

Agenda of Regular Meeting

The Board of Trustees Seguin ISD

A Regular Meeting of the Board of Trustees of Seguin ISD will be held April 26, 2022, beginning at 6:30 PM in the Board Room, 1221 E Kingsbury, Seguin, TX 78155.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. **Call to Order**
 - A. Announcement that this meeting of the Seguin Independent School District has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.
 - B. Pledges to the United States Flag and Texas Flag. Moment of silence.
 - C. Superintendent Announcements
 - D. Board Member Reports
2. **Recognition/Campus Presentations**
 - A. Campus Highlight 3
 - B. Student/Staff/Board/Community Recognition 4
3. **Audience with the Board**

The Seguin ISD Board of Trustees designates a time for audience participation at the beginning of each meeting to hear persons who desire to make comments. In accordance with Board Policy BED(Local):

 - A. those wishing to speak shall sign up before the meeting begins stating the concern or noting the agenda item they wish to address; audience participation is limited to five minutes; the Board shall not deliberate any subject that is not on the posted agenda.
4. **Reports/Information Items:**
 - A. Alamo Colleges District (ACD) Presentation 5
 - B. 2022 District Demographic Update 10
 - C. Strategic Priority and Initiative Report: Rigor, Relevance, Engagement and Professional Learning Communities (PLC) 11
5. **Closed Session:** Board will adjourn into closed session pursuant to the following sections of the Texas Open Meetings Act
 - A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.

B.	Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).	
6.	Reconvene to Open Meeting , the Board will take appropriate action on items, if necessary, as discussed in Closed Session	
A.	Possible action on professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of a public employee(s).	
7.	Consent Agenda Items - Consider and Possible Approval as Applicable	
	Policy BE (Local) states that the consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. All such items shall be acted upon by one vote without separate discussion, unless a Board Member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote as applicable.	
A.	Approval of Board Minutes of Regular Meeting - March 29, 2022 and Board Workshop - April 13, 2022.	23
B.	Approval of Tax Collection Reports for March 2022	32
C.	Approval of Proposed Budget Amendments & Financial Statements for March 2022	33
D.	Approval of Investment Report for the Third Quarter Ended March 31, 2022	41
E.	Approval of District-Wide Special Education Services (RFP #: 21-05)	46
F.	Personnel Information - Professional Employees	48
8.	Action Items	
A.	Acknowledge Board Redistricting Committee Members and Board of Trustees Charge to the Committee	52
B.	TEA’s System of Great Schools Middle School Redesign	54
C.	Discussion and Possible Action Regarding the Application of Appraised Value Limitation on Qualified Property	191
D.	Adopt the Resolution for the Assignment of Fund Balance	192
E.	Approval of District Annual Financial Audit Services (RFQ #: 22-05)	194
F.	TEA Instructional Materials Allotment (IMA) Adoption	195
G.	Instructional Materials Allotment (IMA) TEKS Certification	205
H.	Consider Recommendations for Teacher Term Contracts, Probationary Contracts, and Employment Agreements for Teachers and Other Non-Administrative Staff and Termination of Probationary and Term Contracts	248
I.	Consider Recommendations for Term Contracts, Probationary Contracts, and Employment Agreements for Administrative Personnel	249
9.	Board Comments and Request	
10.	Adjourn	

RECOGNITION ITEM: **Campus Highlight**

RECOMMENDATION: That the Board of Trustees recognizes positive campus-based activities, initiatives and accomplishments during a board meeting setting in order to be apprised of the many activities that contribute to a nurturing, academic environment in Seguin ISD schools.

Tonight’s presentation is provided courtesy of Briesemeister Middle School. Principal Dr. James Diaz will highlight a campus based initiative.

RATIONALE: The purpose of this presentation is to recognize the performance and effort put forth daily by Seguin ISD students, staff and campus administrators. Campuses will have the opportunity to share an example of an activity that fosters academic achievement and refines instructional focus during regular board meetings of 2021-22.

REFERENCE and COMPLIANCE: BJA (LOCAL) 1. h. Encourage, oversee, and participate in activities for recognition of student efforts and accomplishments.

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: None

RESOURCE PERSONNEL: Sean Hoffmann, Chief Communications Officer

Submitted by: Matthew Gutierrez Date Submitted: 04/26/22
(Signature) Dr. Matthew Gutierrez, Superintendent
(Name) 1221 E. Kingsbury St., Seguin, TX 78155
(Address) (830) 401-8614
(Telephone)

RECOGNITION ITEM: Student/Staff/Board/Community Recognition

RECOMMENDATION: That the Board of Trustees recognizes positive student- and staff-based accomplishments, as well as those of community partners and trustees, during a board meeting setting in order to be apprised of the many successes that contribute to a nurturing, academic environment in Seguin ISD schools.

- **Best Communities for Music Education Award**
- **Superintendent’s Students of the Month from Rodriguez ES, Briesemeister MS and Mercer-Blumberg Learning Center**
- **Superintendent’s Apple Award**

RATIONALE: The purpose of this presentation is to recognize the performance and effort put forth daily by Seguin ISD students, trustees, staff, campus administrators and community partners.

REFERENCE and COMPLIANCE: BJA (LOCAL) 1. h. Encourage, oversee, and participate in activities for recognition of student efforts and accomplishments.

BJA (LOCAL) 2. m. Encourage, oversee, and participate in staff recognition and support activities.

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: None

RESOURCE PERSONNEL: Dr. Matthew Gutierrez, Superintendent
Sean Hoffmann, Chief Communications Officer

Submitted by: Matthew Gutierrez Date Submitted: 04/26/22
(Signature) Dr. Matthew Gutierrez, Superintendent
(Name) 1221 E. Kingsbury St., Seguin, TX 78155
(Address) (830) 401-8614
(Telephone)

INFORMATION ITEM: Alamo Colleges District (ACD) Presentation

RECOMMENDATION: That the Board of Trustees receive information about the partnership between Alamo Colleges District and SISD.

RATIONALE: SISD and Alamo Colleges District (ACD) have been in partnerships for many years and the collaboration grew in 2014 with the launch of the Early College High School. In the near future, the relationship will continue to grow when the new Pathways To Early College High School at SHS opens in the Fall of 2023. Alamo Colleges District will provide data to reflect the progress of the partnership, to include multiyear enrollment, academic success and cost savings to students. In addition, ACD will present a certificate of appreciation to Seguin ISD.

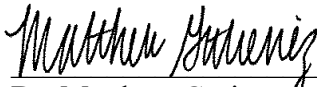
REFERENCE and COMPLIANCE: Priority 1: Improve student learning through improved instructional practice

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: Alamo Colleges District Presentation

RESOURCE PERSONNEL: Mark Cantú, Chief Innovation Officer
Anna Lisa Vargas, Director of College, Career, and Military Readiness

Submitted by:  Date Submitted: 04/26/22
 (Signature) _____
 (Name) Dr. Matthew Gutierrez, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614

Alamo Colleges District

Seguin ISD

Samantha Gallegos
Chief High School Programs Officer



ALAMO
COLLEGES
DISTRICT



Malcolm Baldrige
National Quality Award
2018 Award Recipient



Partnership with St. Philip's College



St. Philip's College

Dual Credit
Early College High School



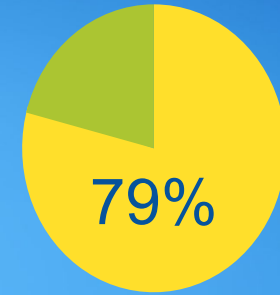


DUAL CREDIT

491 Students

224 Fall 2020

267 Spring 2021



Passing Rate

79%



18

Degrees & Certificates



32.92

Average Hours Earned by Graduates in 2021

Between 2018 and 2021, **4,573** earned credit hours have saved Seguin ISD students an estimated **\$1,399,000** in tuition costs.



Thank you for your
continued partnership.



ALAMO
COLLEGES
DISTRICT



Malcolm Baldrige
National Quality Award

2018 Award Recipient



INFORMATION ITEM: **2022 District Demographic Update**

RECOMMENDATION: That the Board of Trustees receive current demographic findings of the new demographic study.

RATIONALE: A demographic study was conducted by School District Strategies to provide data as to the future size and structure of the district student population. This data will be used for facility planning, budgeting, evaluating program locations and creating future staffing models.

BUDGET IMPACT: None

PAPERWORK IMPACT: None

REFERENCE and COMPLIANCE: CV(LOCAL) Facilities Construction
CHG(LEGAL) Purchasing & Acquisition, Real Property & Improvements
CH(LEGAL) Purchasing & Acquisition

EXHIBITS: Presentation will be posted on the district website

RESOURCE PERSONNEL: Bill Lewis, Chief of Operations & Associate Superintendent
Brent Alexander, School District Strategies

Submitted by: Matthew Gutierrez Date Submitted 04/26/22
(Signature) Dr. Matthew Gutierrez, Superintendent
(Name) 1221 E. Kingsbury St., Seguin TX 78155
(Address) (830) 401-8614
(Telephone)

INFORMATION ITEM: **Strategic Priority and Initiative Report: Rigor, Relevance, Engagement and Professional Learning Communities (PLC)**

RECOMMENDATION: That the Board of Trustees receives an update regarding rigorous, relevant, and engaging instruction and PLCs.

RATIONALE: The purpose of this report is to present the progress on the utilization of the Rigor, Relevance and Engagement Rubrics. Campus leaders are engaging in the Collaborative Instruction Review process to coach teachers on how to improve lesson plans and instructional delivery using the rubrics to guide conversations. Professional Learning Communities have been guiding instruction at Seguin ISD over that past few years. Campus leaders have worked to strengthen PLCs and the efforts to refine our PLC practices will be shared with the Board.

REFERENCE and COMPLIANCE: Strategic Priority #1 Improve student learning through improved instructional practice

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: Rigor, Relevance, and Engagement Rubrics and PLCs Presentation

RESOURCE PERSONNEL: Andrea Jaramillo, Deputy Chief of Learning and Innovation
Mark Cantú, Chief Innovation Officer

Submitted by: Matthew Gutierrez Date Submitted: 04/26/22
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

Strategic Priority and Initiative Report

April 26, 2022 Board Meeting

Strategic Priorities

Strategic Priorities

1. Improve student learning through improved instructional practice
2. Engage parents, industry and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community
3. Create the conditions in Seguin ISD to recruit, retain and engage employees



Strategic Initiatives

Superintendent and Board Goals

1. Increase K-3 literacy proficiency - 100% on level by end of 3rd grade
2. **Implement PLCs district-wide**
3. **Utilize Rigor and Relevance Framework district-wide**
4. Develop a Guaranteed and Viable Curriculum



Strategic Priority and Initiative Reports

Initiatives	Report Time											
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
K-3 Literacy Proficiency - 100% on level by end of 3rd grade		X				X			X	X		
Implement PLCs district-wide			X					X				
Utilize Rigor and Relevance Framework district-wide				X				X				
Develop a Guaranteed and Viable Curriculum					X		X			X		15



Rigor & Relevance Framework and Professional Learning Communities

District Goals for our ICLE Work

District Focus	Utilize the Learner Engagement rubric while planning to ensure higher levels of engagement across all campus and contents.
Admin Expectations	<ul style="list-style-type: none">● 1 CIR Walkthrough per month with the focus on the Learner Engagement Rubric● Ensure teachers are using the engagement rubric while planning

PLC Framework and Progression of Implementation

PLC Impact	Beliefs	Team does not have a clear shared belief system. Unrecognized and/or unchallenged belief barriers may inhibit student success.	Team is developing a shared belief system. Individuals or team recognize belief barriers that inhibit student success.	Team is making effective use of a shared belief system. Individuals or team challenge identified belief barriers that inhibit student success.	Team challenges and revises thinking to create shared beliefs and behaviors that, through unified efforts, will overcome barriers and produce improved learning for all students.
	Goals	Individual or team sets general goals to address student performance.	Team collaboratively sets goals that are perceived as fair and equal but may not be equitable.	Team collaboratively sets goals that lead to equitable outcomes.	Team collaboratively adjusts goals and produces evidence of the goals' equitable impact on student outcomes.
	Community Knowledge	Individual or team rely on current practices with minimal research of better ways to impact student learning.	Team learns from one another by taking risks, giving each other feedback, and revising their thinking to improve student learning.	Team looks beyond their PLC to research and plan for the use of best ways to improve student learning.	Team engages in an in-depth critical examination of what does and does not work to enhance student learning and contributes to the collective knowledge of PLCs in their school district.



Sentence Stems for Instructional Planning

RIGOR	RELEVANCE "Relevance makes rigor possible."	LEARNER ENGAGEMENT
<p>Thoughtful Work</p> <ul style="list-style-type: none"> • Students will have "choice" in this lesson by _____. • Students will have an opportunity to dig deeper by _____. • Students will apply what they learned by _____. 	<p>Meaningful Work ("real" product)</p> <ul style="list-style-type: none"> • Students can use what they created to _____. (<i>To teach, help, share, solve, explain, or to inspire an authentic audience</i>) • This is connected to _____(topic/subject) by _____. 	<p>I know my students are engaged because my students are...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussing this topic using academic language <input type="checkbox"/> Digging deeper into content <input type="checkbox"/> Asking questions <input type="checkbox"/> Seeking answers <input type="checkbox"/> Able to explain their thinking <input type="checkbox"/> Creating products for a purpose <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Persevering through challenges <input type="checkbox"/> Making connections across content areas and to the world <input type="checkbox"/> Able to communicate the purpose of this lesson
<p>High-Level Questioning</p> <ul style="list-style-type: none"> • Am I asking only questions that have one word answers? • All students will have the opportunity to answer my questions by _____. • Students will be able to ask and further explore content by _____. <i>What questions do you have about ____? What do you wonder? What do you think?</i> • With your group, create 1 to 2 questions about _____. 	<p>Authentic Resources</p> <ul style="list-style-type: none"> • Students will get information from _____. (<i>classroom library, magazines, videos, websites</i>) • The real-world resources I can bring in are _____. (menus, cereal boxes, prescription bottles, recipes, commercials and advertisements) 	
<p>Academic Discussion</p> <ul style="list-style-type: none"> • Students will explain their thinking to each other by _____. • Some academic language students will need to use in their discussion includes _____. 	<p>Learning Connections</p> <ul style="list-style-type: none"> • Because my students are interested in _____ I will connect to that by _____. • This matters to my students because _____. • Students will see this in the real world by _____. 	

READY-TO-GO INSTRUCTIONAL STRATEGIES THAT BUILD COLLABORATION, COMMUNICATION, & CRITICAL THINKING

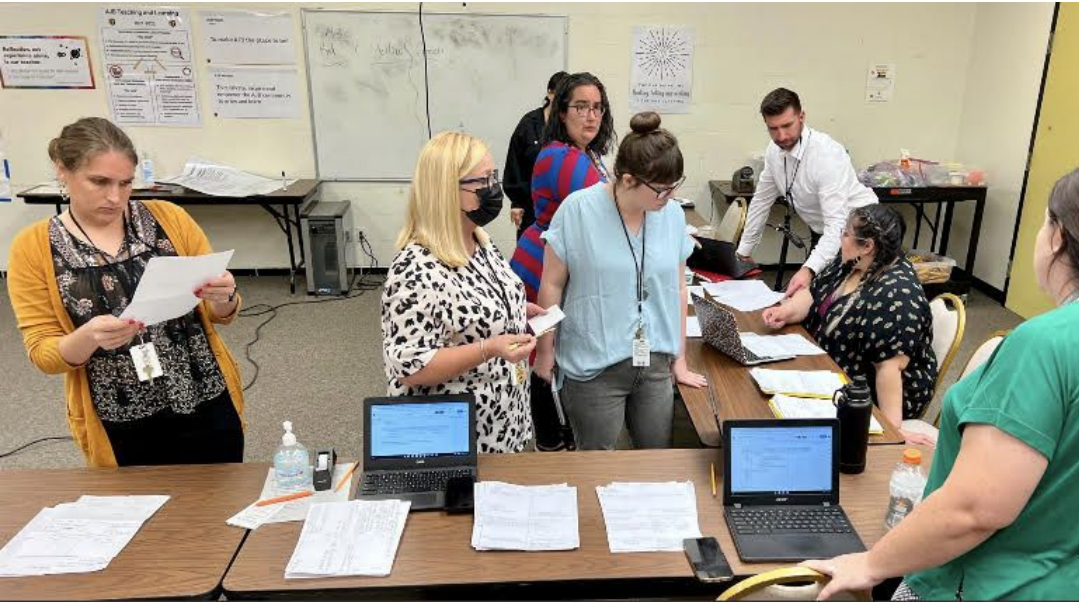


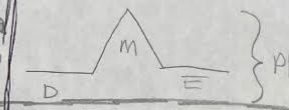
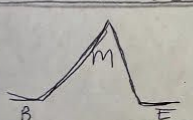
DENISE WHITE ALISA BRADY



ONE HEART
ONE SEGUIN

Secondary Literacy PLC



T: volar (to fly)	!/? \square Anthony H
G: Fiction? (Personal Narrating)	Girl wanted to become or have a superhero body - she wanted live a new life.
P: it relates to reader's that changes and security is Okay.	Why does she want to be a superhero?
S:  Plot	
V: aerodynamic to move swiftly through the air incongruous	familial: family, or close members is considered family
T: The fan club	!/? Anthony H
G: fiction	Pl: school is boring
P: <input checked="" type="checkbox"/> People end up bullying Rachel and starts the Rachel fan club	Main characters Lvara Diune G Ploten (Rachel)
S:  Plot cycle	Diune and her friends would made fun of Lvara and people who were rich.
V: needed: lift on hales Cooking up = making plan mohai = long silky hair exclusive: denying others for participation hostile: having to show unfriendly feeling	Diune ends up bullying horten and Cynical: believing people are motivated by self-interest

Next Steps:

1. Utilization of the *Sentence Stems for Instructional Planning* document.
2. Create opportunities for campus administrators to share what is working on their specific campus in relation to ICLE with other campus administrators.
3. Begin planning with campus admin the action plan for continuing the work of ICLE & Solution Tree on their campus.

Minutes of Regular Meeting

The Board of Trustees

Seguin ISD

A regular board meeting of the Board of Trustees of Seguin ISD was held Tuesday, March 29, 2022, beginning at 6:30 PM in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Ben Amador, Denise Crettenden (arrived at 6:32 p.m.), Linda Duncan, Alejandro R. Guerra, Carl Jenkins, Glenda Moreno, Cinde Thomas-Jimenez (virtual) and Dr. Matthew Gutierrez, Superintendent

Absent:

Also Present: Nikki Bittings, Chief Student Services Officer; Mark Cantu, Chief Innovation Officer; Anthony Hillberg, Chief Financial Officer; Sean Hoffmann, Chief Communications Officer; Andrea Jaramillo, Deputy Chief of Innovation and Learning; Bill Lewis, Chief Operating Officer and Associate Superintendent; Cindy Moreno, Chief Human Resources Officer; Florin and Robyn Popa, Partners with PB Group LLC and Pfluger Architects; Valerie Gunter, Jefferson Elementary Principal; Tracee Gonzales, Jefferson Assistant Principal; Tiffany Wehe, Weinert Elementary Interim Principal; Nancy Ramirez, Superintendent Secretary and media.

1. Call to Order

A. Mr. Jenkins called the meeting to order at 6:30 p.m. and a quorum was established. The meeting of the Seguin ISD has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

B. The pledges were led by Kaylee Estrada, Seguin High School senior, followed by a moment of silence.

C. Superintendent Announcements:

Dr. Gutierrez provided the board and community with highlights, upcoming key dates and event information since the last board meeting which included recognizing staff and student achievements and successes from across the district. Dr. Gutierrez thanked the community members who are volunteering to participate on the Strategic Planning Task Force. He also invited the community to participate in the Seguin Education Foundation's Race for Education 5K run scheduled for Saturday morning at the Back Yard.

D. Board Member Reports:

The Board provided updates and information on recent activities, meetings, conferences, and school events they have participated in or attended.

2. Recognition/Campus Presentations

A. Campus Highlight

The presentation was provided courtesy of Jefferson Elementary. Ms. Gunter, principal, and Tracee Gonzales, Assistant Principal shared a presentation and video highlighting campus based initiatives and culture.

B. Student/Staff/Board/Community Recognition

The Board of Trustees recognized the following students and staff for their outstanding accomplishments:

- **Seguin High School BPA Students**
Dr. Gutierrez recognized Christian Bertling for earning second place national qualifier in JAVA programming and Kyle Fiebig for being named Texas Merit Scholar winner-the only student in Texas to earn this honor.
- **Superintendent’s Elementary, Middle and High School Students of the Month**
Dr. Gutierrez was honored to recognize Ariana Palacios, third grade student at Jefferson Elementary, Geovane Campos, eight grade student at Briesemeister Middle School and Kaylee Estrada, a senior at Seguin High School for going above and beyond as leaders and exceptional students in and out of the classroom. They are all excellent role models working hard to achieve their goals while assisting their peers.
- **Superintendent’s Award**
Dr. Gutierrez was honored to recognize Terri Hartman, Seguin High School Transition Teacher, as the March recipient of the Superintendent’s Leadership Award for going above and beyond daily duties to cultivate, inspire and empower her students, colleagues and Seguin ISD community.

3. Audience with the Board

No one signed up to address the Board.

4. Reports/Information Items:

A. Strategic Priority and Initiative Report: Guaranteed and Viable Curriculum

The Board of Trustees received an update from Ms. Jaramillo regarding Seguin ISD’s development of a guaranteed and viable curriculum.

B. Seguin ISD 2021-2022 Annual Staffing Report

The Board of Trustees received information from Mrs. Moreno regarding the Annual Staffing Report for 2021-2022. The purpose of this report is to present to the Board the annual staffing breakdown for this school year. This report is required as stated in Board Policy DAA (Regulation) Annual Staffing Report. These staffing reports indicate workforce changes for each campus and/or department through December of 2021.

C. Bond 2019 Project and Facilities Update

The Board of Trustees received an update from Florin and Robyn Popa regarding the AJB Bond 2019 project and Facilities update regarding the Baseball and Softball fields.

The Board recessed from 7:45-7:55 p.m.

5. Closed Meeting –The Board adjourned into closed session at 7:55 p.m.

A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.

B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).

1. Discussion Regarding Academic Dean at Jefferson Elementary
2. Discussion Regarding Principal at Weinert Elementary

C. Pursuant to Texas Government Code Section § 551.072 – Discuss the sale, purchase, exchange, lease or value of real property.

6. Reconvene to Open Meeting – The Board reconvened at 8:41 p.m.

A. Possible action to approve professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of employee(s).

1. Possible Action to Select Academic Dean at Jefferson Elementary

Mr. Guerra moved, seconded by Mrs. Moreno to select Cindi Perez as Academic Dean at Jefferson Elementary.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
Nays: None

2. Possible Action to Select Principal at Weinert Elementary

Mrs. Crettenden moved, seconded by Ms. Duncan to select Tiffany Wehe as Principal at Weinert Elementary.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
Nays: None

7. Consent Agenda Items – Consider and Possible Approval:

A. Approval of Board Minutes for:

Board Workshop, February 9, 2022

Regular Meeting, February 15, 2022

Special Meeting, March 3, 2022

B. Approval of Tax Collection Reports for February 2022

The Board of Trustees approved the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for February 2022. The Texas Property Tax Code requires the collector of taxes for a taxing unit prepare a written report of tax collections made for the preceding month. The Guadalupe County Tax Assessor-Collector collects ad valorem taxes for the District.

C. Approval of Proposed Budget Amendments & Financial Statements for January 2022

The Board of Trustees approved the proposed budget amendments and financial statements for the General Fund, Child Nutrition Fund, and Debt Service Fund as of January 31, 2022.

D. Approval of Proposed Budget Amendments & Financial Statements for February 2022

The Board of Trustees approved the proposed budget amendments and financial statements for the General Fund, Child Nutrition Fund, and Debt Service Fund as of February 28, 2022.

