grading Cycle 18 Holiday – Student / Staff	15 Teacher Professional Development (Flex) – Student Holiday	15 - 19 Holiday – Student / Staff
April	May	June
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 1	S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
2 Holiday – Student / Staff 5 Holiday – Student / Staff [Bad Weather Makeup Day if needed]	28 Last Day of Instruction 31 Holiday – Student / Staff	1 Teacher Workday or Bad Weather Makeup Day if needed 2 Teacher Workday if Bad Weather Makeup Day used



* This calendar is subject to change per Texas Legislative session decisions.

Symbol Key

[Begin Grading Cycle		New Employee Orientation
]	End Grading Cycle		Teacher Workday – Student Holiday
○	Early Dismissal		Teacher Professional Development – Student Holiday
	Bad Weather Makeup Day		Holiday – Student / Staff

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Academic Calendar 2020-2021 — Draft C

July	August	September
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1	S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
4 Holiday	20 Begin Grading Cycle	7 Holiday – Student / Staff
October	November	December
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
9 Teacher Professional Development – Student Holiday 12 Holiday – Student / Staff	25 - 27 Holiday – Student / Staff	18 End Grading Cycle 21 - 31 Holiday – Student / Staff
January	February	March
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
1 Holiday – Student / Staff 4 Teacher Professional Development – Student Holiday 5 Begin Grading Cycle 18 Holiday – Student / Staff	15 Teacher Professional Development (Flex) – Student Holiday	15 - 19 Holiday – Student / Staff
April	May	June
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 1	S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
2 Holiday – Student / Staff 5 Holiday – Student / Staff [Bad Weather Makeup Day if needed]	28 Last Day of Instruction 31 Holiday – Student / Staff	1 Teacher Workday or Bad Weather Makeup Day if needed 2 Teacher Workday if Bad Weather Makeup Day used



* This calendar is subject to change per Texas Legislative session decisions.






Symbol Key

[Begin Grading Cycle		New Employee Orientation
]	End Grading Cycle		Teacher Workday – Student Holiday
○	Early Dismissal		Teacher Professional Development – Student Holiday
	Bad Weather Makeup Day		Holiday – Student / Staff

draft 8/30/18



Spring Branch
Independent School District

[Begin Grading Cycle		New Employee Orientation
]	End Grading Cycle		Teacher Workday – Student Holiday
○	Early Dismissal		Teacher Professional Development – Student Holiday
	Bad Weather Makeup Day		Holiday – Student / Staff

Spring Branch Independent School District

District Improvement Plan

2018-2019

Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Branch ISD is a district of approximately 35,000 students and 4,000 faculty and staff located on the west side of Houston. Our student body demographics are as follows:

Student Subpopulation	16-17	17-18
At-Risk	56.67%	57.34%
Economically Disadvantaged	55.95%	56.17%
Title I Homeless	0.38%	0.70%
Immigrant	4.86%	4.62%
Limited English Proficient (LEP)	34.35%	33.66%
Migrant	0.0001	0.0001
Military Connected	0.09%	0.08%
Foster Care	0.07%	0.05%
Gender	16-17	17-18
Female	48.25%	48.50%
Male	51.75%	51.50%
Race	16-17	17-18
American Indian - Alaskan Native	0.18%	0.18%
Asian	6.36%	6.50%
Black - African American	4.56%	5.04%
Hispanic-Latino	60.42%	59.61%
Native Hawaiian - Pacific Islander	0.02%	0.04%

White	26.49%	26.50%
Two-or-More	1.98%	2.13%

SBISD also offers specialized services and programs, based on student need. Enrollment in these student programs are as follows:

Program	16-17	17-18
Bilingual	20.68%	19.24%
English as a Second Language (ESL)	14.66%	15.15%
Career and Technical Education (CTE)	18.48%	18.52%
Free Lunch Participation	76.01%	73.58%
Reduced Lunch Participation	66.82%	57.98%
Other Economically Disadvantaged	22.95%	46.49%
Gifted & Talented	8.59%	8.85%
Special Education (SPED)	7.32%	7.75%
Title 1 Participation	47.41%	51.58%
Dyslexia	2.65%	2.82%

Our staff demographics, as reported on the 2014-2015 and 2016-2017 TAPR, are as follows.