E. Approval of Donations Received February 2022

The Board of Trustees approved the donations received by the District during the month of February 2022 in the amount of \$300.00 from various business and individuals. District Board policy CDC (Local) states "...any (unsolicited) gift that the potential donor has expressly made

conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval.

F. Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, and Services (RFP #:21-02)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit for HVAC Systems Maintenance, Equipment, Parts, and Services. A Request for Proposals (RFP#: 21-02) was issued on August 7, 2020 for HVAC Systems Maintenance, Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the one response received, all met the RFP requirements. With approval from the Board of Trustees, the following respondent will be added to the list of approved vendors for this RFP: Gemaire Distributors. The list of previously approved vendors is available on the Bids page of the District website. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

G. Approval of District-Wide Special Education Services (RFP #: 21-05)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for Special Education Services. A Request for Proposals (RFP#: 21-05) was issued on August 7, 2020 for Special Education Services. The bid was competitively solicited in compliance with Board Policy. Of the one responses received, all met the RFP requirements. With approval from the Board of Trustees, the following respondent will be added to the list of approved vendors for this RFP: Rose Rodriguez. The list of previously approved vendors is available on the Bids page of the District website. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

H. First Reading for Consideration or Approval of the Local District Update (LDU) - FFAC (LOCAL)

The Board of Trustees reviewed and approved the updated (LOCAL) policy FFAC: Wellness and Health Services Medical Treatment to align FFAC (LOCAL) with proposed new practices. The policy language has been verified by TASB.

I. Information Regarding Purchases Through the DIR Purchasing Cooperative for a total cost of \$140,060

The Board of Trustees received information regarding the purchases of GTS Technology Solutions, Inc., Reference #DIR-TSO-3763 Dell Branded Products through the DIR Purchasing Cooperative at a cost of \$140,060.

J. Acknowledge Public Information Act Request Feb. - March 2022

The Board of Trustees received information regarding the Public Information Act requests received since February 3, 2022. The purpose of this agenda item is to keep trustees apprised of the District's Public Information program.

Mr. Amador moved, seconded by Ms. Duncan to approve Consent Action Items:

**A. Approval of Board Minutes for:
Board Workshop, February 9, 2022
Regular Meeting, February 15, 2022
Special Meeting, March 3, 2022**

B. Approval of Tax Collection Reports for February 2022

C. Approval of Proposed Budget Amendments & Financial Statements for January 2022

D. Approval of Proposed Budget Amendments & Financial Statements for February 2022

- E. Approval of Donations Received February 2022
- F. Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, and Services (RFP #:21-02)
- G. Approval of District-Wide Special Education Services (RFP #: 21-05)
- H. First Reading for Consideration or Approval of the Local District Update (LDU) – FFAC (LOCAL)
- I. Information Regarding Purchases Through the DIR Purchasing Cooperative for a total cost of \$140,060
- J. Acknowledge Public Information Act Request Feb. - March 2022

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
 Nays: None

8. Action Items:

A. Consider Appointing a Budget Committee for the Board of Trustees

Mrs. Thomas-Jimenez moved, seconded by Ms. Duncan to appoint Denise Crettenden, Carl Jenkins and Glenda Moreno as the budget committee for the Board of Trustees. The budget committee will receive preliminary information and updates from the Business Department during the development of the 2022-23 proposed budgets for the General Operating, Child Nutrition, and Debt Service funds. The function of the committee shall be fact-finding, deliberative, and advisor, but not administrative. The committee will dissolve upon adoption of the 2022-23 budget.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
 Nays: None

B. Adopt the Resolution for the Assignment of Fund Balance

Mrs. Moreno moved, seconded by Mr. Guerra to adopt the Resolution for the Assignment of Fund Balance as presented.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
 Nays: None

C. Personnel Action Professional Employees

Ms. Duncan moved, seconded by Mr. Amador to recognize and acknowledge the following new hires and resignations for the 2021-2022 school year listed below:

New Hire Elections:

Name	Campus	Effective
Domonique Johnson	Seguin High School	3/21/22
Perez, Cynthia	Jefferson Elementary	4/4/22

Resignations:

Berry, Jordan, Jefferson Elementary, effective June 3, 2022

Ms. Berry, 3rd Grade Teacher, has resigned due to personal reasons. Ms. Berry has 1 year with Seguin ISD.

Brietzke, Darren, Rodriguez Elementary, effective June 13, 2022

Mr. Brietzke, Special Program Administrator, has resigned and elected to retire.

Mr. Brietzke has 6 years with Seguin ISD.

Crunk, Mary, DAEP, effective June 3, 2022

Crunk, Mary, Credit Recovery, has resigned and elected to retire.

Ms. Crunk has 21 years with Seguin ISD.

Cunningham, Resa, Jefferson Elementary, effective June 3, 2022

Ms. Cunningham, 3rd Grade Teacher, has resigned due to personal reasons.

Ms. Cunningham has 5 years with Seguin ISD.

Gonzales, Erika, Seguin High School, effective June 3, 2022

Ms. Gonzales, Spanish Teacher, has resigned to take a position closer to home.

Ms. Gonzales has 8 years with Seguin ISD.

Gonzales, Johanna, Koennecke Elementary, effective March 11, 2022

Ms. Gonzales, Dual Language Interventionist, has resigned to take a position closer to home.

Ms. Gonzales has 7 months with Seguin ISD.

Ince, Shanda, AJB Middle School, effective June 13, 2022

Ms. Ince, Counselor, has resigned due to personal reasons.

Ms. Ince has 1 year with Seguin ISD.

Ireland, Andrew, Seguin High School, effective April 1, 2022

Mr. Ireland, Welding Teacher/Coach, has resigned due to personal reasons.

Mr. Ireland has 1 ½ years with Seguin ISD.

Kennedy, Sarah, AJB Middle School, effective March 4, 2022

Ms. Kennedy, Science Teacher, has resigned to take a Coordinator position with Comal ISD.

Ms. Kennedy has 5 years with Seguin ISD.

Kirby, Michelle, Special Education Dept., effective June 30, 2022

Ms. Kirby, Braille Teacher, has resigned and elected to retire.

Ms. Kirby has 6 years with Seguin ISD.

McDaniel, Matthew, Seguin High School, effective February 25, 2022

Mr. McDaniel, Defensive Coordinator, has resigned due to personal reasons.

Mr. McDaniel has 1 year with Seguin ISD.

McDonald, William, Seguin High School, effective June 3, 2022

Mr. McDonald, AG Teacher, has resigned due to personal reasons.

Mr. McDonald has 1 year with Seguin ISD.

Mueller, Chelsea, Jefferson Elementary, effective June 3, 2022

Ms. Mueller, 2nd Grade Teacher, has resigned due to personal reasons.

Ms. Mueller has 1 year with Seguin ISD.

Ramirez, Christina, Jefferson Elementary, effective March 11, 2022

Ms. Ramirez, Academic Dean, has resigned due to personal reasons.

Ms. Ramirez has 2 years with Seguin ISD.

Ray, Shelly, Barnes Middle School, effective March 25, 2022

Ms. Ray, ESL Teacher, has resigned to stay home with newborn baby.

Ms. Ray has 3 years with Seguin ISD.

Saldana, Joseph, Seguin High School, effective February 1, 2022

Mr. Saldana, Special Education Plus Teacher, has resigned due to personal reasons.

Mr. Saldana has 2 years with Seguin ISD.

Schepp, Leslie, Seguin High School, effective June 3, 2022

Ms. Schepp, Art Teacher, has resigned due to personal reasons.

Ms. Schepp has 5 years with Seguin ISD.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez

Nays: None

D. Discussion and Possible Action to Grant Superintendent Hiring Authority for Certified Personnel During Recruiting Season

Mrs. Crettenden moved, seconded by Mr. Amador to grant Dr. Gutierrez final hiring authority of all contractual personnel beginning on April 1, 2022 and ending on August 31, 2022. Due to competitive hiring season in the spring, this authority will allow Seguin ISD to offer immediate employment opportunities to the strongest, highly qualified teacher applicant pool.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez

Nays: None

E. Consideration and Approval of the Resolution for Texas Association of School Boards Superintendent of the Year Nomination

Mrs. Thomas-Jimenez moved, seconded by Mrs. Moreno to approve the resolution for Texas Association of School Boards (TASB) Superintendent of the Year Nomination. A district may nominate their superintendent for the TASB Superintendent of the Year Nomination.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez

Nays: None

9. Board Comments and Request

There were no Board comments nor request.

All prior Board requests have been addressed.

10. Adjourn

Mr. Amador moved, seconded by Mr. Guerra to adjourn the meeting. The meeting adjourned at 8:56 p.m.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez

Nays: None

Secretary/April 26, 2022

President/April 26, 2022

Minutes of Board Workshop

The Board of Trustees

Seguin ISD

A board workshop of the Board of Trustees of Seguin ISD was held Wednesday, April 13, 2022 beginning at 6:30 PM in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Ben Amador, Denise Crettenden, Linda Duncan, Alejandro R. Guerra, Carl Jenkins, Glenda Moreno (virtual), Cinde Thomas-Jimenez and Dr. Matthew Gutierrez

Absent:

Also Present: Nikki Bittings, Chief Student Services Officer, Mark Cantu, Chief Innovation Officer; Anthony Hillberg, Chief Financial Officer; Sean Hoffmann, Chief Communications Officer; Andrea Jaramillo, Deputy Chief of Innovation and Learning; Bill Lewis, Chief Operating Officer and Associate Superintendent; Cindy Moreno, Chief Human Resources Officer; Allison Pape, Innovation Specialist, Jason Schmidt, Jim Barnes Middle School Principal; Dr. Chanda Bloch, Director of Secondary Education; Tori Beutnagel, Jim Barnes Middle School Associate Principal; Amanda Hardwick, Academic Dean and Nancy Ramirez, Superintendent Secretary.

1. Call to Order

A. Mrs. Thomas-Jimenez called the meeting to order at 6:30 p.m. and a quorum was established.

B. The meeting of the Seguin ISD has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

C. The pledges were led by Mrs. Pape, followed by a moment of silence.

2. Audience with the Board

Paul Bain Martin signed up to address the board regarding growth and addictions.

3. Open Session:

A. System of Great Schools Middle Schools Redesign Updates

The Board and Superintendent's Leadership Team received an update from Mr. Cantu and the Jim Barnes Middle School Team regarding the System of Great Schools Middle School Redesign Update for A.J. Briesemeister and Jim Barnes Middle School, including but not limited to the process, planning, and next steps. All Board questions and comments were addressed.

The Board recessed for a five-minute break from 7:51-7:56 p.m.

4. Closed Session: Board went into closed session at 7:57 p.m. pursuant to the following sections of the Texas Open Meetings Act.

A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129, consultation with legal counsel including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.

- B. Pursuant to Texas Government Code Section §551.074, discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).
- C. Pursuant to Texas Government Code Section §551.072, discuss the sale, purchase, exchange, lease, or value of real property.

5. Open Session: The Board reconvened at 8:53 p.m. No action was taken.

A. 2022-23 Budget Development Update

The Board received information from Mr. Hillberg regarding the 2022-23 budget development including but not limited to Purchasing Cooperatives, State and Federal Grants, Bond Fund, General Operating Fund, ESSER 2 and ESSER 3 plans. All board questions and comments were addressed.

6. Adjourn

The meeting adjourned at 9:40 p.m.

Secretary/April 26, 2022

President/April 26, 2022

ACTION ITEM:

Approval of Tax Collection Reports for March 2022

RECOMMENDATION:

That the Board of Trustees approve the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for March, 2022

RATIONALE:

The Texas Property Tax Code requires the collector of taxes for a taxing unit prepare a written report of tax collections made for the preceding month. The Guadalupe County Tax Assessor-Collector collects ad valorem taxes for the District.

REFERENCE and COMPLIANCE:

BDAF (LEGAL) - Selection and Duties of Chief Tax Official

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

Tax payments are received by direct deposit to the District's accounts at Lone Star Investment Pool. Payments are remitted to the District two days after the County receives them.

Total Tax Collections for the month of March, 2022:

Current	\$	2,580,659
Delinquent		74,643
Penalty and Interest		202,096
Total Monthly Collections	\$	<u>2,857,399</u>
Total Tax Collections Year to Date	\$	<u>51,264,324</u>
Delinquent Tax Levy		2,600,074
Percent Collected through March 2022		57.06%
Percent of Tax Levy Collected last year		61.85%

EXHIBITS:

None

RESOURCE PERSONNEL:

Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Sally Eckhart, Budget Coordinator

Submitted by:

(Signature)

(Name)

(Address)

(Telephone)



Date Submitted: 04/26/22

Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

ACTION ITEM: **Approval of Proposed Budget Amendments & Financial Statements for March 2022**

RECOMMENDATION: That the Board of Trustees approve the proposed budget amendments and financial statements for the General Fund, Child Nutrition Fund, and Debt Service Fund as of March 31, 2022.

RATIONALE: The District’s official budget includes the General Fund, Child Nutrition Fund, and Debt Service Fund. The adoption of the budgets associated with these funds and subsequent amendments should be approved by the Board of Trustees. The attached budget reports and financial statements are designed to provide interim information for the Board of Trustees regarding operations of the District. The attached financial statements are unaudited and do not reflect certain required accounting entries for the official year-end financial report.


REFERENCE and COMPLIANCE: CE (LEGAL) and CE (LOCAL) Annual Operating Budget
The Board shall amend the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other financing sources (uses).

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Budget amendments reflected in this report require approval by the Board of Trustees.

EXHIBITS: Proposed Budget Amendments and Financial Statements for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund are attached.

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CSTBO
Sally Eckhart, Budget Coordinator

Submitted by:  Date Submitted: 04/26/22
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

Function Codes

11 – Instruction - Activities that deal directly with the interaction between teachers and students

12 – Instructional Resources/Media Services - Expenditures that are directly and exclusively used for resource centers, establishing and maintaining libraries

13 – Curriculum & Instructional Staff Development – Expenditures directly and exclusively used to aid instructional staff in planning, developing and evaluating the process of providing learning experiences for students. (Includes in-service training for instructional or instructional-related personnel (Functions 11, 12, and 13))

21 – Instructional Leadership - Expenditures that are for managing, directing, supervising, and providing leadership for staff who provide general and specific instructional services

23 – School Leadership - Expenditures to direct and manage a school campus

31 – Guidance & Counseling – Expenditures for assessing and testing students' abilities, aptitudes and interests; counseling students

32 - Social Work Services - Expenditures that for activities such as investigating and diagnosing student social needs arising out of the home, school or community: includes truant/attendance officers

33 – Health Services - Expenditures for providing physical health services to students

34 – Student Transportation - Expenditures for transporting students to and from school.

35 – Food Service – Expenditures for food service operations

36 – Extracurricular Activities - Expenditures for school-sponsored activities outside of the school day.

41 – General Administrations - Expenditures for purposes of managing or governing the school district as an overall entity

51 – Maintenance & Operations - Expenditures for activities to keep the facilities and grounds open, clean, comfortable and in effective working condition and state of repair, and insured

52 – Security & Monitoring Services – Expenditures for activities to keep student and staff surroundings safe, whether in transit to or from school, on a campus or participating in school-sponsored events at another location

53 – Data Processing Services - Expenditures for data processing services, whether in-house or contracted.

61 – Community Services - Expenditures for activities or purposes other than regular public education and includes expenditures are for services or activities relating to the whole community or some segment of the community

71 – Debt Service – Expenditures for debt service payments and related fees

81 – Facilities Acquisition and Improvements - Expenditures for acquiring, equipping, and/or making additions to real property and sites

99 – Other Governmental Charges – Expenditures for other intergovernmental charges not defined above

**Sequin Independent School District
Proposed Budget Amendments and Financial Statements
General Operating Fund
March 2022**

	Budget				Actual			Budget Remaining	
	Adopted Budget	March 1, 2022	Proposed Amendment(s)		March 31, 2022	March 1, 2022	Current Month		March 31, 2022
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity		Year to Date
REVENUE									
Local									
Property Taxes-Current	35,924,796	35,924,796	-	-	35,924,796	33,055,399	1,807,988	34,863,386	1,061,410
Property Taxes-Delinquent	1,565,467	1,565,467	-	-	1,565,467	689,346	54,154	743,500	821,967
Property Taxes-Penalty & Interest	589,549	589,549	-	-	589,549	189,119	142,253	331,372	258,177
Interest Income	300,000	300,000	-	-	300,000	16,285	9,022	25,307	274,693
Other Local Income	106,000	106,000	-	-	106,000	223,804	10,863	234,667	-
State	27,589,065	27,589,065	-	-	27,589,065	12,458,592	464,732	12,923,324	14,665,741
Federal	1,167,000	1,167,000	-	-	1,167,000	1,569,270	(53,266)	1,516,005	-
						137,529			
REVENUE	67,241,877	67,241,877	-	-	67,241,877	48,339,343	2,435,747	50,637,561	17,081,988
EXPENSE									
11 - Instruction	38,026,348	38,439,127	-	29,239	38,468,366	19,708,819	3,028,868	22,737,686	15,730,680
12 - Instructional Resources & Media Svcs	1,039,692	1,018,932	-	(373)	1,018,559	517,248	80,899	598,147	420,412
13 - Curr & Instructional Staff Development	758,308	648,372	-	(18,126)	630,246	266,578	23,190	289,768	340,478
21 - Instructional Leadership	1,918,474	2,169,348	-	5,000	2,174,348	1,387,172	171,460	1,558,632	615,716
23 - School Leadership	4,739,389	4,856,828	-	(1,928)	4,854,900	2,856,726	382,436	3,239,162	1,615,738
31 - Guidance & Counseling Services	2,502,237	2,634,395	-	(12,930)	2,621,465	1,416,299	202,141	1,618,440	1,003,025
32 - Social Work Services	515,123	516,152	-	-	516,152	317,671	47,893	365,564	150,588
33 - Health Services	732,772	759,739	-	-	759,739	404,408	61,384	465,791	293,948
34 - Student Transportation	2,697,926	3,049,258	-	-	3,049,258	1,591,653	336,269	1,927,922	1,121,336
35 - Food Service	-	-	-	-	-	-	-	-	-
36 - Co-curricular Activities	2,107,064	2,154,315	-	(882)	2,153,433	1,219,462	157,116	1,376,577	776,856
41 - General Administration	2,314,463	2,327,080	-	-	2,327,080	2,009,669	418,139	2,427,809	(100,729)
51 - Plant Maintenance & Operations	6,815,174	7,277,332	-	-	7,277,332	4,731,814	495,775	5,227,590	2,049,742
52 - Security & Monitoring Services	547,950	535,602	-	-	535,602	332,028	51,891	383,919	151,683
53 - Data Services	1,835,567	2,196,644	-	-	2,196,644	1,394,420	100,280	1,494,700	701,944
61 - Community Services	80,706	75,270	-	-	75,270	17,025	1,372	18,397	56,873
71 - Debt Services	-	665,000	-	-	665,000	665,000	-	665,000	-
81 - Facilities Acquisition & Construction	-	500,000	-	-	500,000	115,090	-	115,090	384,910
99 - Intergovernmental Charges (Appraisal Svcs)	610,684	635,684	-	-	635,684	465,305	-	465,305	170,379
EXPENSE	67,241,877	70,459,078	-	-	70,459,078	39,416,385	5,559,112	44,975,497	25,483,581
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ (3,217,201)	\$ -	\$ -	\$ (3,217,201)	\$ 8,922,958	\$ (3,123,365)	\$ 5,662,064	\$ (8,401,593)
Other Sources	-	-	-	-	-	205,000	-	205,000	
Other Uses	-	-	-	-	-	-	-	-	
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 205,000	\$ -	\$ 205,000	
RESULT OF ACTIVITIES	\$ -	\$ (3,217,201)	\$ -	\$ -	\$ (3,217,201)	\$ 9,127,958	\$ (3,123,365)	\$ 5,867,064	

Additional Information to the Reader			
PRELIMINARY ESTIMATE - Fund Balance:		PRELIMINARY ESTIMATE - Fund Balance Test per Board Policy CE (LOCAL):	
21 - 22 Beginning Unassigned Fund Balance (Unaudited)	\$ 30,872,224	Amended Budget Expense (official test will use actuals at year end)	70,459,078
21 - 22 Beginning Restricted Fund Balance (Unaudited)	\$ 525,823	Less: Non-Operating Expenses	
	\$ 31,398,047	Assigned for Ballet Folklorio Uniforms & Equipment	\$ (37,500)
21 - 22 Actual Year to Date Revenue Over/(Under) Expense	\$ 5,662,064	Assigned for SHS Band & Mariachi Uniforms & Instruments	\$ (226,000)
21 - 22 Actual Year to Date Other Sources and Uses	205,000	Assigned for 21-22 QZAB Payment	\$ (665,000)
21 - 22 Budget Remaining Revenue Over/(Under) Expense	\$ (8,401,593)	Assigned for Maint. Forklift, Equipment & Repainting	\$ (247,000)
21 - 22 Estimated Year End Result of Activities	\$ (2,534,529)	Assigned for Baseball & Softball Field resurfacing & Mower	\$ (275,000)
* 21 - 22 Estimated Ending Unassigned Fund Balance (Unaudited)	<u>\$ 28,863,518</u>	Assigned for District Phone System Replacement	\$ (220,060)
		Assigned for SHS Ag Dept trailer	\$ (18,255)
		Assigned for Wood Fiber for district playgrounds	\$ (52,200)
		Assigned for SHS Outdoor tables & umbrellas	\$ (27,800)
		Assigned for Bus replacements	\$ (422,563)
		Assigned for Baseball/Softball complex design services	\$ (400,000)
		Assigned for Architectural Bond project renderings	\$ (100,000)
		Restricted Program Funds - Early Education Allotment	\$ (525,823)
		Total Non-Operating Expenses	\$ (3,217,201)
		21 - 22 Budgeted Operating Expense (official test will use actuals at year end)	\$ 67,241,877
		25% Unassigned Fund Balance Criteria as per Board Policy CE (LOCAL)	25%
		21 - 22 Minimum Unassigned Fund Balance	\$ 16,810,469
		* 21 - 22 Estimated Ending Unassigned Fund Balance (Unaudited)	<u>\$ 28,863,518</u>
		Projected Unassigned Fund Balance Over/(Under) CE (LOCAL) Requirement	<u>\$ 12,053,048</u>

Seguin Independent School District
Budget Amendment Detail For General Operating Fund
March, 2022

Budget Report - Attachment 1
26-Apr-2022

Revenues:

Total Revenue Increase (Decrease) \$ -

Expenditures:

Total Expenditures Increase (Decrease) \$ -

Other Sources:

Total Other Sources Increase (Decrease) \$ -

**Seguin Independent School District
Proposed Budget Amendments and Financial Statements
Child Nutrition Fund
March 2022**

	Budget					Actual			Budget Remaining
	Adopted Budget	March 1, 2022	Proposed Amendment(s)		March 31, 2022	March 1, 2022	Current Month	March 31, 2022	
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity	Year to Date	
REVENUE									
Local									
Property Taxes-Current									
Property Taxes-Delinquent									
Property Taxes-Penalty & Interest									
Interest Income	20,000	20,000	-	-	20,000	862	472	1,334	18,666
Other Local Income	771,000	771,000	-	-	771,000	193,370	29,959	223,329	547,671
State	70,000	70,000	-	-	70,000	16,016	6,275	22,291	47,709
Federal	3,914,000	3,914,000	-	-	3,914,000	3,401,649	574,288	3,975,937	-
REVENUE	4,775,000	4,775,000	-	-	4,775,000	3,611,896	610,995	4,222,890	614,047
EXPENSE									
11 - Instruction									
12 - Instructional Resources & Media Svcs									
13 - Curr & Instructional Staff Development									
21 - Instructional Leadership									
23 - School Leadership									
31 - Guidance & Counseling Services									
32 - Social Work Services									
33 - Health Services									
34 - Student Transportation									
35 - Food Service	4,764,500	4,764,500	-	-	4,764,500	2,728,946	378,457	3,107,403	1,657,097
36 - Co-curricular Activities									
41 - General Administration									
51 - Plant Maintenance & Operations	10,000	10,000	-	-	10,000	6,731	616	7,347	2,653
52 - Security & Monitoring Services	500	500	-	-	500	397	44	442	59
53 - Data Services									
61 - Community Services									
71 - Debt Services									
81 - Facilities Acquisition & Construction									
99 - Intergovernmental Charges (Appraisal Servs)									
EXPENSE	4,775,000	4,775,000	-	-	4,775,000	2,736,075	379,118	3,115,192	1,659,808
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	875,821	231,877	1,107,698	(1,045,761)
Other Sources	-	-	-	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-	-	-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
RESULT OF ACTIVITIES	\$ -	\$ -	\$ -	\$ -	\$ -	875,821	231,877	1,107,698	\$ -

Additional Information to the Reader			
PRELIMINARY ESTIMATE - Fund Balance:			
<i>21 - 22 Beginning Fund Balance (Unaudited)</i>			
Unassigned	\$	1,392,522	
Non Spendable-Inventory	\$	31,256	
Total 21 - 22 Beginning Fund Balance (Unaudited)	\$	1,423,778	
21 - 22 Actual Year to Date Revenue Over/(Under) Expense	\$	1,107,698	
21 - 22 Actual Year to Date Other Sources and Uses	\$	-	
21 - 22 Budget Remaining Revenue Over/(Under) Expense	\$	(1,045,761)	
21 - 22 Estimated Year End Result of Activities	\$	61,937	
21 - 22 Estimated Ending Fund Balance (Unaudited)	\$	1,485,715	

Seguin Independent School District
Budget Amendment Detail For Child Nutrition Fund
March, 2022

Budget Report - Attachment 1
26-Apr-2022

Revenues:

Total Revenue Increase (Decrease)

\$ -

Expenditures:

Total Expenditures Increase (Decrease)

\$ -

Seguin Independent School District
Proposed Budget Amendments and Financial Statements
Debt Service Fund
March 2022

	Budget				Actual			Budget Remaining	
	Adopted Budget	March 1, 2022		March 31, 2022	March 1, 2022	Current Month	March 31, 2022		
		Amended Budget	Propagmatic Changes						Balance Neutral
REVENUE									
Local									
Property Taxes-Current	13,720,824	13,720,824	-	-	13,720,824	14,144,520	772,671	14,917,191	-
Property Taxes-Delinquent	135,496	135,496	-	-	135,496	258,701	20,489	279,190	-
Property Taxes-Penalty & Interest	-	-	-	-	-	69,750	59,843	129,593	-
Interest Income	-	-	-	-	-	5,137	3,409	8,545	-
Other Local Income	-	-	-	-	-	-	-	-	-
State	-	-	-	-	-	252,698	-	252,698	-
Federal	-	-	-	-	-	-	-	-	-
REVENUE	13,856,320	13,856,320	-	-	13,856,320	14,730,805	856,412	15,587,218	-
EXPENSE									
11 - Instruction									
12 - Instructional Resources & Media Svcs									
13 - Curr & Instructional Staff Development									
21 - Instructional Leadership									
23 - School Leadership									
31 - Guidance & Counseling Services									
32 - Social Work Services									
33 - Health Services									
34 - Student Transportation									
35 - Food Service									
36 - Co-curricular Activities									
41 - General Administration									
51 - Plant Maintenance & Operations									
52 - Security & Monitoring Services									
53 - Data Services									
61 - Community Services									
71 - Debt Services	13,856,320	13,856,320	-	-	13,856,320	12,409,327	1,445,191	13,854,519	1,801
81 - Facilities Acquisition & Construction									
99 - Intergovernmental Charges (Appraisal Servs)									
EXPENSE	13,856,320	13,856,320	-	-	13,856,320	12,409,327	1,445,191	13,854,519	1,801
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	2,321,478	(588,779)	1,732,699	\$ (1,801)
Other Sources	-	-	-	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-	-	-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
RESULT OF ACTIVITIES	\$ -	\$ -	\$ -	\$ -	\$ -	2,321,478	(588,779)	1,732,699	-

Additional Information to the Reader			
PRELIMINARY ESTIMATE - Fund Balance:			
21 - 22 Beginning Fund Balance (Unaudited)			
Total 21 - 22 Beginning Fund Balance (Unaudited)	\$	11,989,982	
21 - 22 Actual Year to Date Revenue Over/(Under) Expense	\$	1,732,699	
21 - 22 Actual Year to Date Other Sources and Uses	\$	-	
21 - 22 Budget Remaining Revenue Over/(Under) Expense	\$	(1,801)	
21 - 22 Estimated Year End Result of Activities	\$	1,730,898	
21 - 22 Estimated Ending Fund Balance (Unaudited)	\$	13,720,880	

Seguin Independent School District
Budget Amendment Detail For Debt Service Fund
March, 2022

Budget Report - Attachment 1
26-Apr-2022

Revenues:

Total Revenue Increase (Decrease) \$ -

Expenditures:

Total Expenditures Increase (Decrease) \$ -

ACTION ITEM: **Approval of Investment Report for the Third Quarter Ended March 31, 2022**

RECOMMENDATION: That the Board of Trustees approve the Investment Report for the quarter ended March 31, 2022.

RATIONALE: State law and Board Policy require quarterly reports regarding the District's investments.

This report is designed to allow the Board of Trustees to review the investment activity for the quarter ended March 31, 2022. The District's earnings rates, investment position, and yield information are presented for the period.

The District currently invests exclusively in interlocal governmental investment pools ("pools"), which allow withdrawals on a same day basis. The book value of pools is considered to be the market value and is reflected accordingly in the attached Investment Report.

REFERENCE and COMPLIANCE: CDA (LEGAL) and CDA (LOCAL) Other Revenues - Investments


PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Investment Report

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Christina Garcia, General Ledger Specialist, CTSBS

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)


Date Submitted: 04/26/22
Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

**SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
THIRD QUARTER ENDED MARCH 31, 2022**

<u>INVENTORY OF INVESTMENTS</u>	Weighted Average Maturity 1.0 Day	Balance <u>03/31/22</u>
GENERAL OPERATING FUND 199		
TexPool - Local Maintenance		805,289
Lone Star		27,274,460
Logic		423,929
MBIA		8,903,693
TOTAL GENERAL OPERATING FUND		\$ 37,407,370
	Weighted Average Maturity	
CHILD NUTRITION FUND 240		
Lone Star		<u>\$ 1,914,474</u>
	Weighted Average Maturity	
INTEREST & SINKING FUND 599		
TexPool		1,092,045
Lone Star		12,570,963
TOTAL INTEREST & SINKING FUND		\$ 13,663,008
	Weighted Average Maturity	
2019 SCHOOL BUILDING FUND 620		
Lone Star		<u>\$ 25,931,311</u>
OAK PARK MALL ENTERPRISE FUND 711		
TexPool		<u>\$ 299,070</u>
WORKER'S COMPENSATION SELF-INSURANCE FUND 753		
TexPool		806,076
Lone Star		2,759,775
TOTAL WORKERS' COMPENSATION FUND		\$ 3,565,851
	Weighted Average Maturity	
STUDENT ACTIVITY TRUST & AGENCY FUND 865		
TexPool		<u>\$ 184,756</u>
	Weighted Average Maturity	
GRAND TOTALS		<u><u>\$ 82,965,839</u></u>

The investments of the District are in compliance with Investment Policy and the Public Funds Investments Act.

Anthony Hillberg, Chief Financial Officer 
 Christina Garcia, General Ledger Specialist 
 Dr. Matthew Gutierrez, Superintendent 

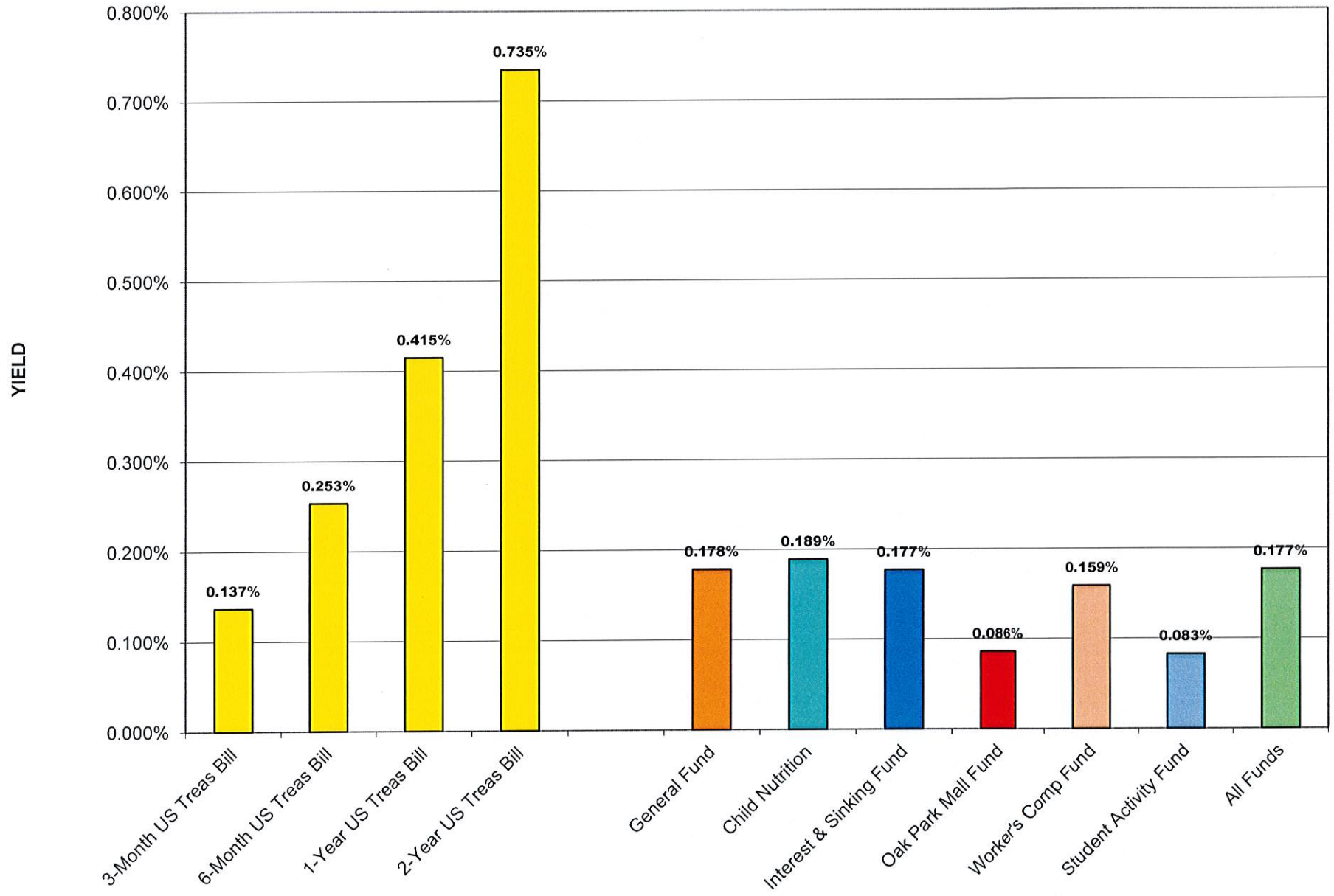
INVESTMENT REPORT
THIRD QUARTER ENDED MARCH 31, 2022

<u>INVESTMENT TRANSACTIONS</u>	<u>QUARTER BEGINNING BALANCE 01/01/22</u>	<u>NET CHANGE</u>	<u>QUARTER ENDING BALANCE 03/31/22</u>
GENERAL OPERATING FUND 199			
TexPool	794,194	11,095	805,289
Lone Star	22,158,816	5,115,643	27,274,460
Logic	423,772	156	423,929
MBIA	8,899,964	3,729	8,903,693
TOTAL GENERAL OPERATING FUND	\$ 32,276,746	\$ 5,130,624	\$ 37,407,370
CHILD NUTRITION FUND 240			
Lone Star	\$ 1,035,481	\$ 878,993	\$ 1,914,474
INTEREST AND SINKING FUND 599			
TexPool	1,091,815	230	1,092,045
Lone Star	9,728,839	2,842,124	12,570,963
TOTAL INTEREST AND SINKING FUND	\$ 10,820,654	\$ 2,842,354	\$ 13,663,008
SCHOOL BUILDING FUND 620			
Lone Star	\$ 29,422,657	\$ (3,491,347)	\$ 25,931,311
OAK PARK MALL FUND 711			
TexPool	\$ 291,059	\$ 8,010	\$ 299,070
WORKER'S COMPENSATION SELF-INSURANCE FUND 753			
TexPool	805,906	170	806,076
Lone Star	2,745,269	14,506	2,759,775
TOTAL WORKERS' COMPENSATION FUND	\$ 3,551,174	\$ 14,676	\$ 3,565,851
STUDENT ACTIVITY TRUST & AGENCY FUND 865			
TexPool	\$ 203,590	\$ (18,834)	\$ 184,756
GRAND TOTALS	\$ 77,601,362	\$ 8,855,823	\$ 82,965,839

**SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
THIRD QUARTER ENDED MARCH 31, 2022**

<u>YIELD ON INVESTMENTS</u>	<u>AVERAGE BALANCE</u>	<u>INTEREST INCOME</u>	<u>YIELD</u>
GENERAL OPERATING FUND 199			
TexPool - Local Maintenance	803,953	170	0.086%
Lone Star	26,408,762	12,008	0.184%
Logic	423,805	156	0.150%
MBIA	8,901,315	3,729	0.170%
TOTAL GENERAL OPERATING FUND	\$ 36,537,835	\$ 16,063	0.178%
CHILD NUTRITION FUND 240			
Lone Star	\$ 1,727,009	\$ 805	0.189%
INTEREST AND SINKING FUND 599			
TexPool	1,091,858	230	0.086%
Lone Star	12,836,875	5,855	0.185%
TOTAL INTEREST & SINKING FUND	\$ 13,928,733	\$ 6,085	0.177%
2019 SCHOOL BUILDING FUND 620			
Lone Star	\$ 27,332,897	\$ 11,968	0.178%
OAK PARK MALL ENTERPRISE FUND 711			
TexPool	\$ 296,235	\$ 63	0.086%
WORKER'S COMPENSATION SELF-INSURANCE FUND 753			
TexPool	805,938	170	0.086%
Lone Star	2,751,975	1,225	0.181%
TOTAL WORKER'S COMPENSATION FUND	\$ 3,557,913	\$ 1,395	0.159%
STUDENT ACTIVITY TRUST & AGENCY FUND 865			
TexPool	\$ 188,707	\$ 39	0.083%
TOTAL INTEREST FOR ALL FUNDS	\$ 83,569,329	\$ 36,418	0.177%
BENCHMARK YIELDS			
3-Month US Treasury Bill			0.137%
6-Month US Treasury Bill			0.253%
One Year US Treasury Bill			0.415%
Two Year US Treasury Bill			0.735%

SEGUIN INDEPENDENT SCHOOL DISTRICT
THIRD QUARTER ENDED MARCH 31, 2022



ACTION ITEM: **Approval of District-Wide Special Education Services (RFP #: 21-05)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for Special Education Services.

RATIONALE: A Request for Proposals (RFP#: 21-05) was issued on August 7, 2020 for Special Education Services. The bid was competitively solicited in compliance with Board Policy. Of the one responses received, all met the RFP requirements. With approval from the Board of Trustees, the following respondent will be added to the list of approved vendors for this RFP: Patricia Buckley. The list of previously approved vendors is available on the Bids page of the District [website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition


PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Halcy Dean, Director of Matador Special Services
Jennifer Raske Martinez, Purchasing Coordinator, CTSBO

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 04/26/22

SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM

RFP #: 21-05, SPED SERVICES
 BID CLOSING DATE: JUNE 30, 2023
 ISSUING DEPARTMENT(S): SPED

VENDOR	SERVICES PROVIDED	Recommended
Patricia Buckley	Dyslexia Intervention Services	Y

Note:
 The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Experience
- Goods and/or services meet District needs

ACTION ITEM:

Personnel Information - Professional Employees

RECOMMENDATION:

The Board of Trustees recognizes and acknowledges the new professional hires for the 2021 – 2022 school year and the resignations listed below.

**FOR BOARD'S
ACKNOWLEDGMENT
ELECTIONS:
TEACHERS:**

Name	Campus	Effective
Applewhite, Caleb	Seguin High School	8/4/2022
Barrett, Megean	AJB Middle School	7/25/2022
Bergamini, Jessie	Seguin High School	8/4/2022
Elley, Sara	Vogel Elementary	4/18/2022
Gloria, Christina	Seguin High School	8/4/2022
Goodine, Hanna	Weinert Elementary	8/4/2022
Guerrero, Jordan	AJB Middle School	8/4/2022
Hughey, Nicole	Barnes Middle School	8/4/2022
Riley, Lauren	Barnes Middle School	8/4/2022
Tuffentsamer, Shelby	Barnes Middle School	8/4/2022

**BOARD'S
ACKNOWLEDGEMENT
RESIGNATIONS:**

Alexius, Jobie, Weinert Elementary, effective 4/8/2022

Ms. Alexius, Special Education Teacher, has resigned due to personal health reasons.

Ms. Alexius has 4 years with Seguin ISD.

Driver, Daniel, AJB Middle School, effective 6/3/2022

Mr. Driver, Special Education Teacher, has resigned due to relocation.

Mr. Driver has 2 years with Seguin ISD.

Ferrel, Julia, Barnes Middle School, effective 6/3/2022

Ms. Ferrel, Spanish Teacher, has resigned due to personal reasons.

Ms. Ferrel has ½ year with Seguin ISD.

Flack, Robert, Seguin High School, effective 6/3/2022

Mr. Flack, ELA Teacher, has resigned due to personal reasons.

Mr. Flack has 9 years with Seguin ISD.

Gleason, Adam, AJB Middle School, effective 6/3/2022

Mr. Gleason, Math Teacher, has resigned due to personal reasons.

Mr. Gleason has 4 years with Seguin ISD.

Hall, David, LLI, effective 6/13/2022

Mr. Hall, Math Specialist, has resigned due to personal reasons.
Mr. Hall has 3 years with Seguin ISD.

Hinesly, Maloree, Patlan Elementary, effective 6/3/2022

Ms. Hinesly, 2nd Grade Teacher, has resigned due to personal reasons.
Ms. Hinesly has 3 years with Seguin ISD.

Intessimone, Susan, Barnes Middle School, effective 6/3/2022

Ms. Intessimone, Counselor, has resigned due to personal reasons.
Ms. Intessimone has 1 year with Seguin ISD.

Jones, Deja, Jefferson Elementary, effective 6/3/2022

Ms. Jones, Special Education Teacher, has resigned due to personal reasons.
Ms. Jones has 1 year with Seguin ISD.

Keesee, Chevonne, Jefferson Elementary, effective 6/3/2022

Ms. Keesee, Virtual Teacher, has resigned to accept a position with another school district.
Ms. Keesee has 1 year with Seguin ISD.

Dr. Kouhana, Hilary, Seguin High School, effective 6/3/2022

Dr. Kouhana, ELA Teacher, has resigned due to personal reasons.
Dr. Kouhana, has 1 year with Seguin ISD.

Krause, Dawn, Koennecke Elementary, effective 6/3/2022

Ms. Krause, GT Teacher, has resigned and elected to retire.
Ms. Krause has 29 years with Seguin ISD.

Ledezma, Jackline, AJB Middle School, effective 6/3/2022

Ms. Ledezma, Social Studies Teacher, has resigned due to personal reasons.
Ms. Ledezma has 3 years with Seguin ISD.

Luckey, Chelsea, Seguin High School, effective 6/3/2022

Ms. Luckey, ELA Teacher, has resigned to accept a position closer to home.
Ms. Luckey has 4 years with Seguin ISD.

Miles, Samantha, Seguin High School, effective 6/3/2022

Ms. Miles, ELA Teacher, has resigned due to personal reasons.
Ms. Miles has 6 years with Seguin ISD.

Moore, Rhonda, Ball Early Childhood, effective 6/9/2022

Ms. Moore, RN, has resigned and elected to retire.
Ms. Moore has 20 years with Seguin ISD.

Morgan, Kelly, Barnes Middle School, effective 6/3/2022

Ms. Morgan, ELAR Teacher, has resigned to accept a position closer to home.
Ms. Morgan has 1 year with Seguin ISD.

Morris, Lynze, Vogel Elementary, effective 6/3/2022

Ms. Morris, 2nd Grade Teacher, has resigned due to relocation.
Ms. Morris has 1 year with Seguin ISD.

Palacios, Samantha, Barnes Middle School, effective 4/1/2022

Ms. Palacios, ELAR Teacher, has resigned due to accept a position with Region 20.

Ms. Palacios has 4 years with Seguin ISD.

Pogue, Tara, Barnes Middle School, effective 6/3/2022

Ms. Pogue, Math Teacher, has resigned due to personal reasons

Ms. Pogue has 3 years with Seguin ISD.

Ramos, Ramiro, Rodriguez Elementary, effective 6/3/2022

Mr. Ramos, PE Teacher, has resigned and elected to retire.

Mr. Ramos has 28 years with Seguin ISD.

Reavis, Laura, AJB Middle School, effective 6/3/2022

Ms. Reavis, Math Interventionist, has resigned due to personal reasons.

Ms. Reavis has 6 years with Seguin ISD.

Rouser, Megan, Patlan Elementary, effective 6/3/2022

Ms. Rouser, Special Education Teacher, has resigned due to military reassignment.

Ms. Rouser has 3 years with Seguin ISD.

Sherrill, Kaylyn, Patlan Elementary, effective 6/3/2022

Ms. Sherrill, 3rd Grade Teacher, has resigned to accept a position with another school district.

Ms. Sherrill has 1 year with Seguin ISD.

Tomlinson, Shaeleigh, Seguin High School, effective 6/3/2022

Ms. Tomlinson, ELA Teacher, has resigned due to personal reasons.

Ms. Tomlinson has 1 year with Seguin ISD.

Vestal, Kristian, Barnes Middle School, effective 6/3/2022

Ms. Vestal, Special Education Teacher, has resigned due to personal reasons.

Ms. Vestal has 5 years with Seguin ISD.

West, Brandon, DAEP, effective 4/13/2022

Mr. West, Teacher/Coach, has resigned due to personal reasons.

Mr. West has 2 years with Seguin ISD.

Wiley, Lyndsey, AJB Middle School, effective 6/3/2022

Ms. Wiley, ELAR Teacher, has resigned to accept a position with another school district.

Ms. Wiley has 6 years Seguin ISD.

RATIONALE:

Strategic Priority 3: Create the conditions in Seguin to recruit, retain and engage employees.

REFERENCE and COMPLIANCE:

DC (LEGAL), DC (LOCAL), Employment Practices

BUDGET IMPACT/ INFORMATION:

None

PAPERWORK IMPACT:

This item will result in follow up communication with the employee.

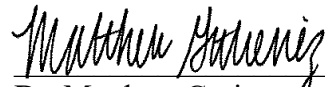
EXHIBITS:

Information Sheet

**RESOURCE
PERSONNEL:**

Cynthia Moreno, Chief Human Resource Officer

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Date Submitted: 04/26/22

Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

ACTION ITEM:

Acknowledge Board Redistricting Committee Members and Board of Trustees Charge to the Committee

RECOMMENDATION:

Approve the list of committee members and the charge for the committee.