Teacher Race	14-15	15-16
African American	6.00%	6.10%
Hispanic	29.70%	30.30%
White	58.60%	58.50%
American Indian	0.30%	0.30%
Asian	3.70%	3.40%
Pacific Islander	0.00%	0.00%
Two or More Races	1.80%	1.40%

Experience Level	15-16	16-17
Beginning Teachers	4.80%	6.40%

1-5 Years Experience	26.20%	25.80%
6-10 Years Experience	22.10%	20.80%
11-20 Years Experience	28.40%	28.70%
Over 20 Years Experience	18.60%	18.20%

Demographics Strengths

SBISD's student population is incredibly diverse, both racially and socio-economically. This is an incredible asset, as our students have a wealth of opportunities to learn from the varied experiences of their peers.

The District's faculty, on average, have many years of teaching experience-- greater than teacher experience levels across the State.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Because of demographic shifts across the district, an increasing percentage of students are identified as at-risk, economically disadvantaged, migrant, and/or LEP. SBISD must enhance the instructional capacity of teachers and leaders to better serve a more diverse population of students.

Problem Statement 2: A growing number of students are identified for individualized education programs like Special Education, Dyslexia, and gifted and talented. As these programs grow in population, resources need to better align with student need.

Student Academic Achievement

Student Academic Achievement Summary

In September 2017, our district adopted a collection of multiple measures that we prioritize to evaluate the growth and achievements of our students. These measures address:

- Completion of some form of postsecondary education or training (defined as a technical certificate, military experience, two-year degree or four-year degree)

-

- As measured by: the number of students obtaining credentials within 6 years of graduation

- Postsecondary enrollment (the number of students enrolling in postsecondary programs)

-

- As measured by: the number of students enrolling in a postsecondary program by the fall after they graduate

- Student connectedness (the extent to which students feel connected to their school community)

-

- As measured by: favorable responses on the Panorama survey

- Student growth (the amount of academic growth a student makes within a given year)

-

- As measured by: MAP assessment scores, administered three times in the 2017-2018 school year

Current Student Growth Data:

In order to measure student growth over time, SBISD uses the metric offered by MAP known as the Conditional Growth Index (CGI). The CGI compares each student's growth among the levels of growth observed across all matching peers within the norm-referenced group; this includes students in the same grade, students with the same starting score, and students with the same time of instruction between tests. A CGI value of zero (0) corresponds to typical growth meaning the student matched the anticipated amount of growth that they were expected to make given the point from which they started. Values above zero indicate the student exceeded growth projection, and values below zero indicate the student was below their growth projection.

2018 Beginning Of Year (BOY) to End Of Year (EOY) MAP Growth Results: CGI Greater than or Equal to Zero by Grade

	Mathematics			Reading		
	# Tested	# CGI \geq 0	% CGI \geq 0	# Tested	# CGI \geq 0	% CGI \geq 0
Grade K	1,990	1,111	56	1,891	894	47
Grade 1	2,110	1,325	63	1,991	1,003	50
Grade 2	2,201	1,124	51	2,079	922	44
Grade 3	2,240	1,411	63	2,185	1,083	50
Grade 4	2,295	1,306	57	2,288	1,060	46
Grade 5	2,164	1,170	54	2,192	1,055	48
Grade 6	1,663	984	59	1,627	697	43
Grade 7	1,708	1,012	59	1,645	852	52
Grade 8	1,650	1,009	61	1,479	689	47
TOTAL	18,021	10,452	58	17,377	8,255	48

2018 BOY to EOY MAP Growth Results: CGI Greater than or Equal to Zero by Race/Ethnicity:

Subject	Total	Asian	Afr. Amer.	Hispanic	White
Mathematics	58%	70%	46%	52%	69%
Reading	48%	59%	39%	41%	59%

2018 BOY to EOY MAP Growth Results: CGI Greater than or Equal to Zero by Student Sub-Group

	Total	ELL	Non-ELL	FRL	Non-FRL	SWD	Non-SWD
Mathematics	58%	52%	62%	52%	68%	42%	59%
Reading	48%	39%	52%	41%	58%	36%	48%

-

Student achievement (postsecondary readiness)

-

As measured by: grade-appropriate assessments delivered at key milestones in a student's career

Measure	Description
High School	SAT score of 480 on Evidence-Based Reading & Writing, 530 on Math and/or ACT composite score of 23 or higher (at least 19 in English and Math)
Middle School	PSAT score in 8th percentile or 390 in Evidence-Based Reading & Writing, 430 in Math and/or MAP score in 66th to 75th percentile in Reading, 70th to 84th percentile in Math and/or STAAR score of Meets Grade Level (postsecondary readiness) in Reading & Math
Elementary school	MAP score in 3rd & 5th grades in 66th to 75th percentile in Reading, 70th to 84th percentile in Math and/or STAAR score of Meets Grade Level (postsecondary readiness) in 3rd & 5th grades Reading & Math
PreK	Circle score of postsecondary readiness in Reading & Math

-

Student achievement (gap-closures)

-

As measured by: the performance gaps between key student demographics in our district (economically disadvantaged (ED) & non-ED; ELL & non-ELL; SPED & nonSPED; AfrAm & White; Hisp & White)

Current postsecondary achievement data:

PK & Elementary Students Performing at Postsecondary Readiness Thresholds

	2015-16	2016-17	2017-18
3rd grade STAAR Reading	40%	44%	42%
3rd grade STAAR Math	35%	45%	44%
5th grade STAAR Reading	45%	46%	49%
5th grade STAAR Math	42%	47%	52%

Middle School Students Performing at Postsecondary Readiness Thresholds

	2015-16	2016-17	2017-18
8th grade STAAR Reading	44%	47%	45%
8th grade STAAR Math	35%	35%	35%
PSAT ELA	74%	29%	52%
PSAT Math	41%	29%	44%

High School Students Performing at Postsecondary Readiness Thresholds

	2015-16	2016-17	2017-18
SAT Verbal	86%	68%	66%
SAT Math	65%	54%	48%
ACT Composite	52%	57%	51%
ACT English	74%	81%	78%
ACT Math	64%	68%	63%

Yearly Progress in TELPAS Composite Rating - Percent of Students Who Progressed at Least One Proficiency Level

	2015-16	2016-17
3rd grade	54%	55%
5th grade	69%	62%
8th grade	47%	51%

Student Academic Achievement Strengths

-

In Elementary grades, student performance on STAAR has improved over the past three years, with an 9 percentage point increase in the proportion of students meeting 3rd grade Math standards and a 10 percentage point increase in 5th grade Math

-

With the adoption of the Multiple Measures of Success to guide SBISD's progress monitoring, the District identified two key areas where it needed additional data: School Connectedness and Student Growth. This year, the District adopted MAP and Panorama as tools do capture these dimensions of student success, enabling the district to capture a fuller picture of how schools are serving students.

-

Across the District, 58% of students and 48% exceeded growth goals in Mathematics and Reading, respectively, on the MAP Assessment.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In the past three years, the number of high school students performing at postsecondary readiness thresholds on the SAT and ACT have declined with a more pronounced decline in SAT Verbal and ACT English. The District needs to focus on building postsecondary readiness from early years when development if academic skills is foundational, with a focus on supporting a growing ELL population.

Problem Statement 2: In middle school, student performance on STAAR over the past three years has either remained steady or increased only marginally. The district needs to focus on closing achievement gaps for students who do not meet standards in lower grades, as gaps in knowledge and skills compound over time.

Problem Statement 3: While a high proportion of students met or exceeded growth goals on MAP, the proportion of high-performing students was not equal across subgroups. In particular, the proportion of students exceeding growth goals is significantly lower in both Reading and Mathematics among African American and Hispanic students, as well as ELL and students receiving FRPL.

District Processes & Programs

District Processes & Programs Summary

Spring Branch ISD is committed to personalizing the education experience for each and every one of our students. In order to do that, we are being extremely intentional about aligning our district's and schools' processes and programs.

Academic Programs & Processes

Priority standards & proficiency scales

The creation of the proficiency scales for core contents (English language arts, reading, math, science, and social studies) started in the 2016-2017 school year. The purpose of the proficiency scales is to ensure teachers understand and adjust instruction to mean each student where they are. Furthermore, the content directors worked collaborative with content-specific group of teachers to design the proficiency scales. The scales break down Priority Standards into three levels of mastery: Developing, Proficient, and Advanced.. Following the creation of the scales, teachers have attended several trainings on proficiency scales during the district's professional development dates. The District continues to develop trainings to embed these assessment tools into classrooms across all campuses.

Dual language programs

In the past, campuses have implemented multiple dual language models. Starting in 2017-2018 the District made a strategic decision to focus on the following:

One-Way Dual Language at 13 of our elementary campuses.

1.

Buffalo Creek ES

2.

Cedar Brook ES

3.

Edgewood ES

4.

Holibrook ES

5.

Housman ES

6.

Pine Shadows ES

7.

Ridgecrest ES

8.

Shadow Oaks ES

9.

Spring Branch ES

10.

Spring Shadows ES

11.

Terrace ES

12.

Westwood ES

13.