RATIONALE:

Committee Member	Appointed By
Timothy Haas	Cinde Thomas -Jimenez
Elizabeth Dixon	Carl Jenkins
Ileen Rangel	Ben Amador
Linda Dietz	Linda Duncan
Doris Guerrero	Glenda Moreno
Wanda Rosales	Alejandro R. Guerra
Mike Burrow	Denise Crittenden
Sharon Johnson	Dr. Matthew Gutierrez
Non-Voting Members	
Bill Lewis	Associate Superintendent
Cynthia Moreno	Chief Human Resources Officer
Tori Beutnagal	Associate Principal JBMS
Nikki E. Bittings	Chief Student Services Officer
Sean Hoffmann	Chief Communications Officer

The Redistricting Committee will consider the following charge while developing a single member district map to present to the board:

- Use identifiable geographic boundaries for SMD boundaries when possible
- Maintaining communities of interest such as neighborhoods
- Adopt compact and contiguous districts
- Avoid retrogression

REFERENCE and COMPLIANCE:

BBB(LEGAL)(LOCAL) Board Members, Elections
BBA(LEGAL) Board Members, Eligibility Qualifications

PAPERWORK IMPACT:

None

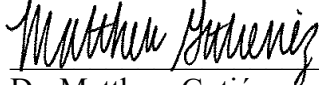
BUDGET IMPACT: None

EXHIBITS: None

RESOURCE

PERSONNEL:

Dr. Matthew Gutierrez, Superintendent
Bill Lewis, Chief Operating Officer and Associate Superintendent
Sean Hoffmann, Chief Communications Officer

Submitted by:  Date Submitted 04/26/22
(Signature) _____
(Name) Dr. Matthew Gutiérrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin TX 78155
(Telephone) (830) 401-8614

ACTION ITEM:

TEA’s System of Great Schools Middle School Redesign

RECOMMENDATION:

That the Board of Trustees adopt the timeline, blueprint, and performance agreements for A.J. Briesemeister and Jim Barnes Middle Schools.

RATIONALE:

SISD joined TEA’s System of Great Schools Network in June 2022. The network is a 4-year program that provides district leaders with technical assistance, professional learning communities, and support in applying for grants and other financial resources. Twenty districts, enrolling about 550,000 students, participate in the SGS Network. These districts are united by the commitment to ensure that every student has access to a high-quality, best-fit school. The SGS Strategy is a district-level problem solving approach that district leaders use to understand school performance and community demand and deliver the schools families want, need, and deserve. District leaders use the strategy to expand what works, replace what doesn’t, and pursue all possible options to create high-quality, best-fit schools. The strategy includes four levers: analyze school performance, expand great options, improve access to options, and create new organizational structures

Using the TCLAS, Decision 9 grant award of \$1,500,000.00, A.J. Briesemeister and Jim Barnes Middle Schools will implement a three-year school redesign plan to create extraordinary equitable learning experiences in order to increase student outcomes.

REFERENCE and COMPLIANCE:

EHAA(Legal) Basic Instructional Program
Priority 1: Improve student learning through improved instructional practice

PAPERWORK IMPACT:

Campus and district TEA implementation plans

BUDGET IMPACT/ INFORMATION:

TCLAS grant, LLI funds

EXHIBITS:


- Middle School Redesign Presentation
- AJB School Redesign Blueprint
- AJB School Performance Agreement
- AJB Redesign Approval Process
- Barnes School Redesign Blueprint
- Barnes School Performance Agreement
- Barnes Redesign Approval Process

RESOURCE PERSONNEL:

Mark Cantú, Chief Innovation Officer

Submitted by:

(Signature)
 (Name)
 (Address)
 (Telephone)


Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 04/26/22



A.J. Briesemeister and Jim Barnes Middle Schools Redesign

April 26, 2022

Seguin ISD Board Meeting

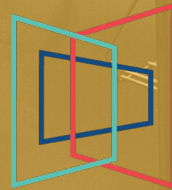


Recommendation for Adoption



- Blended Learning Campus Redesign Approval Process
- Campus Redesign Blueprints
- Campus Performance Agreements

SGS Overview + Middle School Redesign



Transcend
BUILDING BEYOND THE LIMITS OF SCHOOL DESIGN

What is the System of Great Schools?



The Strategy

District-level problem solving approach

Includes four levers

Used to:

- Expand what works
- Replace what doesn't
- Pursue all possible options to create high-quality, best-fit schools

“We help districts understand and deliver the schools their families want, need, and deserve.”

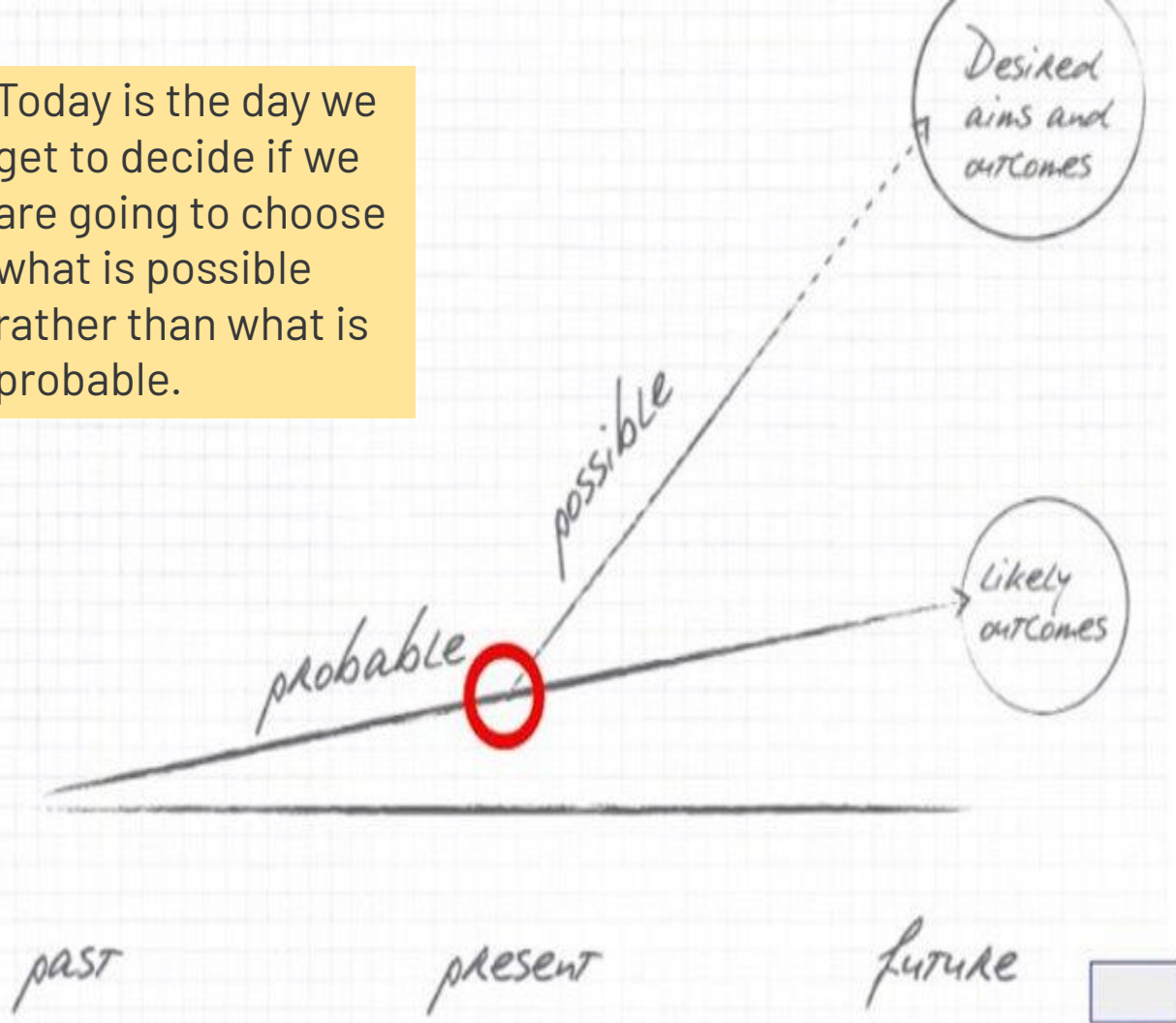
TEA System of Great School Website

Effective Schools Framework (ESF)



The ESF supports school and district continuous improvement efforts by providing the basis for the ESF diagnostic process and the **foundation** for the alignment of resources and supports to the needs each school.

Today is the day we get to decide if we are going to choose what is possible rather than what is probable.

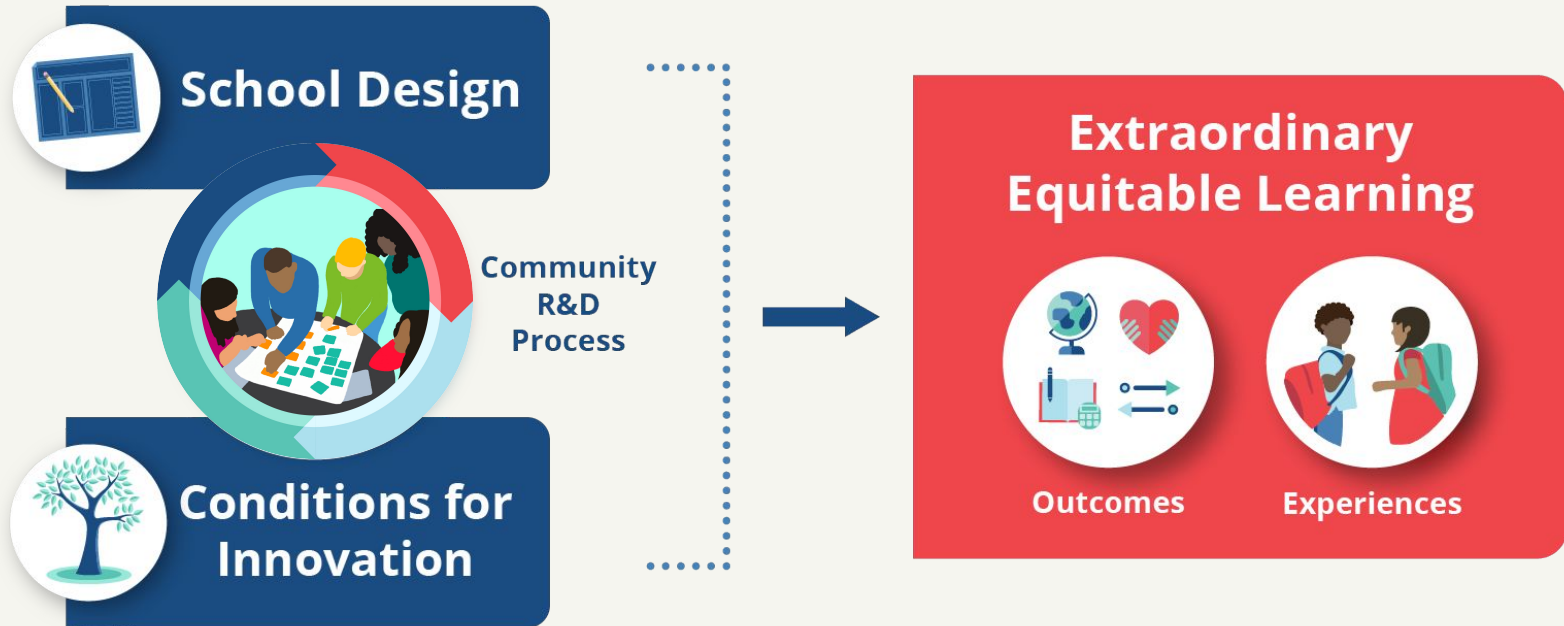


Why Redesign?

Transcend Process

How We'll Get There

Our Ultimate Goal

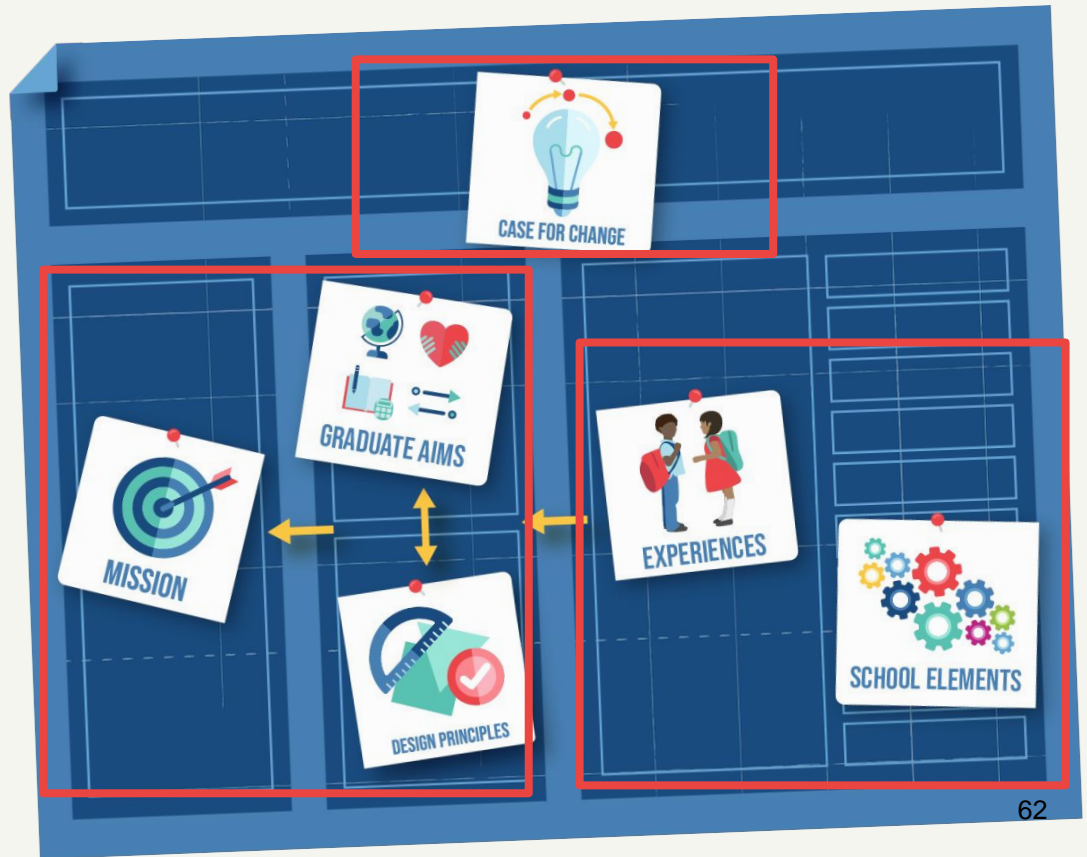




School Design Components

WHAT

WHY



HOW

TEA Required Elements



ACADEMIC MODEL



Blended Learning



High Quality Instructional Materials (HQIM)



High-Dosage Tutoring



Social-Emotional Wellbeing

Extended Learning Time



63

The Design Journey



PLANNING

IMPLEMENTATION & ITERATION

YEAR 1

2021 - 2022

YEAR 2

2022 - 2023

YEAR 3

2023 - 2024





Blended Learning Campus Redesign Approval Process

What	When	Person(s) Responsible
Identify campus for School Action, based on available models in cycle	March/April 2022	Superintendent Leadership Team (SLT) + Chief Innovation Officer
Create campus redesign plan	June - December 2022	Campus principal/Campus leadership team Learning, Leadership, Innovation (LLI) Team Technical Assistance Provider
Share draft plans with Superintendent Leadership Team	January 2023	Campus principal/Campus leadership team
Finalize campus redesign plan	January - March 2023	Campus principal/Campus leadership team Learning, Leadership, Innovation (LLI) Team Technical Assistance Provider
Finalize campus performance agreement for following school year	April 2023	Campus principal Chief Innovation Officer Director of Secondary OR Elementary Education
Board discussion and approval of the Redesign Plan	April 2023	Superintendent + Board of Trustees
Submit redesign plan to TEA	May 2023	Chief Innovation Officer
Review of Campus Performance Agreements and provide update to Board	Quarterly (September, November, March, June) <i>*Will align to Interim Assessment dates</i>	Campus principal Chief Innovation Officer Director of Secondary OR Elementary Education Board of Trustees
Annual Performance Review using Quality Seats Analysis (QSA)	June 2023	Superintendent + Leadership Team (SLT)

Campus Redesign Blueprint

[AJB Full Blueprint Link](#)

[Barnes Full Blueprint Link](#)



A.J. BRIESEMEISTER
M I D D L E S C H O O L



AJB Team



Transcend Partner of School Design

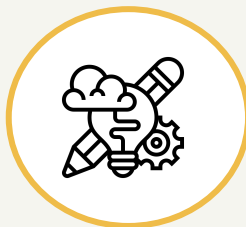
Dr. Archie Moss



Planning Team, Focus: driving forward the process

Dr. Diaz, Mr. Arriola, Mrs. Duvall, Mr. Podorsky

Mr. Mark Cantu, Dr. Chanda Bloch, Mrs. Allison Pape



Design Team, Focus: advance the vision for the school design

Mrs. Patriz Luna, Mrs. Michelle Kuempel, Mrs. Michelle Price, Mr. Joshua Fowlkes,

Mrs. Laura Reavis, Mr. Luis Blancarte, Mr. Max Brandenberger, Mrs. Stacy Thomas, 68

Mrs. Athena Rivas



At AJB Middle School, we ensure that students grow academically, emotionally and socially when creative and imaginative educators ignite their passions. The learning experiences we create are engaging, relevant and collaborative to meet the needs of all. Parent, community and industry partners are essential for student success. Teachers foster student curiosity and initiative through meaningful and relevant learning experiences. Relationships that nurture student growth and development are key to our success.



Intellectual Prowess

Habits of Success

Relationship Skills

Pathfinding

**High Expectations
with Unlimited
Opportunities**

Relevance

Whole Child

Active Self-Direction

HQIM ELAR

**HQIM Math &
Blended Learning**

**Academic
TAG
& SEL TAG**

**Flex Fridays:
SEL & PBL**

**High Dosage
Tutoring:
TAG & A.C.E.**



JBMS Team



Transcend Partner of School Design

Dr. Kelly M. Hung

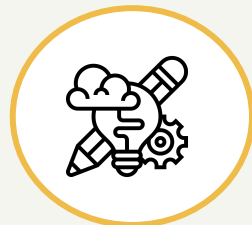


Planning Team, Focus: driving forward the process

Mr. Jason Schmidt, Ms. Tori Beutnagel, Mrs. Amanda Hardwick,

Ms. Stephanie Spangler (Bellwether Education)

Mr. Mark Cantu, Dr. Chanda Bloch, Mrs. Allison Pape



Design Team, Focus: advance the vision for the school design

Ms. Amanda Pond, Ms. Cheryl Schriewer, Ms. Christina Smith,

Ms. Bobbie Parsons, Ms. Linsey Rios, Ms. Shantill Vann, Ms. Carlie Tucker



MISSION

Our Mission

To provide an environment where all learners explore, reflect, and grow.

Our Vision:

JBMS inspires ALL learners to achieve excellence.

Our Motto:

Be BOLD!



GRADUATE AIMS

Academic Scholar

Collaborator

**Self-Reflective
Learner**

**Courageous
Citizen**



DESIGN PRINCIPLES

Relevance

Rigorous Learning

**Connection &
Community**



EXPERIENCES

**HQIM in
ELAR**

**HQIM Math &
Blended
Learning**

**BOLD Fridays:
Toreador's Reflect
(SEL)**

**BOLD Fridays:
Toreador's Grow
(Intervention/Acceleration)**

**BOLD Fridays:
Toreador's Explore
(PBL Electives) 71**



Campus Performance Agreements

Handwritten signature
Signature

Performance Agreements

- Required component of school redesign process
- The Performance Agreement should include:
 - How the district will support implementation of an innovation school
 - Flexibilities and autonomies granted to the school
 - Identified performance measures the campus leader must meet over a three-year period
- Provides a three-year leadership commitment to school community
- Establishes a quality review process



[AJB Performance Agreement](#)

[Barnes Performance Agreement](#)

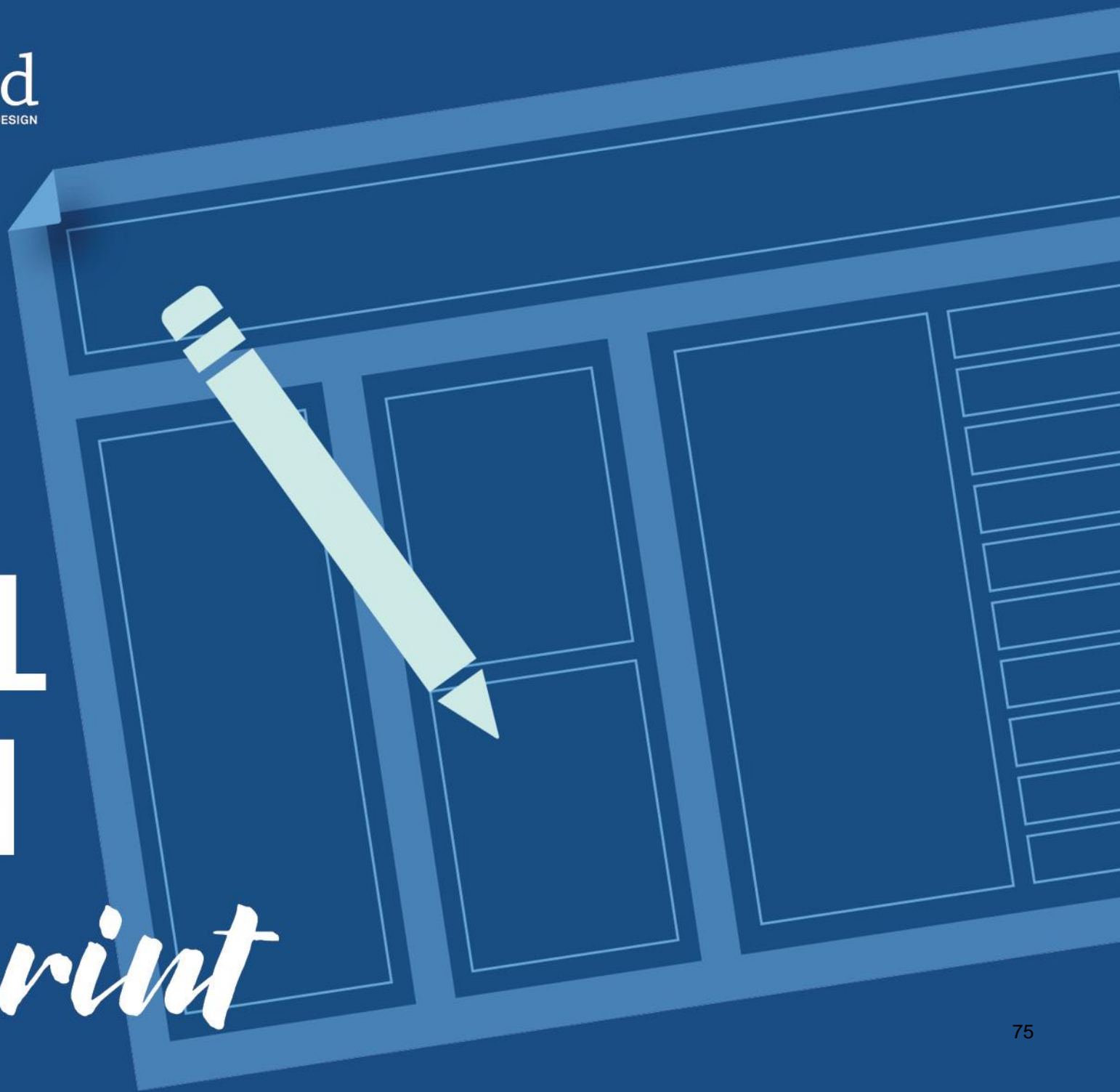
Questions/Feedback



Template

SCHOOL DESIGN

Blueprint



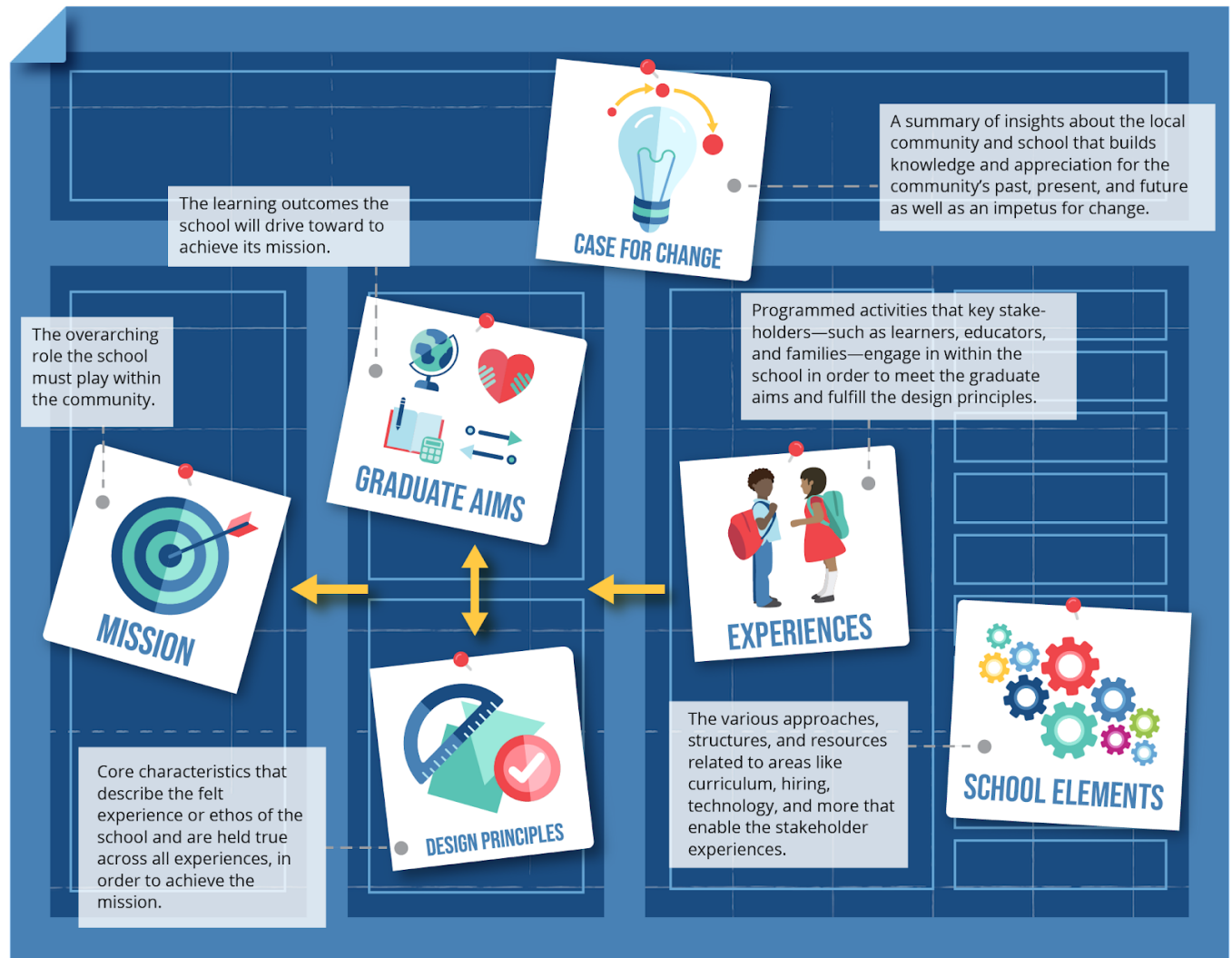
USING THIS TEMPLATE

This template will help you **articulate the various parts of your overarching school design** shown and defined in the graphic to the right.