Woodview ES

•

Two-Way Dual Language at three elementary campuses, and three secondary schools

1.

Cedar Brook ES

2.

Pine Shadows ES

3.

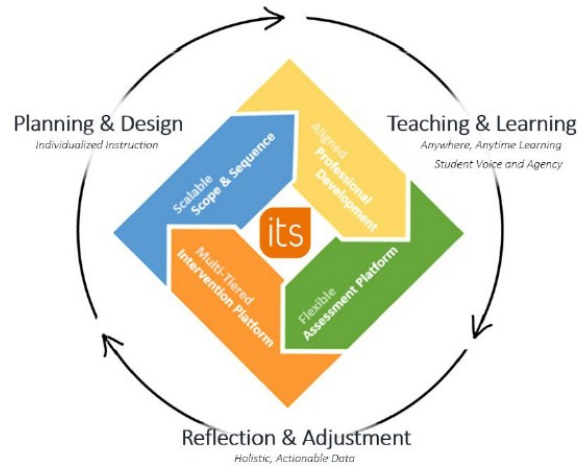
3. Sherwood ES
4. Spring Forest MS
5. Springwoods MS
6. Westchester Academy (WAIS)

PLCS, Data Wise, and Instructional Framework

The District recognizes and understand the values of professional learning communities (PLCs) and data when it comes to implementing and providing high quality instruction for students. Therefore, SBISD has made the cultivation of those practices a priority on every campus. In 2017-2018 the District formed a cross-functional team (Research and Design coordinator, elementary principal, secondary principal, and content directors) to identify the key components of an instructional framework that encompass personalized learning. The following elements were identified:

- a. Teaching and Learning (anywhere, anytime learning, student voice and agency)
- b. Reflection and Adjustment (holistic, actionable data)
- c. Planning and Design (individualized instruction)

Following the identification of the key elements, the Community Superintendents then guided the campuses to expand on the framework for each individual campus.



ItsLearning

This year, SBISD rolled out ItsLearning across the district - a learning management system that had been piloted in 2016-17. At this point, most of the district's core curriculum has been uploaded into ItsLearning and many teachers are using it to access curriculum and an assortment of instructional resources. In 2018-19, the goal is for more teachers to transition this tool into a student-facing platform where students can access curriculum and resources directly to take greater ownership of itslearning is our district-wide Learning Management System positioned to facilitate blended and personalized learning for all learners. The district's "bolt-on" core curriculum is housed in the platform for teachers to access and develop targeted instructional resources for student learning. In 2018-19, one goal is to for curriculum directors to facilitate the creation of student-facing instructional resources in the platform as guides and instructional models for their curriculum. An additional goal is to expand campus/teacher adoption by 25% so that more students can benefit from rigorous and targeted learning resources and assume greater ownership of their learning and mastery of content. their respective learning experiences.

Talent Programs & Processes

Metrics

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Our talent & operations team has been collaborating with EdFuel this year to establish a set of metrics with which to track the growth, development, and retention of SBISD staff & faculty.

Opportunity Culture

Beginning in the 2016-17 school year, SBISD embarked on a partnership with Opportunity Culture to create more flexible job opportunities for instructional staff. In the 2017-18 school year, that work expanded so that this year 13 campuses have created new positions for high-potential instructional leaders. These roles seek to expand the impact of high-performing instructors without pulling them out of the classroom entirely.

- These include the professional roles of:

- - Multi-Classroom Leader
- - Expanded Impact - Specialized Teacher
- - Expanded Impact Teacher - In-Person Blended Learning
- - Social Emotional Support Teacher
- - Expanded Impact Teacher - Remote

- Paraprofessional opportunities are designed to introduce early-career staff members to instructional roles. Paraprofessional roles extended as part of this program include:

- - Digital Lab Monitor
- - Associate Teacher
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Personalized Professional Learning

Recognizing that our staff require personalized support as much as our students require personalized instruction, SBISD has established personalized professional learning (PPL) team that has established a framework for how we will apply our core principles of personalization to professional development for our staff. Early applications of this framework have led to the development of:

- - Competency maps: Competency maps have been created for all campus-based roles in the district, expanding into a handful of administrative roles in 2017-18. These competency maps outline the specific skill sets that a staff member in a given role is expected to demonstrate, so that they can be intentional in their professional development.
- - E-badging: In order to encourage staff to take increased ownership over their own professional development pathways, the PPL team has created an e-badging program by which staff can suggest areas for professional development, propose a pathway and demonstration of mastery for that skill set, and independently pursue their own development. They earn an electronic badge for successful mastery of the skill set, and have subsequently produced a pathway for growth that can be replicated by anyone else seeking to develop that particular area.

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Job-Embedded Development

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Recognizing that only 10% of an adult's professional growth comes from formal instruction settings (e.g. workshops, conferences, classes, etc.), SBISD is developing more structures for staff members and their managers to integrate stretch opportunities into a person's day-to-day work. In 2017-18, we focused on developing those structures explicitly for and with a cohort of assistant principals (APs). Using the competency maps and appraisal documents, APs worked with each other and their respective principals to design projects that they could undertake to grow in areas that they decide to target for development. This structure was piloted in the spring of 2018 and will be refined and scaled as appropriate in the 2018-19 school year.

Customized Support Programs & Processes

- Family E3

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In 2016-17, our Community Relations team, guided by an advisory committee, designed a framework for improved family education, engagement and empowerment (Family E3) in our district. This year, the E3 team leveraged the framework to support pilot projects at 9 campuses (3 middle schools - Landrum, Spring Forest, and Northbrook; and all 5 Pre-K centers - Bear Boulevard, Tiger Trail, Panda Path, and Wildcat Way as well as Cedar Brook Elementary). This work resulted in increased opportunities for families to become more engaged and for staff to build capacity to better meet identified family E3 needs. Additionally, the district purchased interpretation devices, expanded translation capacity and mass-communications language options to enhance communications with our families with language barriers. In 2018-19 E3 support will continue at most of the pilot sites, technology training classes will expand to additional Title I elementary schools, and interpretation device usage will be further extended and encouraged. A multi-year E3 implementation plan will be developed, and strategies for expanded engagement of families of underserved populations and subpopulations will be developed and implemented.

- PIQE

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The district will continue its efforts to update the PIQE curriculum from a Common Core/California focus to align with SBISD goals, measures and the Texas foundation graduation plan. We will train new E3 staff in the delivery of the PIQE model, and develop and implement a pilot launch of the PIQE program.

- Partnership and Volunteer Programming (PVP) Framework

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With guidance from our Partners in Education (PIE) and Volunteer Advisory Board (VAB) members, SBISD's Community Relations team developed a framework to more purposefully align strategic partnerships and volunteer programming to district and campus goals. In the 2018-19 school year, the framework will be used to guide pilot community engagement initiatives at three campuses.

- Redesigned website

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In alignment with and response to the district's 2017 Communications Audit, the SBISD communications and technology teams have partnered with Finalsity to develop and launch new district and campus websites in early July 2018. The new sites are streamlined, brand-aligned, mobile-first focused, ADA compliant, multi-language enabled, and designed to serve both information and marketing needs of

current and prospective families, students, and employees.

- [CNS projects]

Foundational Programs & Processes

- School Redesign

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The School Redesign Collaborative is a cohort-based innovation accelerator that walks schools through an intensive design process towards personalized learning across the school. This year, ten schools applied for and were selected into a Redesign cohort. They engaged in deep analysis of student achievement data and insights from interviews with community members, to understand areas for improvement, explored various learning models, and received coaching and support to embed personalized learning into their classroom instruction. In the 2018-2019 school year, an additional 15 schools will engage in School Redesign.

- Innovation

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Innovation projects support investment, implementation, and evaluation of pilot programs that have potential to drive academic outcomes and socio-emotional learning. This includes a pilot of a classroom data tracking system that generates formative assessments and helps streamline data analysis so teachers can personalize instruction. Open Innovation also supports pilots in socio-emotional learning programs, teacher performance and evaluation, blended learning platforms, among others.

- Interoperability

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As our day-to-day operations become increasingly reliant on technology, it is critical that our district ensures that all of its hardware and software adheres to a core set of standards. This ensures that all of our programs are compatible and can share information across platforms so that we can increasingly consolidate our digital information. Until this year, SBISD faculty, staff, students and parents have had to navigate across multiple platforms to find information that they need. We want to make information and resources available to

- Dashboard development - This year, the District began developing a data dashboard that gives all staff access to our multiple measures of success. The dashboard will, over the course of the next year, include an external view, which enables students and families to understand their proficiency on different skills they are learning in the classroom.

District Processes & Programs Strengths

- Talent Programs and Processes prioritize job-embedded professional learning as well as coaching and feedback and build teacher and staff capacity to best serve students and families. This includes opportunities for personalized professional development and flexibility in campus roles to enhance instructional leadership.