It will be **a living document where your team can evolve your ideas over time** based on new insights you gather during your various R&D activities. You can pull detailed information from it to create externally-facing tools, whether those are slide decks for your board, one-pagers for parents, videos for your website, talking points for a conference, or any number of other tools.

Because it is meant to help you document your design with a high-level of details, it is fairly complex and structured. That said, **it is only a suggested guide**, so revise it as needed.

You can read more about the School Design Blueprint in [this guide](#).



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CASE FOR CHANGE

A summary of insights about the local community and school that builds knowledge and appreciation for the community's past, present, and future as well as an impetus for change.

Who is your community, and what assets, opportunities, challenges, and needs inspire your change?

The AJB Middle School community is composed of students who want to be inspired, cultivated, and empowered to learn and grow. AJB is a long-standing campus with strong school pride that serves half of the middle school students in Seguin ISD. Seguin ISD is a school district in Seguin, TX. As of the 2019-2020 school year, it had 7,203 students. 57.1% of students are considered at risk of dropping out of school. 11.4% of students are enrolled in bilingual and English language learning programs.

AJB Middle is a public school located in Seguin, TX, a rapidly growing, small-town setting. The student population of AJB Middle is 767, and the school serves 6-8. At AJB Middle, 27% of students scored at or above the proficient level for math, and 28% scored at or above that level for reading. The school's minority student enrollment is 81%. The student-teacher ratio is 16:1, which is below the district's average. The student population is 49% female students and 51% male students. The school enrolls 76% economically disadvantaged students.

Our assets include building a culture of success through the Fine Arts, investing \$40 million in a redesigned, world-class learning facility, having deep community pride for AJB Middle School's rich history with dedicated staff who want the campus to succeed, and systems to help drive the work.

Our challenges include a current "F" school rating, being in the middle of campus construction, displaying low expectations historically throughout the community, and having the low expectations negatively impact academics and the morale of staff and students. We struggle with high staff turnover, low parental engagement, and finding avenues for community involvement. We are also working to shift from punitive to restorative practices as we recover from the impact of COVID on students with significant learning gaps.

To thrive in the future, our students need to feel welcomed, inspired, structured, empowered to learn, engaged in learning, and confident in meeting challenges; while simultaneously developing self-help skills. Our students need to feel connected and belong to something bigger than themselves. They must be part of a learning community that supports them as a whole. Our students need to be challenged in the classroom in a school that believes that they can all learn and grow. For this, we must provide wrap-around support in developing the whole child, along with targeted instruction that systematically closes academic deficits.

To meet those needs, everyone in the learning community must learn and grow daily. For adult teammates, this means that we deeply believe in the school and are prepared to help students grow despite setbacks and historical challenges. We will provide rigorous, blended instruction and ensure we meet the needs of all students. We will provide ongoing opportunities to ensure all stakeholders' voices are seen and heard to create a community-driven school with high expectations for all. We believe this will make AJB the Best Place to Be for all students!

MISSION

The overarching role the school must play within the community.

What do you aspire to be true for students over the long-term as a result of being part of your school community?

At AJB Middle School, we ensure that students grow academically, emotionally, and socially when creative and imaginative educators ignite their passions. The learning experiences we create are engaging, relevant, and collaborative to meet the needs of all. Parent, community, and industry partners are essential for student success. Teachers foster student curiosity and initiative through meaningful and relevant learning experiences. Relationships that nurture student growth and development are key to our success.

GRADUATE AIMS

The learning outcomes the school will drive toward to achieve its purpose.

Aim <i>What is the short, "sticky" aim?</i>	Definitions <i>What does the aim mean?</i>	Dimensions <i>What knowledge, skills, and mindsets does it entail?</i>	Measures <i>At a high level, how will we know if a student has achieved this aim?</i>
Intellectual Prowess	AJB graduates display Intellectual Prowess by mastering knowledge and skills in <u>integrated literacy</u> and <u>thinking critically</u> .	<u>Integrated Literacy:</u> <ul style="list-style-type: none"> ● Understand, use and reflect on various types of texts ● Reading + Writing ● Math Skills ● Financial Literacy ● Technology Literacy <u>Thinking Critically</u> <ul style="list-style-type: none"> ● Analyzing ● Problem-solving ● Explaining ● Inferencing ● Being curious 	<ul style="list-style-type: none"> ● Evidence of reading (books, discussions, vocabulary) ● Evidence of relevant, hands-on Math experiences ● Advanced communication beyond grade level ● Ability to use technology ● Familiarity with financial information ● Speak and/or write in complete sentences ● Able to evaluate their decisions and reassess ● Able to come up with multiple solutions to a problem
Habits of Success	AJB graduates display Habits of Success by embracing <u>growth mindsets</u> and maintaining a <u>healthy quality of life</u> .	<u>Growth Mindsets:</u> <ul style="list-style-type: none"> ● I believe in myself. ● I am not able to do that yet. ● I am able to work through hard things. ● I will not let failure stop my progress. ● I can improve my skills with effort and practice. <u>Healthy Quality of Life:</u> <ul style="list-style-type: none"> ● Nutrition habits ● Good sleep habits ● Exercise habits 	<ul style="list-style-type: none"> ● The ability to overcome challenges ● Willingness to attempt challenging tasks ● Reflecting on and growing from failure ● Displaying healthy nutrition habits at school (breakfast, lunch, snacks) ● Participating in physical activity ● Coming to school on time and well-rested

<p>Relationship Skills</p>	<p>AJB graduates display Relationship Skills through <u>communication</u> and <u>empathy</u>.</p>	<p><u>Communication:</u></p> <ul style="list-style-type: none"> ● Social awareness ● Patience ● Confidence ● Collaboration <p><u>Empathy:</u></p> <ul style="list-style-type: none"> ● Self aware ● Active listener ● Emotional intelligence ● Open mindedness 	<ul style="list-style-type: none"> ● Less fighting amongst students ● Reduction in reports of bullying, self-harm, etc. ● Increase in participation in restorative practices ● Students seek the advice of trusted adults ● Understand non-verbal communication and what it means ● Engage in conversation with both peers and adults ● Understand social norms/cues to know what is courteous (or not) ● Ability to work and collaborate ● Resolve conflict ● Coming to an agreement ● Celebrate others for who they are ● Conversational ability of student (eye contact, limited interruptions ie listening and responding, ability to see things from others' point of view) ● Listens & adapts to feedback ● Ability to think before they act
<p>Pathfinding</p>	<p>AJB graduates display Pathfinding by engaging in <u>professionalism</u> and <u>responsible decision making</u>.</p>	<p><u>Professionalism</u></p> <ul style="list-style-type: none"> ● Organization ● Accountability ● Punctuality ● Flexibility <p><u>Responsible Decision Making</u></p> <ul style="list-style-type: none"> ● Strong core values ● Ability to goal set ● Planning for the future 	<ul style="list-style-type: none"> ● Commitment to school's values & vision ● Collaborates by completing assigned roles/duties ● Meeting deadlines ● Arriving on time ● Willingness to adapt to new or uncertain situations ● Holds themselves and others accountable to expectations & vision ● Recognize appropriate/inappropriate settings

DESIGN PRINCIPLES [PRIORITIZED LEAPS]

Core characteristics that describe the felt experience of the school and are held across all experiences, to achieve the mission.

Principle / Prioritized Leap <i>What principles weave throughout the environment?</i>	Description <i>What do the principles mean?</i>	Importance of the Principle / Prioritized Leap <i>Why are these principles critical to achieving the purpose of the school?</i>
High Expectations	<p>All learners experience high expectations and have equitable access to many opportunities, enabling them to progress toward their aspirations for themselves, their families, and the community — regardless of the time and support needed.</p>	<p>The expectations schools hold for young people and the opportunities schools provide, can influence motivation and learning outcomes and help dismantle long-standing inequalities. Experiencing high expectations helps learners feel confident in their ability to succeed. In addition, having a broad range of learning opportunities helps students build a deeper understanding of themselves and their purpose and passion. Without high expectations and truly equitable opportunities, we will continue to reproduce patterns of inequality. Black and brown learners, those from lower-income families, multilingual learners, and others who are often marginalized by society and schools. They will have less access to the high-skill jobs that offer more financial compensation and are far more stable in our changing economy.</p>
Relevance	<p>Learning explores young people's interests and goals, is connected to their communities, and enables them to understand and tackle real problems in authentic contexts.</p>	<p>When learning is truly relevant, it considers students' unique life experiences, who they are as individuals, and who they want to become. Relevance supports learning and development by increasing student motivation; learners see more value in learning about topics connected to their interests and goals and, as a result, will be more engaged and invested. In addition, relevance makes what is learned more memorable because young people can connect new ideas to prior knowledge and experiences. Relevance also helps learners feel a sense of belonging and</p>

		<p>connection, promoting emotions and mindsets conducive to learning. As our nation simultaneously continues to become increasingly diverse and polarized, relevance has an important role in disrupting inequity; when school is relevant to all learners, it provides all learners with a greater opportunity to thrive.</p>
<p>Active Self-Direction</p>	<p>Young people are active drivers of their learning; they grapple directly with concepts while receiving adult and peer guidance and support; they have a voice in decisions about how and what they learn so that the process grows agency and meaningfully builds on their interests and prior knowledge.</p>	<p>When students actively direct their learning, it drives motivation and deepens learning. This is because they have agency over their learning, which fosters a sense of control and enables them to shape learning to be relevant to their interests, needs, and goals. In addition, active and hands-on learning helps to more meaningfully encode knowledge, skills, and mindsets into long-term memory, which makes learning more long-lasting. Ensuring young people are active participants in the learning process also prepares them for postsecondary success, whether this means college or immediate entry into a fulfilling career. In either context, learners will need to independently navigate challenges and continue to learn.</p>
<p>Whole Child</p>	<p>Learners bring their full selves---including their life experiences, emotions, ideas, aspirations, and more---to school. Learners nurture their physical, mental health, and well-being.</p>	<p>Having a whole-child focus is essential because learning and development is a complex process influenced not only by how we cognitively process information, but also by how we are feeling physically and emotionally, by our knowledge of ourselves, and by our interpersonal and intrapersonal skills and mindsets. Nurturing students' social, emotional, and physical well-being and development helps buffer against this and places students in a state conducive to deeper, more lasting learning. In addition, a whole-child focus builds knowledge, skills, and mindsets critical for successfully navigating one's professional pathways, personal relationships, and health. This is especially relevant given trends like the rising prevalence of mental health challenges and employers' increasing interest in skills like self-direction and collaboration. Without a whole-child focus, we also risk deepening the inequalities deeply embedded in our society.</p>

EXPERIENCES

Programmed activities that key stakeholders—such as learners, educators, and families—engage in within the school in order to meet the graduate aims and fulfill the design principles

Experiences Part 1: Overview

Experiences <i>What are the core student experiences that make up the overall environment?</i>	Brief Descriptions <i>How would you describe each of these experiences in an “elevator pitch” that explains what the experience entails and which graduate aims it targets?</i>
Blended Learning Math Block	<p>Teachers begin each math block delivering the launch, which is the math lesson using the high-quality instructional material, Carnegie Math. Students will then engage in a station rotation block with three types of stations: <u>Small Group Instruction</u> taught by a teacher, <u>Computer Station</u> where students engage with Mathia, an online program aligned to the HQIM, and <u>Collaboration Station</u> where students engage in real-world problem-solving with their peers. In addition to these three stations, students participate in goal setting that assists them in monitoring their progress. Teachers leverage these modalities flexibly based on the content and students’ data.</p>
HQIM ELAR Block	<p>We will implement a <u>rigorous and engaging ELAR tier 1 core curriculum</u> in all classrooms. Students will be exposed to a variety of <u>complex texts</u> that will challenge them in the classroom. The curriculum is aligned to the <u>Science of Reading</u>, which research has shown is best instructional practices in Reading. Also, writing will now be authentic and taught in tandem with Reading, not insolation. All students, regardless of academic level, will be exposed to a curriculum that will challenge them in the classroom. Teachers will also now have access to an HQIM in ELAR that will allow them to focus on internalization, implementation and student engagement, versus planning activities.</p> <p>Our goal is to increase teacher efficacy in the ELAR classroom, expose students to engaging and complex texts, and have students show growth in reading and writing skills by the end of the school year. We will be partnering with TNTP to support teacher learning around the new curriculum and curriculum implementation.</p>

TAG Time (High Dosage Tutoring)

Weekly on Fridays for 90-minutes, students will receive instruction that is “just right” for them in ELAR and Math, using the adaptive learning platforms IXL, Book Nook, and MATHia. The learning will be driven by goal-setting and accountability. Teachers have deep connections with students and actively facilitate and support during this block. Goal-setting allows time for teachers and staff to hold students to high expectations and ensure that they receive the targeted support to achieve success.

Block Scheduling on Fridays (90 min)

- ELAR & Math are both addressed
- We have (long-term) campus goal of 90 minutes a week of adaptive learning support for core content areas

Content Area	Scheduled Use	Total Time on Adaptive Learning
ELAR (Book Nook)	2 x 20 min/week -during core instruction 20 min on Fridays 15 min 2x/week - homework	90 min
Math (MATHia/IXL)	2 x 20 min/week -during core instruction 20 min on Fridays 15 min 2x/week - homework	90 min

TAG Time (SEL)

We strive to have deep relationships between peers and between students and staff. We do this by using the Character Strong curriculum and AVID strategies for middle school students. During a weekly social emotional learning (SEL) block on Fridays, we have an opportunity to develop themes further and integrate them into our daily community. As a foundation for launching the year with 6th graders, they have a September camp experience. The Banks of Challenges found within the Character Strong curriculum will also help us build connections with families and the community. The element of *relationship experiences* will serve as a pillar to flow through all student experiences and serve as a bridge for relationships and academic success.

Flex Fridays

During extended blocks on Fridays, our students have repeatedly voiced that they would like learning to be more relevant, hands-on, and have more time for peer-to-peer collaboration, alongside choice and voice in

	<p>their learning. This structure will allow students to do <u>extended project-based learning</u> (PBL) activities in flexible settings. We can build out <u>learning pathways</u> and better prepare students for high school and the world beyond our walls. We also want to ensure that these are meaningful and rigorous learning opportunities. We are looking at a supporting curriculum like PBL Works to support content and pedagogy development in the PBL Elective blocks.</p>
<p>Extended Day/Year:</p>	<p>The district is supporting two initiatives that will provide students extended day/year opportunities. The first is through the <u>ACE After School program</u>, which provides intervention and enrichment support for students Monday through Friday after school. Students remain on campus after the school day where they receive a small snack, then <u>attend rotating Math/ELAR interventions</u>, and finish with enrichment activities. A second extended year opportunity is provided through <u>Intersession</u>, which is offered twice a year (in October and February). During each three-day Intersession, students experience both <u>ELAR and Math intervention</u>, as well as various <u>enrichment</u> activities. Students will also have access to <u>six weeks of intersession</u> during the <u>summer</u>.</p>

Illustration of the Full Student Experience

How will the full student experience come together as a day, week, or month in the life of a student? Consider using a storyboard, sample schedule, or narrative.

Jessica is a 6th-grade student at AJB Middle School who earns mostly Bs and Cs. She loves reading, tennis, theater and her friends! She struggles in math and with her self-esteem. She has two hard-working parents who want to be more involved in her schooling. She takes care of her younger siblings after school. This is what a typical day for Jessica looks like at school.

Jessica starts each day in science. Jessica walks to her first period of the day and greets Ms. Wolfe. She enters her classroom. Jessica likes science class because she loves hands-on experiments.

After Science class, Jessica transitions with her pod to social studies, where she loves to study the contemporary world's people, places, and societies. She loves how Mr. Fowlkes pushes her to think about the topics critically. Now, it is time for her favorite class of the day, theater with Mr. Jackson. She loves his class because she feels she can be herself in class, and Mr. Jackson fosters a community of care.

After theater, Jessica moves with her classmates to lunch. Students go to lunch, and as they complete their meal, they can access outside or a different area to decompress. This opportunity is also for staff members to connect and build relationships with students.

Next, Jessica has a **Math block**. Before coming to AJB Middle School, she never felt challenged in math and struggled in number sense. Now she loves it because she not only gets challenged, but she also receives support from her teacher in a small group with her peers. She is beginning to like math because of the new, rigorous math curriculum, Carnegie Math. Jessica's teacher starts the class off with a warm-up problem, and then all the students take notes as Ms. Reavis reveals the lesson for the day. After Ms. Reavis provides direct instruction to the class, Jessica will head to the "tech" station to work on MATHia, the online blended learning platform.

After having the best time in math class, she can't wait to develop her reading and writing skills during the **ELAR Block** with Ms. Ford. Jessica is really enjoying the new **ELAR HQIM**, Wit & Wisdom. She loves having the opportunity to independently and collaboratively read and write. Jessica really enjoys reading novels and likes that she gets exposure to different texts with her new curriculum.

Jessica closes her instructional day with two electives, Band and Art. She loves her elective classes because she gets to come out of her shell and showcase her creative side.

Jessica realizes that tomorrow is Friday, and she gets super excited that it will be another **Flex Friday**. Flex Fridays take place weekly and allow students to get additional targeted support in Math and Reading. She loves Flex Friday because she gets to choose extracurricular activities from a menu of choices during **Toro Time** (e.g., clubs, arts programming, coding, and career/passion

explorations).

Jessica starts her Flex Friday with her first PBL Block. Jessica goes deep into **project-based learning** and those hands-on activities she loves so much. She appreciates the **flexibility and relevance** in choosing how to showcase her final products. Her interest in owning a ranch leads her to explore the agricultural pathway, which teaches her the fundamentals in animal science, floriculture, and arboriculture and supports Jessica to take on new leadership, speaking, and collaboration opportunities. Flex Fridays are a big reason why she loves A/B. Finally, she gets to focus on activities that she most cares about and are relevant to her. She gets to make a new choice of Friday courses each semester.

In between her two PBL Blocks, Jessica moves to her **SEL** Block. Her SEL Time teacher greets her with a warm smile and fist bump at the door. She enters her classroom, where members of her group greet her. She sits next to her friend Sarah as the class prepares for circle time. Each day of the week will have an assigned schedule of SEL or goal-setting activities. Jessica’s teacher will be working with students in groups as a family and is responsible for providing students with grades and behavior data. Today, Jessica’s circle celebrates milestones and discusses progress on goals for the week. She has been working on affirming herself to build up her confidence and self-esteem, using strategies she learned in her circle.

After lunch, Jessica has TAG Time and Toro Time. TAG Time allows Jessica to spend 90-minutes receiving instruction that is “just right” for her in ELAR and Math. Jessica enjoys using the computer interventions to get additional support in her areas of deficit. TAG time also provides an opportunity for Jessica to do some goal setting. Teachers leverage this time to ensure that all learners experience **high expectations** and have equitable access to many opportunities to improve in the areas of ELAR and Math.

A Days: Monday - Thursday (Block Lunch)			Minutes/class		B Days: Friday			Minutes/class
1st Period- Science	8:00 AM	8:58 AM	58		PBL Block	8:00 AM	9:30 AM	90
2nd Period - Social Studies	9:01 AM	10:01 AM	60		SEL Time	9:33 AM	10:29 AM	56
3rd Period - Theatre	10:04 AM	11:02 AM	58		PBL Block	10:32 AM	12:34 PM	122
4th Period - BL Math	11:05 AM	12:37 PM	92		6th Grade Lunch	11:02 AM	11:32 AM	30
6th Grade Lunch	11:05 AM	11:35 AM	30		TAG Time	12:37 PM	2:07 PM	90
5th Period - HQIM ELAR	12:40 PM	1:38 PM	58		Toro Time	2:10 PM	3:40 PM	90
6th Period - Band	1:41 PM	2:39 PM	58					
7th Period - Art	2:42 PM	3:40 PM	58					

Cross-Cutting School Element Implications + Resources		
School Element	Implications <i>What cross-cutting implications and requirements exist for the full design?</i>	School Element Resources <i>If appropriate, link any relevant resources to illustrate how specific elements will shift in the new model.</i>
Curriculum, Instruction, & Assessment	<p>For Math, Carnegie will be implemented in grades 6-8 in the 2022-2023 school year. In the 2021-2022 school year, Carnegie was implemented in grade 6 only. Additionally, the 6th grade Math team began utilizing a station rotation blended learning model. MATHia is also used in the Technology stations of the rotation model. To support these initiatives, the 6th grade Math team met monthly with the District Math Coordinator and a Math Specialist from ESC Region 20, who supported the blended learning components. A sample agenda from a 6 Math monthly meeting is linked in the Resources section.</p> <p>Also, a meeting was held on October 6 with district and campus leaders to set expectations for blended learning - see attached agenda and notes. For the 2022-2023 school year, monthly meetings with all grade level math teachers will be scheduled and facilitated by the District Math Coordinator.</p> <p>For ELAR, we will adopt a new curriculum that aligns with HQIM standards. The district currently uses TEKS Resource System - see sample 2020-2021 pacing calendar linked in the resource section. District and campus leaders are in the process of reviewing available ELAR materials that meet HQIM standards and will decide in Spring 2022. For the 2022-2023 school year, district leaders will schedule and facilitate monthly meetings with all grade-level ELAR</p>	<ul style="list-style-type: none"> ❑ 21-22 6 Math Monthly Curriculum Planning Dates ❑ 21-22 6 Math Curriculum Planning Agenda Sample ❑ 10.6.22 6 Math Expectations Meeting ❑ 21-22 ELAR Pacing Calendar ❑ 21-22 SISD Assessment, Grading, and Reporting Procedures ❑ 21-22 Secondary Assessment Calendar ❑ 21-22 AJB Key Teacher Moves ❑ 21-22 AJB Teaching and Learning Expectations and Overview

	<p>teachers. A station rotation blended learning model is also being considered, pending the curriculum selection in Spring 2022.</p> <p>The 2020-2021 district assessment calendar is linked in the Resources section for review. Current assessment practices include 6-week interim assessments, short-cycle Common Formative Assessments (CFAs), and BOY/MOY Assessments (TEA Interim Assessments). The 2020-2021 SISD Assessment, Grading, and Reporting Procedures are also linked for review.</p> <p>Current instructional expectations are outlined in the Teaching and Learning Expectations document. More specific day-to-day expectations are outlined in the AJB Key Teacher Moves resource.</p>	
<p><i>School Community & Culture</i></p>	<p>The AJB Campus Living Handbook, linked in Resources, includes information about School Community and Culture. Page 4 includes the campus mission and vision statements, as well as campus collective commitments for staff. The AJB Creed, also on page 4, serves as the foundation for student expectations on campus. The campus utilizes a districtwide behavior matrix, linked in Resources. Additionally, a campus-wide PBIS Expectation Matrix is used for Tier 1 behavior support. Behavior supports for all students are outlined in the AJB MTSS Document.</p>	<ul style="list-style-type: none"> ❑ 21-22 AJB Campus Focus with Mission/Vision ❑ 21-22 AJB Campus Living Handbook ❑ SISD Behavior Matrix and Interventions ❑ 21-22 AJB PBIS Expectation Matrix ❑ 21-22 MTSS at AJB
<p><i>Adult Roles, Hiring & Development</i></p>	<p>No new staff will need to be hired to implement redesign changes in Math and ELAR classes. Currently, the Math Department has eight staff members - three teachers in 6th grade, two teachers in 7th grade, two teachers, and one small group support teacher in 8th grade. Currently, the ELAR Department has seven staff members, two of whom teach multiple grade levels. Both Math and ELAR</p>	<ul style="list-style-type: none"> ❑ Math and ELAR Department Lead Job Descriptions ❑ 21-22 AJB Campus Staff List ❑ 21-22 AJB PLC Expectations

	<p>also have a Department Lead/Interventionist position providing support - see job descriptions in Resources. These individuals also teach one class. Teacher development and support are provided through campus PLC processes - see PLC Expectations Handbook in Resources for more information.</p>	
<p><i>Scheduling & Use of Time</i></p>	<p>AJB currently operates a traditional seven-period day with daily flexible intervention time (TAG Time). See the current campus bell schedule and master schedule linked in Resources. Different bell schedule options are being considered for the next school year, including a “Flex Friday” option where students engage in different learning opportunities in extended learning blocks every other Friday. All core content teachers currently have a common planning time to engage in campus PLC activities, and that practice is expected to continue next year. The Instructional Focus Calendar tracks campus instructional activities, including PLCs and major assessments. TAG Time stands for “Toros Achieving Growth” and focuses on various activities to provide additional support for all students - see Overview document linked in Resources.</p>	<ul style="list-style-type: none"> ❑ 21-22 AJB Master Schedule ❑ 21-22 AJB Bell Schedule ❑ 21-22 AJB Instructional Focus Calendar ❑ 21-22 TAG Overview
<p><i>Community & Family Partnerships</i></p>	<p>AJB will continue with practices to engage families as part of requirements for Title 1 funding. The Parent and Family Engagement Policy linked outlines requirements for these practices.</p>	<ul style="list-style-type: none"> ❑ 21-22 AJB Parent and Family Engagement Policy
<p><i>Space & Facilities</i></p>	<p>AJB is currently in the middle of a multi-year construction project to completely rebuild the campus. Both a current campus map and future campus design (post-construction) are linked in Resources for reference. The rebuild is scheduled to be completed by the end of the 2023-2024 school year. The campus will be split into grade level “wings” with open, collaborative space in the middle of each section of campus. As part of the rebuild,</p>	<ul style="list-style-type: none"> ❑ 21-22 AJB Campus Map ❑ AJB Construction Plan/Campus Rebuild

	all classrooms will receive new furniture that supports flexible learning and groupings.	
Technology & Tech Infrastructure	The campus currently has Chromebooks that are utilized as class sets in core content classes, primarily. For the 22-23 school year, the SISD Technology Department plans to roll out a 1:1 device plan. All campus Chromebooks will be distributed to individual students, and they will be required to bring this device to school every day. In December, a meeting was held to discuss the next rollout steps - see the linked presentation and meeting notes. The SISD Technology Department includes a Director of Digital Learning and a Digital Learning Specialist who supports students and teachers. SISD is a Google platform district and primarily utilizes Google Classroom for communication and coursework - see linked secondary Google classroom expectations.	<ul style="list-style-type: none"> ❑ SISD Secondary Google Classroom Expectations ❑ 12.15.21 1:1 Middle School Rollout Planning Meeting: Presentation and Notes
Budget & Operations	The current campus budget is linked in the Resources section, which includes district allocated funds. Also attached is the allocation of Title funds and a proposed budget for spending.	<ul style="list-style-type: none"> ❑ 21-22 A/B Campus Budget ❑ 21-22 A/B Title Fund Allocations and Budget Plan
Communications	Currently, the primary form of campus communication occurs through a weekly newsletter titled "Toro Talk" - see sample linked in Resources. This communication is shared every Sunday night in the following ways: campus email, Twitter, and FaceBook. The document is intended for various campus stakeholders to be aware of events occurring on campus.	<ul style="list-style-type: none"> ❑ Sample Toro Talk Newsletter
Continuous Learning & Improvement	Current data analysis tools are linked in the Resources. District and campus assessments are administered through Eduphoria Aware. Short cycle Common Formative Assessments (CFAs) are analyzed using a tool focusing on TEKS and item analysis. The six-week Interim Assessments	<ul style="list-style-type: none"> ❑ 21-22 A/B Data Disaggregation Tool - CFAs ❑ 21-22 SISD Data Analysis tool - Interims

	<p>are analyzed by district Coordinators using the Interim analysis tool, focusing on TEKS and student groupings. Teachers meet every Wednesday in Data PLCs to review current assessment data.</p>	
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Implementation Planning

Implementation Plans

<p style="text-align: center;">3 year Plan</p> <p style="text-align: center;"><i>What is the high-level plan for rolling out the redesign?</i></p>	<p>In School Year 22-23, we will . . .</p> <ul style="list-style-type: none"> • Adopt and implement HQIM in all ELAR classrooms • Implement the blended learning block in all Math classrooms • Implement a weekly SEL period, focused on SEL, for all students • Implement a weekly Flex Friday with targeted interventions and PBL blocks • Build instructional foundations supports with the leadership team through continued partnership with Relay <p>In School Year 23-24, we will . . .</p> <ul style="list-style-type: none"> • Implement the blended learning block in all ELAR classrooms <p>In School Year 24-25, we will . . .</p> <ul style="list-style-type: none"> • Engage in continuous improvement strategies for all implemented components of the redesign • Review and build a five-year plan for continued implementation and improvement
<p style="text-align: center;">Year 1 Plan</p> <p style="text-align: center;"><i>What are the goals, priorities, and milestones for year 1.</i></p>	<p>In School Year 22-23, we will . . .</p> <ul style="list-style-type: none"> • Adopt and implement HQIM in all ELAR classrooms • Implement the blended learning block in all Math classrooms • Implement a weekly SEL period, focused on SEL, for all students • Implement a weekly Flex Friday with targeted interventions and PBL blocks • Build instructional foundations supports with the leadership team through continued partnership with Relay

Mitigation Strategies

Risks	Strategies
<p><i>What are the risks to a successful implementation of this redesign?</i></p> <ul style="list-style-type: none"> • Navigating a new daily schedule with an SEL and PBL focus may cause discomfort to teachers who are used to all blocks being “instructional” blocks 	<p><i>What mitigation or intervention strategies are being deployed or designed to ensure successful implementation?</i></p> <p>New Schedule</p> <ul style="list-style-type: none"> • Continue strengthening conditions and the ‘why’ around the role of SEL and PBL • Lean on any previously run SEL pilot outcomes

<ul style="list-style-type: none"> Learning new curriculum resources (HQIM) while also implementing blended learning may feel overwhelming to teachers High Turnover and/or challenges hiring highly qualified instructional staff during the implementation period 	<ul style="list-style-type: none"> Invite reluctant teachers to pilot <p>New HQIM w/Blended Learning Modalities</p> <ul style="list-style-type: none"> Make the most out of HQIM PD by embedding components of BL Model Blended Learning by making HQIM PD experiential <p>Turnover/Staffing</p> <ul style="list-style-type: none"> Support through ongoing and differentiated professional learning opportunities Provide implementation stipends Continue community-driven reflection/feedback throughout implementation, specifically Include teachers in evaluation of redesign plan components and ongoing design improvements
<p>Sustainability</p> <p><i>How will the implementation of this redesign be sustained beyond the grant period (July 2024)?</i></p>	<p>The redesign plan will be sustained beyond the grant period by commitment to the mitigation strategies above, and:</p> <ul style="list-style-type: none"> Maintaining regular (quarterly) opportunities to reflect, collaborate, and problem solve to ensure progress continues using a community of practice approach with each of the redesign schools beyond the grant period. Commitment to anchoring decision-making in the design principles and graduate aims by consistently utilizing quality tools, such as consistent PLC protocols with pre-designed materials aligned to redesign plans (i.e., data collection tools, agendas, school communication, visuals, etc.). Commitment to sustaining the R&D process, meaning ongoing quantitative and qualitative data collection, including stakeholder input and feedback, codifying the ongoing work, and expanding the district database of pilot portfolios. Sustainability of HQIM materials implementation will be addressed through piloting of Wit & Wisdom.

Experiences Part 2: Deep Dives

Blended Learning - Math

Detailed Description

Grad Aims Being Developed	Observable Indicators
<i>What aims does this experience build toward?</i>	<i>What would indicate a student has developed the aims within this specific experience?</i>
<p>Intellectual Prowess- AJB graduates display Intellectual Prowess by mastering knowledge and skills in <u>integrated literacy</u> and <u>thinking critically</u>.</p>	<ul style="list-style-type: none"> Evidence of relevant, hands-on Math experiences Advanced communication beyond grade level Ability to use technology Familiarity with financial information Speak and/or write in complete sentences Able to evaluate their decisions and reassess Able to come up with multiple solutions to a problem

<p>Habits of Success- AJB graduates display Habits of Success by embracing <u>growth mindsets</u> and maintaining a <u>healthy quality of life</u>.</p>	<ul style="list-style-type: none"> • The ability to overcome challenges • Willingness to attempt challenging tasks • Reflecting on and growing from failure • Displaying healthy nutrition habits at school (breakfast, lunch, snacks) • Participating in physical activity • Coming to school on time and well-rested
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<p>When <i>When does this experience take place?</i></p>	During 60 min Math instructional block
<p>Where <i>Where does this experience take place?</i></p>	Math classrooms
<p>Who <i>Who participates in and supports this experience? Include students and adults.</i></p>	Classroom teachers will provide instruction while students rotate through stations and receive whole group instruction. Push-in support for students in special education.

<p>Key Learning Activities <i>What are key activities that make up the experience?</i></p>	<p>How They Support Aims <i>How do these activities support the various aims listed above?</i></p>
<p>The Launch is taught by a teacher. Everybody gets the lesson where the grade-level content is prepared and uses their base curriculum. On most days, Launch time is done with the whole group. On other days, it's differentiated from the beginning, and kids go immediately to small group rotations after setting their goals.</p>	<p>The Launch provides students with grade-level content from the base curriculum. (Intellectual Prowess)</p>
<p>Students engage in reviewing their independent goals focused on Math learning, so they're invested in their progress.</p>	<p>Goal setting and reviewing allow students to identify strengths and weaknesses and tackle challenges to improve their ability to grow academically. (Habits of Success)</p>

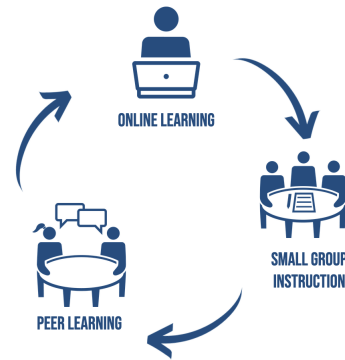
<p>Small group instruction rotation: Teachers will pull small groups of students based on Math level and bi-weekly formative assessment and provide targeted lessons using Carnegie Math.</p>	<p>Teacher-led small group instruction allows students to learn skills to solve problems and analyze and synthesize information individually and with others. (Intellectual Prowess)</p>
<p>Online Learning rotation: Students learn and practice identified skills on MATHia, a blended learning program, and are assessed within the program to ensure standards mastery.</p>	<p>Online learning allows students to practice skills at their own level. (Intellectual Prowess)</p>
<p>Collaboration rotation: Students will work in pairs or small groups on assigned learning focused on skills practice, group projects, or collaborative learning activities using Carnegie Math, manipulatives, and other materials.</p>	<p>Small group work allows students to productively engage and work with others. (Habits of Success)</p>

Illustrative Examples

What does it look like for students and adults to engage in this experience? Consider using a week-in-the-life narrative, storyboard, etc.

Today, the Launch started with a quick warm-up activity to activate our prior knowledge. The students worked collaboratively on the two-question warm-up and then quickly reported out. My teacher, Ms. Reavis, then told us we would be talking about the order of operations today. She explained that order of operations is important if we want to get the correct answer. She then shared some examples of why it's so important, if you put your shoes on before your pants, you'll have a tough time getting dressed. While cooking, if you don't follow the proper order of operations, you'll end up with a kitchen catastrophe. Our teacher then began to model a 20-minute whole group launch lesson on evaluating expressions using the order of operations. We watched a video from Carnegie Math. During the video, I shared ideas about the topic and posed questions about what I wondered. During this launch time, I created algebraic expressions on my laptop. I also used my math journal to record my expressions. Next, Ms. Reavis told us what to expect throughout the 3-week unit, including some of the fun real-world problems that we'll be tackling at our Collaboration Station. I'm excited for the Bakery Closing that will be available in Week 2, where we'll get to follow the order of operations to measure out the ingredients, double a recipe, and bake cookies.

After the launch, I looked at the board where my teacher posted a schedule with my rotations: 1) collaboration station, 2) MATHia, 3) small group instruction with the teacher. I was excited to meet with my teacher, as I enjoy my small group time. She rang the bell, and we all gathered our materials and headed to our stations.



I will begin my day by starting at the collaboration station. My first task is to watch another Carnegie Math video before working on the practice problems below the video clip. My group and I then worked collaboratively on our problems, pushing each other's thinking and communicating our answers. After I completed my practice problems, I submitted them for a response. My teacher noticed that I only missed one problem and came over to praise me. Knowing I only missed one was exciting, and I was determined to find my error. We continued working until the 20-minute timer chimed. We gave each other high fives because we focused and completed our work. We only had 2 minutes to get to our next station and settled in, so I walked straight to my assigned computer desk.

I quickly put on my headphones at the computers and logged into MATHia. This week's goal was three lessons, but I still hadn't completed the first one yesterday because I got distracted. Today would be different, as my goal buddy advised me to keep my headphones on and show persistence when working on longer, multi-step word problems. It worked! During the lesson, I logged into Brainingcamp to use the virtual manipulatives as I worked out each problem. I did not pass the pre-quiz and started to work on the guided lesson. I can work at my own pace throughout the lesson and help as needed. I completed the first lesson before the bell and started the second lesson right as my teacher rang the bell! She asked us all to have "eyes on her" and then had us reflect for a moment on how well we did in meeting our Math goals, and then signal with thumbs up, thumbs middle, or thumbs down. I was so excited as today I felt confident: Thumbs up! I then recorded which lesson I completed on the chart in my data notebook.

It is now time to sit down with my teacher for a lesson with my small group. My teacher has prepared an activity for my group. I wonder what it could be! We start with a discussion about what is important when solving problems with the order of operations. Next, she informs us that we will be making our algebraic expressions today to model our thinking with a few practice problems in a prepared slideshow. I love that my teacher always models the first problem to feel confident in myself when I need to work independently.

Theory of Learning

Design Principles <i>What principles does this experience specifically honor?</i>	Explanation of Connection <i>How is the design principle evidenced in the experience?</i>
Relevance	In blended learning, computer-based curricula and activities help students build foundational knowledge and skills. This frees teachers to focus on higher-order thinking skills through questioning and discussion and go deeper into topics through challenging extension projects. These activities can help learners deepen their understanding of a topic in more long-lasting ways.
Active Self-Direction and Personalization	A high-quality blended-learning model uses either teacher knowledge or a computer-based algorithm to consider each student's individual needs and assets and offer customized content, instructional methods, and even schedules to each student. Each learner has access to what they need to succeed, and those who need more (time, teacher support, scaffolds) get more. Furthermore, blended-learning software can help teachers provide more detailed, in-the-moment feedback to students on their specific progress and opportunities for improvement.
High expectations with unlimited opportunities	Blended learning can allow young people to learn, regardless of the time and support needed. It provides greater flexibility regarding the pace of learning, the pathway through objectives, and the support received. In addition, learners can make progress outside of school and have multiple opportunities to achieve mastery instead of being pushed on to new learning objectives before they are ready.

Insights Informing the Design <i>What insights informed the design of the experience?</i>	
Insights from Research	<u>Blended Learning Cycle</u>

	<p>By incorporating a blended learning cycle into the Math block, we provide opportunities for students to engage in individualized learning at their academic level and to practice the goal setting and time management skills they will need to be successful in middle school, high school, and post-graduation world. Research indicates that incorporating blended learning into the instructional day positively impacts all students, including students who are historically marginalized in classrooms:</p> <ul style="list-style-type: none"> ● Blended learning can increase engagement and academic achievement, even after just one year of implementation. (Hesse, 2017; Jenkins, 2014; LEAP, 2019) ● Blended learning can improve academic outcomes across different subgroups. In DC Public Schools (more than 2/3 African American and nearly 3/4 FRL), scores for students in blended math programs rose 19 points, compared to 5 points for students in the control group. (Christensen Institute) ● Blended learning can have a powerful influence on math and reading outcomes. One study of 7,200 districts found that students in blended classrooms outperformed their peers by 57% in reading and 26% in math. (Jenkins, 2014) ● People learn best when they practice challenging-but-doable skills at frequent, focused intervals and across diverse contexts. (Science of Learning and Development) ● People learn best when they believe in their ability to grow and achieve mastery of what they are learning. (Science of Learning and Development)
<p>Insights from Your Community</p>	<ul style="list-style-type: none"> ● Giving students group work ● Fine Arts in some type of capacity ● The ability to be creative ● Recess - MOVE social ● Group Work ● Some students' best part of their day was their academic block. ● Students spoke to loving stations ● Science - hands-on learning ● When learning is fun, we engage ● Students felt this was an honor
<p>Results from Ongoing Pilots</p>	<p>The AJB community has benefitted from a full-year of Carnegie + MATHia blended learning implementation during the 2021-2022 school year. Implementation coincided with another grant using the ESC 20 Service Center Model. This required 4-station rotations during each class period. This proved to be too much transition for teachers, feeling like</p>

	<p>they were not getting enough time with direct instruction. As a result, they have been working with a 3-station rotation model, and we will continue to pilot adjustments in spring 2022 to improve implementation up through grades 7 and 8 in fall 2022.</p>
Insights from Other Schools	<ul style="list-style-type: none"> - CICS West Belden <ul style="list-style-type: none"> - The ability for students to engage in collaborative learning. - I liked how the students are working together and also on technology during their stations. - Cisco Junior High <ul style="list-style-type: none"> - Student choice in extension activities and small group instruction. Students are engaging in goal setting. Students pace their own learning. - I really like the goal-setting piece of how they are rotating. I believe that it is important for teachers to take that time with each kid and set goals that are obtainable. - Talking about data-driven instruction – and how much the teams internalized it - teachers had known there were gaps – but now teachers could speak to (and address) the very specific gaps - Pasadena ISD <ul style="list-style-type: none"> - Flexible schedules based on students' content needs. Multiple teachers in one classroom. Community involvement and projects. Ability to provide students with different styles of learning that work best for them. - I really like the 1:1 technology. I know that our district is working towards that at this time, but I would like to see the technology go home with the students so that they can continue working on things if needed. I also like the 90-minute blocks for courses.

School Element Specifications

School Element Specifications and Resources
<p><i>How is each relevant school element approached within this experience? Link any resources to further illustrate the approaches or support implementation. Note: Use the details here to update key school element materials linked in the whole school design blueprint (e.g. master schedule, budget).</i></p>
Curriculum, Instruction, & Assessment
<ul style="list-style-type: none"> ● What standards or competencies do students master? ● What teaching and learning approach(es) do we use? ● What systems or approaches are in place to support special populations? What systems or approaches are in place to support struggling students? ● What evidence do we gather to understand student progress? How is student progress recorded and reported? ● What implications do our answers above suggest for our whole-school school elements (e.g. curriculum, grading policies, assessment plan)?
<p>Curriculum</p> <ul style="list-style-type: none"> ● Core Curriculum: Carnegie for building grade content knowledge and skills in math

- Digital Content 1: MATHia

Assessments

- Students will take district benchmarks three times a year to assess growth and mastery
- Teacher will administer daily math formative assessments during small group instruction to identify mastery of math strategies and standards, and check for comprehension
- Teacher will administer unit quizzes and tests to assess true mastery of content and skills

(ESF Level 4 - High-Quality Curriculum)

(ESF Level 5 - Effective Instruction)

Community & Culture

- What behaviors do we expect of students in this experience?
- What community rituals do we engage in this experience?
- What needs to be true about our whole-school culture and behavior plan to align with the vision for this experience?

The math blended learning rotation block provides one of the primary areas for students to practice goal-setting and reflection and take more ownership of their learning progress. Students have many opportunities to reflect on their progress and choose to take more ownership over the learning and progress.

(ESF Level 3.1 - Positive School Culture)

Adult Roles, Hiring & Development

- What roles do adults play in this experience? What competencies and experiences do adults have to have in order to play these roles?
- How do we evaluate and support the ongoing development of adults?
- What are the implications for our campus staffing structure, our staff recruitment, hiring and retention plan, and our PL/staff development plan?

Teachers in our blended learning classroom play multiple roles including:

- Instructor: teachers plan and execute guided reading lessons, teach students routines and procedures for rotating and using the software
- Data Analyst: teachers determine small group rotations using student reading data to drive grouping decisions
- Facilitator: teachers build student independence with accountability systems, classroom management rules, student roles, student incentives, goal check-ins
- Classroom Manager: teachers foster and uphold strong, clear expectations for student behavior

(ESF Level 2.1 - Effective, Well-Supported Teachers)

Scheduling & Use of Time

- How, where, and with whom do students spend time in this experience? And how does it vary day to day?
- How, where, and with whom do adults spend time in this experience? And how does it vary day to day?
- How are students grouped with peers and adults for this experience?
- What are the implications for our master schedule?

- At AJB Middle, students experience a 58 minute Math block on Monday-Thursday.