- Programs are rooted in building community engagement. The Family E3 program has built relationships with families at 8 schools across the district in its pilot year. School Redesign incorporates empathy interviews into the redesign process, engaging the voices of teachers, students, parents, and other community stakeholders.

- Programs and Processes are designed intentionally to drive innovation to support learning for Every Child.

- The District has rolled out MAP testing across the district in K8, invested in classroom data trackers with embedded assessment tools and is in the process of developing data dashboards that help teachers, students and parents accurately assess their proficiency levels.

- The District has invested in a Learning Management System to facilitate blended and personalized learning.

- School Redesign and other professional learning opportunities and enable schools and staff to implement personalized learning to improve student academic and socio-emotional outcomes.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: With the launch of the Strategic Plan, the District has rolled out several initiatives in the past two years to align its work towards

overarching goals and priorities. When school leaders and teachers do not see these programs as aligned, they have expressed concerns of “initiative fatigue”. SBISD must streamline and align strategic efforts to ensure the right amount of evidence-based practices.

Perceptions

Perceptions Summary

SBISD operates under the guidance of five core values and four belief statements. Our core values are:

- Every Child - We put students at the heart of everything we do.
- Collaborative Spirit - We believe in each other and find joy in our work.
- Collective Greatness - We, as a community, leverage our individual strengths to reach challenging goals.
- Limitless Curiosity - We never stop learning and growing.
- Moral Compass - We are guided by strong character, ethics, and integrity.

These core values were established as the result of a year-long process during which a cross-functional team of staff worked diligently to solicit input from hundreds of stakeholders - staff, students, and families - across the district. They were soft launched in the spring of 2015 with a full-scale roll-out across the district in the 2015-16 school year.

Our belief statements are that a great school system:

- Builds on the strengths and gifts of each child;
- Provides students from poverty the same opportunities for success after high school as students from non-poverty homes;
- Instills in every student the belief that he or she can achieve more than he or she thinks possible, and;
- Ensures that every adult in the system is committed to the successful completion of some form of higher education for every child.

This year, SBISD also introduced the Panorama survey across our system. Panorama currently serves as our ultimate measure of school connectedness and is administered to all students grades 3-12. This survey asks our staff, students, and parents about their perceptions of and experiences within our district. Below is what our elementary students are telling us (according to Spring 2018 data):

- 86% report rigorous school expectations

- 79% report strong student-teacher relationships

- 72% report a strong sense of school belonging

- 71% report a healthy school climate

- 66% report feeling safe at school

Here's what our secondary students are telling us (according to Spring 2018 Panorama data):

- 62% report rigorous school expectations

- 49% report strong student-teacher relationships

- 42% report a strong sense of school belonging

- 50% report a healthy school climate

- 58% report feeling safe at school

Perceptions Strengths

Most of our elementary school students report having an overall positive experience at school.

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Most, if not all, of our district is aware of the core values that were introduced in 2015 and are generally invested in them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A majority of our secondary students are not feeling connected to their campuses. **Root Cause:** We need to do more to determine the root cause of this disconnect, but presumably we are not offering them opportunities or experiences that feel relevant or engaging to them.

Problem Statement 2: There are varying degrees of integration of the core values across campuses. **Root Cause:** SBISD needs to strengthen alignment between core values and district initiatives, systems, and campus and district-level decision-making.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: POSTSECONDARY COMPLETION: Every SBISD graduate will attain a technical certificate, military training, two-year or four-year degree. This goal will be referred to as Spring Branch T-2-4. The District will pursue the SBISD T-2-4 goal by increasing the number of students who complete a technical certificate, military training, two-year or four-year degree from 44% to 72% by 2022.

Goal 2: POSTSECONDARY ENROLLMENT: By November 2019, at least 70% of SBISD graduates will have successfully enrolled in a postsecondary option (T, M, 2, 4).

Goal 3: STUDENT GROWTH: By June 2019, at least 55% of SBISD students will meet or exceed growth targets.

Goal 4: SCHOOL CONNECTEDNESS: By June 2019, at least 65% of SBISD students will feel connected as both individuals and learners.

Goal 5: POSTSECONDARY READINESS (ACHIEVEMENT): By June 2019, at least 47% of SBISD students will demonstrate college-readiness through academic performance.

Goal 6: POSTSECONDARY READINESS (GAP-CLOSING): By June 2019, SBISD will close existing achievement gaps by 3% while all performance improves.

ED & NonED: 36%

ELL & NonELL: 24%

SWD & NonSWD: 25%

AfrAm & White: 44%

Hisp & White: 38%