Monday	Tuesday	Wednesday	Thursday
Launch (25 min)	Launch (25 min)	Launch (25 min)	Launch (25 min)
Station #1 (15 min)	Station #3 (15 min)	Station #1 (15 min)	Station #3 (15 min)
Station #2 (15 min)	Exit Ticket (10 min)	Station #2 (15 min)	Exit Ticket (10 min)

Community & Family Partnerships

- What partnerships with families do we have in place to support their childrens' learning in this experience?
- What partnerships with external organizations and service providers do we have to help support our work?
- What are the implications for our family engagement plan or community partnership plans?

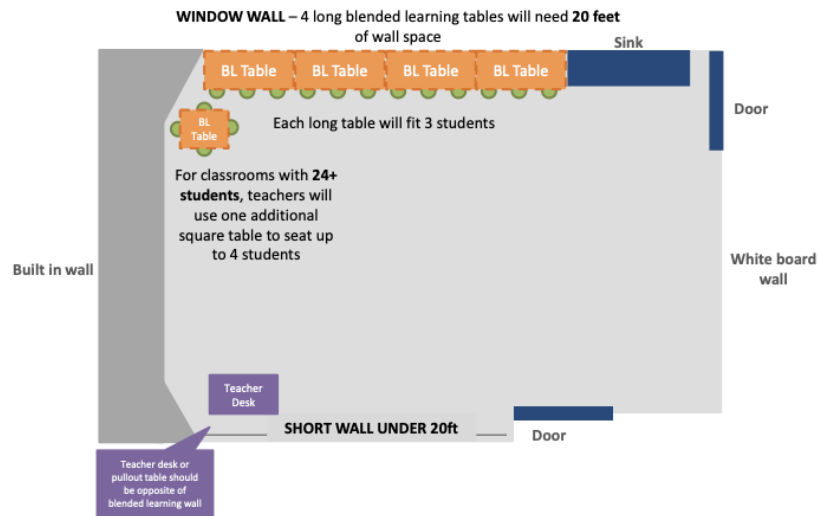
1-2 times per year, AJB hosts Academic Nights to help familiarize families with the blended learning work, grading policies, and how they may support their student's progress. Families always have access to the school's Google Classroom and can review and discuss progress, goals, etc., with their students. Families also engage with students on their progress and goals during Conferences throughout the year.

Space & Facilities

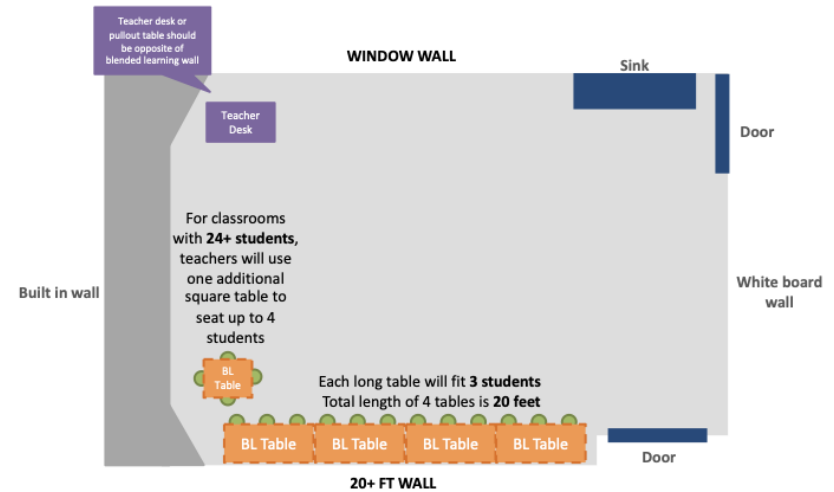
- How do we organize and design the space to support learning in this experience?
- In which places do we extend learning beyond the primary space?

- What changes (if any) might be required to our whole school physical space plan?

Sample Blended Learning Classroom Floor Plan – Option 1



Sample Blended Learning Classroom Floor Plan – Option 2



Budget and Operations

- How do we ensure sufficient funding for this experience and how will that funding be allocated?
- What are the key operational considerations for this experience?
- What are the Whole School Budget or Operations plan requirements to support this experience?

The budget for this experience will be developed in the coming months and included in the May 2022 submission. We are confident that we will be able to fully fund this experience with grant continuation funding, especially given the number of devices purchased since the March 2020 closures.

Technology

- What devices or hardware do we use to support learning in this experience? What software or platforms do we use?
- What are the requirements of our whole school technology and infrastructure plan to support this experience?

Software

- MATHia

Communications

- What communication with families and community partners is necessary to support this experience?
- Are there implications for our whole school communication plan to support this experience?

We will need to familiarize families with the blended learning model, grading policies, and how they may support their student's progress. Families always have access to AJB's online learning platform (Google Classroom) and can review and discuss progress, goals, etc., with their students.

Continuous Learning & Improvement

- How do we collect data and measure progress in this experience?
- What systems and structures do we have in place to ensure we routinely review the data and make decisions based on it?
- How do we implement R&D practices to design and pilot new ideas within this experience?

We will run one pilot to test goal setting in classrooms. We are planning to run some additional pilots this spring to test:

- Whether our blended learning software choice, MATHia, will work effectively in the time allotted
- How to effectively meet with multiple small groups in a single block

Surveys on attitudes, feasibility
 Observation data
 Testing
 Pre-lesson, post-lesson

ELAR HQIM Block

Detailed Description

Grad Aims Being Developed <i>What aims does this experience build toward?</i>	Measures <i>What would indicate a student has developed the aims within this specific experience?</i>
<p>Intellectual Prowess- AJB graduates display Intellectual Prowess by mastering knowledge and skills in <u>integrated literacy</u> and <u>thinking critically</u>.</p>	<ul style="list-style-type: none"> • Evidence of reading (books, discussions, vocabulary) • Advanced communication beyond grade level • Ability to use technology • Familiarity with financial information • Speak and/or write in complete sentences • Able to evaluate their decisions and reassess • Able to come up with multiple solutions to a problem

<p>Habits of Success- AJB graduates display Habits of Success by embracing <u>growth mindsets</u> and maintaining a <u>healthy quality of life</u>.</p>	<ul style="list-style-type: none"> ● The ability to overcome challenges ● Willingness to attempt challenging tasks ● Reflecting on and growing from failure ● Displaying healthy nutrition habits at school (breakfast, lunch, snacks) ● Participating in physical activity ● Coming to school on time and well-rested
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<p>When <i>When does this experience take place?</i></p>	<p>During 58 min ELAR instructional block</p>
<p>Where <i>Where does this experience take place?</i></p>	<p>ELAR classrooms</p>
<p>Who <i>Who participates in and supports this experience? Include students and adults.</i></p>	<p>Classroom teachers will provide instruction while students will receive whole group instruction. Push-in support for special education students.</p>

<p>Key Learning Activities <i>What are key activities that make up the experience?</i></p>	<p>How They Support Aims <i>How do these activities support the various aims listed above?</i></p>
<p>The ELAR block will begin with the whole group read aloud/close reading/mini-lesson using the Wit & Wisdom curriculum to teach a concept lesson.</p>	<p>Whole group read aloud/close reading gives students access to complex texts and the opportunity to respond to them proficiently. (Intellectual Prowess)</p>
<p>Students engage in reviewing their independent goals focused on ELAR learning so they're invested in their own progress.</p>	<p>Goal setting and reviewing allows students to identify strengths and weaknesses and tackle challenges to improve their ability to grow academically. (Habits of Success)</p>
<p>Small group instruction rotation: Teachers will pull small groups of students based on guided reading level and provide a targeted</p>	<p>Teacher-led small group instruction allows students to learn skills to access complex texts, and analyze and synthesize information</p>

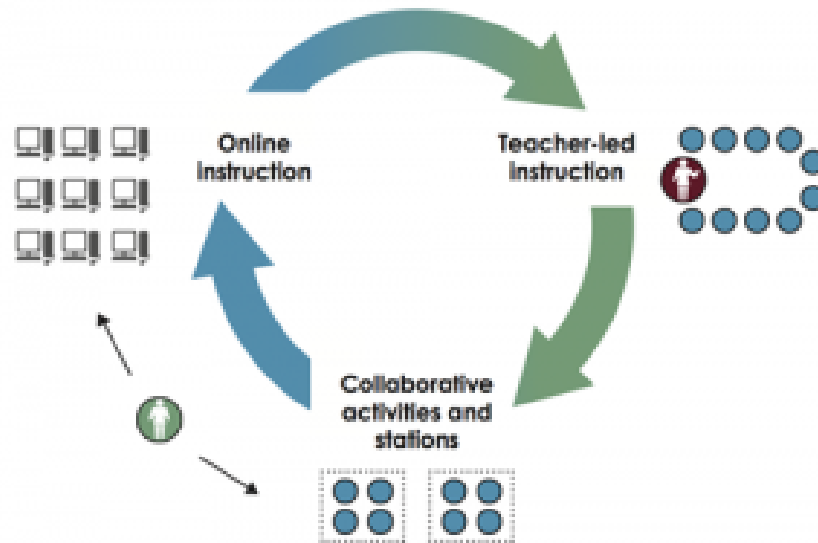
<p>guided reading lesson using Wit & Wisdom Reading lessons.</p>	<p>individually and with others. (Intellectual Prowess)</p>
<p>Online Learning rotation: Students learn and practice identified skills on a blended learning program, and are assessed within the program to ensure standards mastery.</p>	<p>Online learning allows students to practice skills at their own level. (Intellectual Prowess)</p>
<p>Small Group rotation: students will work in pairs or small groups on assigned learning focused on skills practice, group projects, or collaborative learning activities using W&W and other materials.</p>	<p>Small group work allows students to productively engage and work with others. (Intellectual Prowess, Habits of Success)</p>
<p>Independent Work rotation: Students will do independent reading or writing to build their reading and writing skills on short, discrete assignments and longer process-driven assignments.</p>	<p>Independent work allows students to appropriately communicate and express their views in writing and online, and practice tackling challenges. (Intellectual Prowess, Habits of Success)</p>
<p>Writing instruction and practice. This may take the form of the following experiences:</p> <ul style="list-style-type: none"> ● Whole group instruction ● Independent writing ● Small group instruction ● 1:1 conferencing ● Peer feedback pairs or groups 	<p>Writing instruction and practice allows students to appropriately communicate and express their views in writing and online and in person, and practice tackling challenges. (Intellectual Prowess, Habits of Success)</p>

Illustrative Examples

What does it look like for students and adults to engage in this experience? Consider using a week-in-the-life narrative, storyboard, etc.

This morning in our morning meeting, I revisited my ELAR blended learning block goal with my goal buddy. At the beginning of the week, I set the goals of finishing my independent reading book, mastering 3 lessons on our online blended learning software, and improving my metacognitive skills during small groups with my teacher.

When the blended learning block started, the teacher posted a schedule that had my rotations in this order: 1) small group instruction with the teacher, 2) independent reading, 3) online learning. I was excited to meet with the teacher first, as I really enjoy my small group time. She rang the bell and we all gathered our materials and headed to our stations.



At the small group table, she handed out an article about the Tokyo Olympics and gave us a quick lesson on practicing metacognitive skills while reading. We practiced choral reading and at certain moments, the teacher stopped us and asked us individual questions about what each part of the text made us think. I wanted to push myself by doing text-to-text and text-to-world connections, so I explained that the concerns the Japanese government is having about creating more COVID-19 spread are similar to ones I've heard about in cities around the US when people still want to have gatherings. The teacher praised my attention to detail in the article, and I felt great knowing I was working toward one of my goals! We continued reading and discussing the article until the 20-minute timer chimed. I noticed my teacher marking which students mastered the objectives from the lesson on her computer. The teacher thanked us for our focused attention and close reading skills and sent us off to our next rotation.

We only had 2 minutes to get to our next station and settled in, so I walked straight back to my desk and pulled out my independent reading

book. I only have one chapter left of The One and Only Ivan and I was eager to find out what happened in the end. I read through my book, and with still five minutes left, I updated my reading log. Right as I was getting ready to grab my next novel, the bell rang. Instead, I jotted a note to myself to check the “Recommended Books” basket to find my next book and moved over to the computer station.

At the computers, I quickly put on my headphones and logged into our online blended learning system. My goal this week was 3 lessons, but yesterday, I still hadn’t completed the first one because I got distracted. Today would be different, as my goals buddy gave me the advice to keep my headphones on and show persistence when reading longer passages. It worked! I completed the first lesson in time before the bell, and actually got started on the second lesson right as my teacher rang the bell! She asked us all to have “eyes on her” and then had us reflect for a moment on how well we did in meeting our ELAR goals, and then signal with thumbs up, thumbs middle, or thumbs down. I was so excited as today I really felt confident: Thumbs up!

Theory of Learning

Design Principles <i>What principles does this experience specifically honor?</i>	Explanation of Connection <i>How is the design principle evidenced in the experience?</i>
Relevance	In blended learning, computer-based curricula and activities help students build foundational knowledge and skills. This frees teachers to focus on higher-order thinking skills through questioning and discussion and go deeper into topics through challenging extension projects. These activities can help learners deepen their understanding of a topic in more long-lasting ways.
Active Self-Direction and Personalization	A high-quality blended-learning model uses either teacher knowledge or a computer-based algorithm to consider each student's individual needs and assets and offer customized content, instructional methods, and even schedules to each student. Each learner has access to what they need to succeed, and those who need more (time, teacher support, scaffolds) get more. Furthermore, blended-learning software can help teachers provide more detailed, in-the-moment feedback to students on their specific progress and opportunities for improvement.
High expectations with unlimited opportunities	Blended learning can allow young people to learn, regardless of the time and support needed. It provides greater flexibility regarding the pace of learning, the pathway through objectives, and the support received. In addition, learners can make

	<p>progress outside of school and have multiple opportunities to achieve mastery instead of being pushed on to new learning objectives before they are ready.</p>
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Insights Informing the Design

What insights informed the design of the experience?

Insights from Research	<p><u>Blended Learning Cycle</u></p> <p>By incorporating a blended learning cycle into the ELAR block, we provide opportunities for students to engage in individualized learning at their academic level and to practice the goal setting and time management skills they will need to be successful in middle school, high school, and post-graduation world. Research indicates that the incorporation of blended learning into the instructional day has a positive impact on all students, including students who are historically marginalized in classrooms:</p> <ul style="list-style-type: none"> ● Blended learning can increase engagement and academic achievement, even after just one year of implementation. (Hesse, 2017; Jenkins, 2014; LEAP, 2019) ● Blended learning can improve academic outcomes across different subgroups. In DC Public Schools (more than 2/3 African American and nearly 3/4 FRL), scores for students in blended math programs rose 19 points, compared to 5 points for students in the control group. (Christensen Institute) ● Blended learning can have a particularly strong influence on math and reading outcomes. One study of 7,200 districts found that students in blended classrooms outperformed their peers by 57% in reading and 26% in math. (Jenkins, 2014) ● People learn best when they practice challenging-but-doable skills at frequent, focused intervals and across diverse contexts. (Science of Learning and Development) ● People learn best when they believe in their ability to grow and achieve mastery of what they are learning. (Science of Learning and Development)
Insights from Your Community	<ul style="list-style-type: none"> - Parents stated a desire for more ongoing feedback on student progress - Teachers believe that small group, data-driven instruction has the greatest impact on student achievement - Families want students learning relevant content that helps inform future plans, including college and

	<p>career</p> <ul style="list-style-type: none"> - Parents and teachers want students to have greater agency and control over their own learning
Results from Ongoing Pilots	<ul style="list-style-type: none"> - Teachers need more scaffolded support in helping students write meaningful goals - Need a process for students to use to track progress on their goals - In our blended learning mini-pilot, we tested 1:1 conferencing. During that pilot, some students struggled to draft meaningful goals. After the pilot, we learned that we needed to focus on specific data about which students should write goals, which caused us to share sample goals with students, and model the thinking students need to do to draft meaningful goals.
Insights from Other Schools	<ul style="list-style-type: none"> - CICS West Belden <ul style="list-style-type: none"> - The ability for students to engage in collaborative learning. - I liked how the students are working together and also on technology during their stations. - Cisco Junior High <ul style="list-style-type: none"> - Student choice in extension activities and small group instruction. Students are engaging in goal setting. Students pace their own learning. - I really like the goal-setting piece of how they are rotating. I believe that it is important for teachers to take that time with each kid and set goals that are obtainable. - Talking about data-driven instruction – and how much the teams internalized it - teachers had known there were gaps – but now teachers could speak to (and address) the very specific gaps - Pasadena ISD <ul style="list-style-type: none"> - Flexible schedules based on students' content needs. Multiple teachers in one classroom. Community involvement and projects. Ability to provide students with different styles of learning that work best for them. - I really like the 1:1 technology. I know that our district is working towards that at this time, but I would like to see the technology go home with the students so that they can continue working on things if needed. I also like the 90-minute blocks for courses.

School Element Specifications

School Element Specifications and Resources

How is each relevant school element approached within this experience? Link any resources to further illustrate the approaches or support implementation. Note: Use the details here to update key school element materials linked in the whole school design blueprint (e.g. master schedule, budget).

Curriculum, Instruction, & Assessment

- What standards or competencies do students master?
- What teaching and learning approach(es) do we use?
- What systems or approaches are in place to support special populations? What systems or approaches are in place to support struggling students?
- What evidence do we gather to understand student progress? How is student progress recorded and reported?
- What implications do our answers above suggest for our whole-school school elements (e.g. curriculum, grading policies, assessment plan)?

Curriculum

- Core Curriculum: Wit & Wisdom for building grade content knowledge and skills (ESF Lever 4 - High-Quality Curriculum)
- Core Curriculum 2: Guided reading leveled texts from W&W for small group text-based instruction on reading strategies and skills (ESF Lever 4 - High-Quality Curriculum)

Assessments

- Students will take district benchmarks three times a year to assess mastery
- Teacher will administer daily guided reading formative assessments during small group instruction to identify mastery of reading strategies and standards, and check for comprehension
- Teacher will administer unit quizzes and tests to assess true mastery of content and skills

Student Data

- Students will track their digital content usage in minutes, their objectives completed, their books completed, and their weekly goals. This tracking will happen daily throughout the day and culminate in a weekly reflection during Goal Setting.
- Teachers will use data from TEKS to create guided reading and small instructional groups for needs based instruction. Once groups are established, teachers will use guided reading and small group instruction data to shift group members based on mastery of reading strategy or standard.
- Teachers review student goal trackers daily to recognize who made progress toward their goals.
- Administrators will track benchmark and TEKS data and engage teachers in monthly Data Days with the whole faculty to examine benchmark assessment data and provide support on remediation strategies.

Teacher Instruction and Interventions

- Aside from delivering the W&W curriculum during whole group instruction (read aloud, close reading, mini lessons), teachers will deliver small group instruction to three small groups a day. These groups will focus on guided reading leveled instruction. Small group remediation, in which teachers reteach standards to small targeted groups of students while other students work in book clubs or on other computer-based programs. Teachers will make note of students who need additional remediation.

ESF 4.1- Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

ESF 5.1-Objective-driven daily lesson plans with formative assessments.

ESF 5.2- Effective classroom routines and instructional strategies.

ESF 5.4- RTI for students with learning gaps.

Community & Culture

- What behaviors do we expect of students in this experience?
- What community rituals do we engage in this experience?
- What needs to be true about our whole-school culture and behavior plan to align with the vision for this experience?

The ELAR blended learning rotation block provides one of the primary areas for students to practice goal-setting and reflection and take more ownership of their own learning progress. Students have many opportunities to reflect on their progress and make choices to take more ownership over the learning and progress. This work reinforces important ownership and agency opportunities students take outside of ELAR, while reinforcing the peer to peer type of supportive culture to ensure every learner thrives. Within the ELAR blended learning block, student work and progress is publicly celebrated by teachers and peers. This could include visual tracking systems, celebration routines (ring the bell when you pass a content assessment) and incentives.

AJB's school wide culture system, CHAMPS (Conversation, Help, Activity, Movement, Participation, SUCCESS), anchors our school culture by communicating our high expectations and shared ownership for student success. Every teacher is trained on CHAMPS and implements it in the classroom, and classroom routines rely on CHAMPS to ensure all students have the same high expectations for behavior across the school. (ESF Lever 3.1 - Positive School Culture)

ESF 3.1-Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

ESF 3.2-Explicit behavioral expectations and management systems for students and staff.

ESF 3.4- Involving families and community.

ESF 5.2-Effective classroom routines and instructional strategies.

Adult Roles, Hiring & Development

- What roles do adults play in this experience? What competencies and experiences do adults have to have in order to play these roles?
- How do we evaluate and support the ongoing development of adults?
- What are the implications for our campus staffing structure, our staff recruitment, hiring and retention plan, and our PL/staff development plan?

Teachers in a blended learning classroom play multiple roles that necessitate different competencies and experiences:

- Instructor: teachers plan and execute guided reading lessons, teach students routines and procedures for rotating and using the software

- Data Analyst: teachers determine small group rotations using student reading data to drive grouping decisions
- Facilitator: teachers build student independence with accountability systems, classroom management rules, student roles, student incentives, goal check-ins
- Classroom Manager: teachers foster and uphold strong, clear expectations for student behavior

Strong blended learning rotations necessitate a solid understanding of technology and troubleshooting knowledge when technology challenges arise.

Teachers need two types of development: initial and ongoing.

- Initial training involves helping teachers understand the basics of the hardware and software (what it does, how to log in and out, what learning experiences look like, and how to troubleshoot basic challenges) and how rotations work (determining rotation groupings, communicating groupings, routines and procedures for rotations, classroom management strategies, etc.). This training is provided prior to blended learning beginning in the classroom. In AJB's case, all AJB teachers will return for an added day over the summer to receive training on how blended learning works, key routines and procedures, and software training. Additionally, the school will formally bring back CHAMPS training for all teachers.
- Ongoing training involves deepening understanding of the software (how to identify when a student is stuck, how to analyze the data, how to use the data to provide additional remediation, how to troubleshoot bigger challenges). This training is provided once blended learning is up and running and primarily "just in time" as individual teacher knowledge is built and within the context of actually running blended learning rotations. Some software follow up training can be provided to the whole staff at once.
- We are partnering with Relay Graduate School of Education to give our teachers the following supports:
 - Direct in-school observations and coaching of leaders (site visit)
 - School-based action planning
 - Virtual and in-person coaching
 - Strategic planning and implementation alongside supervisor and leadership
 - Support setting up structures for Data-Informed Instruction & Data Meetings

Evaluation of blended learning implementation rests upon fidelity of implementation, as weak rotations may not result in increased student achievement. These elements should be evaluated when considering fidelity of implementation

- **Rotation transition time:** the time students move from one rotation to the next should be minimal (e.g. no more than 1-2 minutes) to maximize learning time.
- **Lessons mastered:** student learning on computers should be measured not by time spent, but by lessons learned or mastered, and should include all students.
- **Time in each rotation:** in order to maximize learning time in small groups and on the computer, rotations should be evenly timed. This allows for enough in-depth work to be completed on computers during a rotation, sufficient time for a guided reading lesson, and time for

independent reading. Too little time in any one area may result in minimal work completion and/or learning.

- **Classroom management:** students should be able to work independently without the teacher support when not in guided reading groups. This necessitates a high level of classroom management and supports in place, so that students know and do what's expected of them and are not disruptive to others.

Implications for campus staffing structure, staff recruitment, hiring and retention plan, and PL/staff development plan

- **Staffing structure:** Classroom rotations can be successfully executed with one teacher in the classroom. However, an addition of one adult (Blended Learning Teaching Assistant) who can provide technology support across the school during blended learning rotations allows teachers to focus on instruction while the assistant troubleshoots technology challenges in real-time. This position could be a teacher's aide or parapro with technology skills who can be trained and repurposed for this effort.
- **Staff recruitment, hiring and retention plan:** Teachers will need technology, small group instruction and classroom management experience to successfully implement blended learning rotations.
- **PL/staff development plan:** Time will need to be built into professional development offerings prior to the start of blended learning to ensure all teachers understand the expectations and have the skills to successfully implement rotations. Additionally, time and structures should be built into the school's existing data analysis meetings to ensure that blended learning data is also analyzed.

ESF 1.1-Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.

ESF 2.1-Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

ESF 5.2- Build teacher capacity through observation and feedback cycles.

ESF 5.3- Data-driven instruction.

Scheduling & Use of Time

- How, where, and with whom do students spend time in this experience? And how does it vary day to day?
- How, where, and with whom do adults spend time in this experience? And how does it vary day to day?
- How are students grouped with peers and adults for this experience?
- What are the implications for our master schedule?

At AJB Middle, students experience a 58- minute ELAR block each day broken into the following blocks:

2022-23 School Year - HQIM ELAR

- 30 minute read aloud/close reading/mini lesson
- 30 minute writing instruction and practice

2023-24 School Year - Blended Learning with HQIM ELAR

- 20 minute read aloud/close reading/mini lesson
- 20 minute blended learning rotations
- 20 minute writing instruction and practice

Teacher focus during blended learning rotations

The classroom teacher will spend the majority of blended learning time teaching in a small group. This necessitates a high level of management and classroom routines in order for the other rotations to work productively. Teachers will need to teach, practice and reinforce rotation rules and routines frequently to ensure students understand and can exhibit independent learning behaviors.

Student blended learning groupings

Students will be grouped by guided reading level, to ensure homogeneous reading groups with the teacher. If guided reading groups are too large, teachers could create 6 smaller groups and meet with each group 2x/week instead of 4-5x/week.

ESF 5.2- Effective classroom routines and instructional strategies.

ESF 5.3- Data-driven instruction.

ESF 5.4- RTI for students with learning gaps.

Community & Family Partnerships

- What partnerships with families do we have in place to support their childrens' learning in this experience?
- What partnerships with external organizations and service providers do we have to help support our work?
- What are the implications for our family engagement plan or community partnership plans?

1-2 times per year, AJB hosts Academic Nights to help familiarize families with the blended learning work, grading policies and how they may support their student's progress. Families also engage with students on their progress and goals during Student-Led Conferences 3 times per year.

School Element Implications: Caregivers need support in understanding the different components of AJB's curriculum and how grading works. They may also need support on how they can best support students goal-setting, choice, and reflection within the blended learning blocks.

ESF 3.4- Involving families and community.

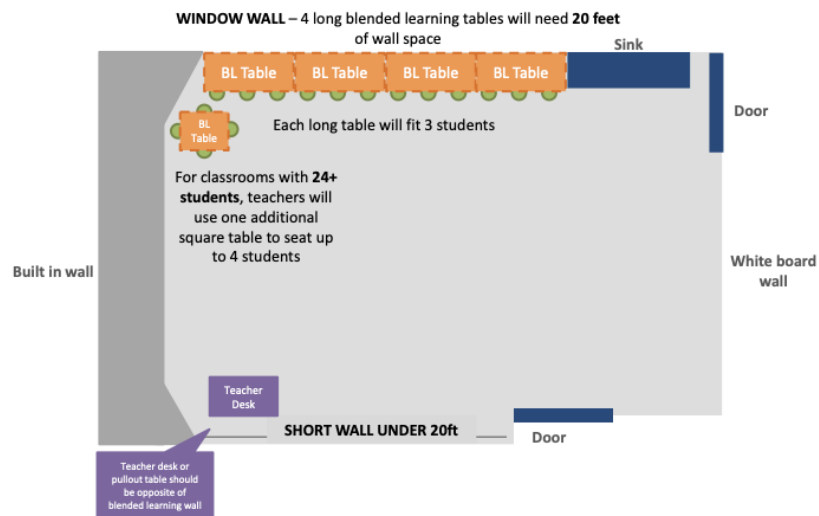
Space & Facilities

- How do we organize and design the space to support learning in this experience?
- In which places do we extend learning beyond the primary space?
- What changes (if any) might be required to our whole school physical space plan?

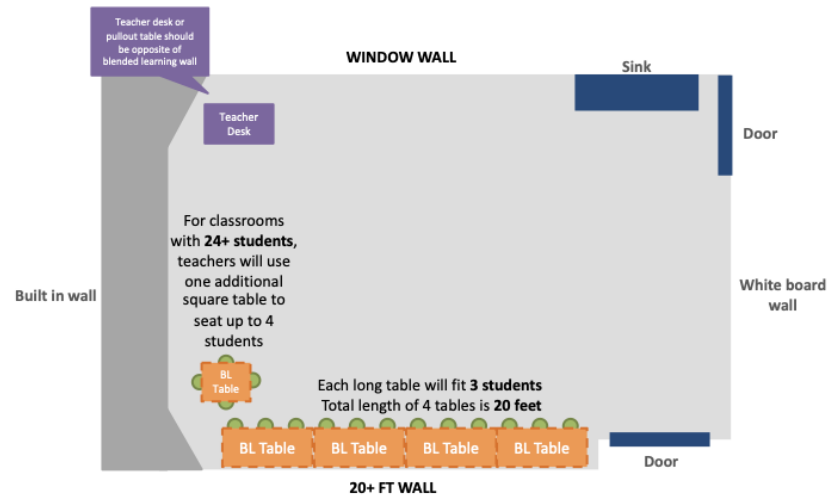
Furniture and classroom environment play an important role in blended learning implementation, as how students and teachers move in the space is even more important in blended learning classrooms than in other classrooms. How teachers make use of space directly impacts learning. Key considerations for designing the space:

- The mobility of devices: students with laptops have more flexibility with rotations than if they have “fixed” computer stations, but may have implications on power (charging)
- Student independence, behavior and experience with blended learning: students with less experience and independence may need closer teacher monitoring to ensure they’re on task, which means the computer station should have screens facing the teacher sitting at the guided reading station for simple monitoring. With a pre-determined “computer station,” students move to the space and know exactly what is expected of them in that space.

Sample Blended Learning Classroom Floor Plan – Option 1



Sample Blended Learning Classroom Floor Plan – Option 2



Budget and Operations

- How do we ensure sufficient funding for this experience and how will that funding be allocated?
- What are the key operational considerations for this experience?
- What are the Whole School Budget or Operations plan requirements to support this experience?

The budget is included in the FIT in GPM 5.3.

Technology

- What devices or hardware do we use to support learning in this experience? What software or platforms do we use?
- What are the requirements of our whole school technology and infrastructure plan to support this experience?

Because AJB has a 1:1 computer environment and teachers have become well-versed in new technology tools as a result of the COVID-19 pandemic, the school is not increasing technology as much as it is using it much more purposefully. The current infrastructure is able to sustain the use of technology in this model.

Hardware Needs

- A minimum of 30% of students will be on devices at one time; ideally, a 1:1 student/device ratio would allow for the greatest flexibility, especially as students in independent reading finish their books at different times and could log books and take quizzes immediately after finishing their books.
- Chromebooks or laptops will work

Software Needs

- Online ELAR platform
- Goal-setting platform

Accessory Needs

- Headphones for each student
- Power strips
- Pocket charts for teachers
- Labels for stations
- Supplies (scratch paper, wipe boards and pens, anchor chart paper, etc.)

Communications

- What communication with families and community partners is necessary to support this experience?
- Are there implications for our whole school communication plan to support this experience?

1-2 times per year, AJB hosts Saturday School to help familiarize families with the blended learning model, grading policies and how they may support their student's progress. Families always have access to AJB's online learning platform and are able to review and discuss progress, goals, etc. with their students. Families also engage with students on their progress and goals during conferences 2 times per year.

ESF 3.4- Involving families and community.

Continuous Learning & Improvement

- How do we collect data and measure progress in this experience?
- What systems and structures do we have in place to ensure we routinely review the data and make decisions based on it?
- How do we implement R&D practices to design and pilot new ideas within this experience?

We ran a 3-week blended learning pilot in 3 classrooms to test some aspects of the ELAR blended learning block. Our plan and findings can be found here: [ELAR Blended Learning Pilot Portfolio](#).

We plan to use [Blended Learning "Look Fors"](#) to observe classes and set expectations for teachers.

Data meetings and grade-level team meetings and common planning time are all used to review data as a team and make school, unit, and lesson-level decisions based on student need. Data will also be shared with parents through conferences and through the school's LMS. Data used in these meetings include:

- Attendance and behavior data
- Guided Reading data
- TEKS data

School Element Implications: Blended learning rotations will require a constant focus from R&D cycles, which may impact what else can be focused on in the near-term.

ESF 1.1- Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.

ESF 1.2- Focused plan development and regular monitoring of implementation and outcomes.

ESF 5.3- Data-driven instruction.

SEL (TAG Time)

Detailed Description

Grad Aims Being Developed <i>What aims does this experience build toward?</i>	Measures <i>What would indicate a student has developed the aims within this specific experience?</i>
<p>Relationship Skills- AJB graduates display Relationship Skills through <u>communication</u> and <u>empathy</u>.</p>	<ul style="list-style-type: none"> • Less fighting amongst students • Reduction in reports of bullying, self-harm, etc. • Increase in participation in restorative practices • Students seek the advice of trusted adults • Understand non-verbal communication and what it means • Engage in conversation with both peers and adults • Understand social norms/cues to know what is courteous (or not) • Ability to work and collaborate • Resolve conflict • Coming to an agreement • Celebrate others for who they are • Conversational ability of student (eye contact, limited interruptions ie listening and responding, ability to see things from others' point of view) • Listens & adapts to feedback • Ability to think before they act
<p>Pathfinding- AJB graduates display Pathfinding by engaging in <u>professionalism</u> and <u>responsible decision making</u>.</p>	<ul style="list-style-type: none"> • Commitment to school's values & vision • Collaborates by completing assigned roles/duties • Meeting deadlines • Arriving on time • Willingness to adapt to new or uncertain situations • Holds themselves and others accountable to expectations & vision • Recognize appropriate/ inappropriate settings
<p>Habits of Success- AJB graduates display Habits of Success by embracing <u>growth mindsets</u> and maintaining a <u>healthy quality of life</u>.</p>	<ul style="list-style-type: none"> • The ability to overcome challenges • Willingness to attempt challenging tasks • Reflecting on and growing from failure • Participating in physical activity • Coming to school on time and well-rested

When <i>When does this experience take place?</i>	During the 56 minute SEL Time each Friday.
Where <i>Where does this experience take place?</i>	All classrooms
Who <i>Who participates in and supports this experience? Include students and adults.</i>	Classroom teachers will lead students through Character Strong SEL Curriculum and through some Strong Start components. Students may learn to lead select elements of the experience. The counselor will push-in to support and coach teacher practice.

Key Learning Activities <i>What are key activities that make up the experience?</i>	How They Support Aims <i>How do these activities support the various aims listed above?</i>
Greeting at the Door: Teacher greets students at the door, individually and warmly. This includes an optional physical connection, connecting at eye level, and making a personal connection.	Greetings at the Door supports students' sense of belonging, safety, and engagement in their classroom community. The one-on-one interaction with teachers builds interpersonal skills and emotional intelligence. (Relationship Skills)
Intention Setting: Each day students set a non-academic goal, or intention, about how they will live into classroom agreements, norms, or rules.	Intention setting allows students to practice self-management and self-motivation and recognize and take ownership of the ways their specific actions can support their community. (Pathfinding, Habits of Success)

SEL Curriculum: Teachers use the SEL curriculum, Character Strong, to deliver quick, engaging lessons to students on key topics such as self-management and relationship skills. The SEL lesson is a whole class ritual that fosters community by giving students a shared joyful experience.

A sense of belonging is a prerequisite to learning. These rituals give students an opportunity to participate in a collective activity, building trust and relationships as a group. (Relationship Skills, Pathfinding)

Illustrative Examples

What does it look like for students and adults to engage in this experience? Consider using a week-in-the-life narrative, storyboard, etc.

It's a Friday, and Hector arrives at school at 8:00. At the front door, he is given a warm welcome by the social worker who asks him how he is doing. Hector heads to his first PBL block where he is learning more about health and fitness. He has been able to reflect on his current health and develop personal health goals. This topic is relevant to him and his life as he strives to live a healthier lifestyle. After his PBL block it is time for him to transition to SEL Time. The hallways can sometimes be hectic with all the students hurrying to class, but the teachers stand by the doors to greet students and keep everyone smiling and safe. He waves to his teachers as he hurries to his SEL period to start the day. As soon as he walks into Ms. Mason's room, he sighs a sigh of relief. Ms. Mason has the lights dim and music playing and his classmates are getting their materials ready for the day quietly. Hector loves how peaceful Ms. Mason's SEL period is in the mornings. Ms. Mason welcomes the class with a warm smile and students say good morning. She gives a few moments for Hector and his classmates to greet the people around them with high fives and fist pumps. She then introduces the morning whip around. At first it felt nerve wracking to share with the class, but soon Hector felt safe once he realized how supportive his SEL group is. Ms. Mason says that the SEL group is like a family, and we're here to check on each other and take care of each other, and that's how it feels. Ms. Mason asks everyone to set their intentions for the day. Hector shares with the class that he wants to hold himself accountable to staying out of trouble and minimizing his talking. Other students show support and share similar intentions. After their intention time through the whip around, Ms. Mason guides them through a mini-lesson with Character Strong. Hector likes these lessons because he feels like they're helping him become more of a well-rounded teenager, and not just a great mathematician or reader. After they talk through the lesson, he has a progress check-in on his weekly goals with his buddy, Jessica. They discuss how they are each doing on their weekly goals and encourage each other to meet them by next Friday.

Flex Friday (SEL Time) Schedule	
9:30 - 9:35	Greetings at the Door
9:35 - 9:45	Morning Whip Around

9:45 - 9:50	Setting Intentions
9:50 - 10:20	Character Strong SEL Lesson
10: 20 - 10:29	Goal Setting

Theory of Learning

Design Principles <i>What principles does this experience specifically honor?</i>	Explanation of Connection <i>How is the design principle evidenced in the experience?</i>
Whole Child Focus	<p>Strong Start recognizes that students bring their whole selves to school and therefore seeks to care for and develop the whole child. Strong Start activities are designed to build students’ social-emotional capacities, to care for their physical bodies, and to prepare students for learning. Strong Start is rooted in the belief that a child’s wellbeing is an important outcome in its own right and is also a key driver of academic success. An environment that is safe and relationship-rich nourishes the whole child and places students in an emotional state conducive to deeper, more lasting learning. These practices broaden the definition of success and enable students to gain a wider range of skills. Building competencies around mental health are critical for successfully navigating one’s professional pathways, personal relations, and health.</p>
Relevance	<p>Strong Start activities support students to get to know themselves and each other, supporting students’ identity development and their ability to respect the identities of others. Setting intentions allows students to understand and learn to live out of their values. And the various connection points within Strong Start allows students to get to know, appreciate, and respect each of their classmates which enables them to make relevant connections with one another. Seeing one’s identity reflected and celebrated in the climate of a school promotes a sense of belonging and self-efficacy. When adults and peers affirm a student’s identity, they are</p>

more likely to find value in school and find learning more motivating and relevant.

Insights Informing the Design

What insights informed the design of the experience?

Insights from Research

Social Emotional Learning through Strong Start

Strong Start is social-emotional learning practice that builds students' social-emotional skills, creates emotional safety for students, builds strong teacher-student and student connections, develops students' sense of belonging, uses mindfulness to strengthen student's self-regulation, and is based in an understanding of how attachment and stress impact the development and function of the brain. Research indicates that:

- SEL interventions that build social-emotional skills can improve students' academic performance, classroom behavior, stress management, self-perception, attendance, and enjoyment of school. There was also an association between social-emotional competence and positive life outcomes including educational attainment, employment, and life satisfaction. ([Durlak et al, 2011](#), [Jones et al., 2015](#))
- Emotionally safe environments are related to more positive identity development, better learning, and greater self-worth. Also students who are not worried about their safety feel more connected to school and care more about their educational experience. ([Shean & Mander, 2020](#), [Osher, et al., 2006](#))
- Stronger teacher-student relationships lead to improved behavior, reduced disciplinary referrals, and improved academic and social-emotional outcomes. ([Murray-Harvey, 2010](#), [Durlak et al, 2011](#), [Marzano & Marzano, 2003](#))
- There is strong connection between students' sense of belonging and their self-esteem, their academic outcomes, their mental health, and their health risk behaviors ([Watson, 2017](#), [Niehaus et al., 2012](#), [Millings et al. 2012](#), [Resnick et al., 1997](#))
- Building emotional regulation through mindfulness leads to better social skills, attention, and focus. ([Blair and Raver, 2014](#), [Hoanglan, 2020](#))
- Understanding how attachment and stress impact the development and function of the brain can positively impact students' learning, relationships, and emotional regulation. ([Carew & Maqsamen, 2010](#), [Lipset, 2011](#))

Insights from Your Community	<ul style="list-style-type: none"> - Families stated a desire for their students to learn character and real world skills and for the school to offer more mental health support. - Students stated that they want adults to show they care about them and are excited that they are at school. - Students shared that there is a problem with bullying and that they think they would focus better and enjoy school more if classmates were kind to each other. - Teachers expressed a concern for the mental and emotional health of students, and a desire for wraparound support for the whole child.
Results from Ongoing Pilots	<ul style="list-style-type: none"> - When we piloted Greetings at the Door (2 weeks) and Setting Intentions (1 week), we learned that teachers appreciate and students respond well to specific, scripted SEL practices. - Our Greeting at the Door Pilot, taught us that creating a <u>Student Greeter role</u> strengthens the practice because it allows tardy students to be greeted as well. The Student Greeter role also improves students' interpersonal skills and builds pride/ownership in their classroom. - Though our piloting process we learned that, teachers still need to do more learning about social-emotional learning foundations (e.g. emotions and the brain, behavior as skill, empathy)
Insights from Other Schools	<ul style="list-style-type: none"> - Teachers liked the Whole Child Model because it focused on self-regulation, teacher-student relationships, and student-student relationships and because there was clear guidance for all of their SEL experiences (e.g. Strong Start, Re-Centering Spaces). - Teachers gravitate towards Strong Start because they liked being able to start their day with calming and connection. - We need to ensure that SEL practices and mindset are consistent and are not confined to Fridays for 1-hour.

School Element Specifications

School Element Specifications and Resources

How is each relevant school element approached within this experience? Link any resources to further illustrate the approaches or support implementation. Note: Use the details here to update key school element materials linked in the whole school design blueprint (e.g. master schedule, budget).

Curriculum, Instruction, & Assessment

- What standards or competencies do students master?

- What teaching and learning approach(es) do we use?
- What systems or approaches are in place to support special populations? What systems or approaches are in place to support struggling students?
- What evidence do we gather to understand student progress? How is student progress recorded and reported?
- What implications do our answers above suggest for our whole-school school elements (e.g. curriculum, grading policies, assessment plan)?

Curriculum

Creating an environment in which students thrive involves every part of the student experience -- it cannot be confined to a single part of the day nor is it accomplished by a particular curriculum alone. Strong Start is part of a set of universal (Tier 1) strategies (CARE) that exist throughout the day to ensure adult actions are supporting students' socio-emotional health. Strong Start can be done alongside a variety of SEL curricula and it can work in combination with a wide variety of academic curricula. It is most important that instruction be delivered in a way that is consistent with the messaging of our SEL approach (students are held to high expectations and are trusted to meet those; students have choice and autonomy in how they learn or express ideas; students have as much autonomy as possible in the way they work so that they can also practice socio-emotional habits of setting and meeting goals, etc).

Implementation guidance for Strong Start can be found [written here](#) or [visually here](#). Resources and video examples for each activity can be found on the [Whole Child Website](#). Below are link guidance and resources for each key activity.

- Greeting at the Door ([Guidance](#), [Greetings Poster](#), [Greetings Observation Form](#), [Greetings at the Door FAQ](#))
- Intention Setting ([Guidance and Activity Options](#))

We will use this [Back to School Planning Document](#) and this [week-by-week scope and sequence](#) to rollout Strong Start at the beginning of the 2022-23 school year.

- Core Curriculum: Character Strong (SEL) where students receive instruction on key SEL competencies from their teacher with opportunities to internalize and practice with their peers.

Assessments

- The Core SEL Team (Principal, AP, Counselor, and Restorative Justice Campus Leaders) will observe for SEL practices every other week. When observing Strong Start or Character Strong, they will use the [Strong Start Observation Form](#). When observing outside of the Strong Start time, they will use the [Intentional Language and Tone Observation Form](#)
- Students and teachers will complete a customized SEL Survey three times a year (beginning, middle, and end).

ESF Level 3.1 - Mission, vision, and values are present in the daily life of the school, and school climate is regularly assessed.

ESF Level 3.2 - Staff and students practice behavioral expectations with a common language.

ESF Level 3.3 - School teaches mental health and wellness skills to students.

ESF Level 4.1 - Use of high-quality instructional materials

ESF Level 5.1 - Effective classroom routines and instructional strategies

ESF Level 5.2 - Build teacher capacity through observation and feedback cycles.

Community & Culture

- What behaviors do we expect of students in this experience?
- What community rituals do we engage in this experience?
- What needs to be true about our whole-school culture and behavior plan to align with the vision for this experience?

Strong Start is a community ritual that strengthens the classroom community by developing relationships (teacher-student and student-students), as well as students' sense of belonging. It helps create a classroom culture that is joyful, calm, predictable, connected, supportive, and affirming. Strong Start proactively shapes community, culture, and student behavior, both the behaviors that students need to be successful within the Strong Start experience and, more importantly, within the broader school community and throughout life. Through Strong Start students learn to listen with focus and care while someone else is speaking, to recognize, understand, share, and regulate their emotions, to interact with peers in warm and appropriate ways, to move their bodies in ways that keep the community safe, to set goals that align to values, and to be empathetic and compassionate.

We also recognize that creating community and culture cannot be limited to student-facing experiences but must permeate our entire school and often should start with the adults in the building. The culture we create for staff will be the culture that is transmitted to students. If we want students to feel safe, loved and valued for who they are, we must work with adults (staff & families) in ways that help them feel safe, valued and loved. We are intentional about understanding the state of our culture and using rituals (like Strong Start) that cultivate this type of staff culture. We give our staff meaningful leadership responsibilities for shaping the direction of our school and provide clear guidance on what is core to our school and how staff can innovate. We know our staff members as full humans and look for ways to help them use their greatest strengths in our work together.

ESF Lever 2.1 - Campus leaders implemented targeted strategies to support and retain staff

ESF Lever 3.1 - Mission, vision, and values focused on safe environment and high expectations.

ESF Lever 3.2 - Staff and students practice behavioral expectations with a common language.

ESF Lever 3.3 - School teaches mental health and wellness skills to students.

ESF Lever 3.4 - School involves family and the community

Adult Roles, Hiring & Development

- What roles do adults play in this experience? What competencies and experiences do adults have to have in order to play these roles?
- How do we evaluate and support the ongoing development of adults?
- What are the implications for our campus staffing structure, our staff recruitment, hiring and retention plan, and our PL/staff development plan?

The teachers facilitate the Strong Start experience in each classroom, including greeting students, establishing and maintaining classroom routines (e.g. breakfast, in-class transitions, carpet routine), leading the carpet routine (sharing leadership with students whenever possible), and helping the experiences during Strong Start live out throughout the day. However, in addition to leading the Strong Start experience, teachers are responsible for creating the conditions for learning and social-emotional development through the ways they foster strong student-teacher

relationships, create a supportive physical environment, model social-emotional skills including self-regulation, help student navigate conflict, and teach social-emotional skills throughout the day

We believe that teachers have a significant influence on the well-being of our students. Teachers explicitly build students' SEL skills through teaching and modeling, and our teachers create the conditions - safe, stable, nurturing relationships and environments - that students need to develop academic, social, and emotional competencies. Therefore, we devote significant time and resources to developing the social and emotional capacities of all of the adults in our building, so that they can fulfill those essential roles for students. We do this in several ways:

Professional Development - *We are still developing the professional development calendar for the summer and the 22-23 school year.*

- **Learning about SEL** - These PD sessions will focus on some of the foundational learnings around SEL (e.g. How Stress and Emotion Impact the Brain, Why SEL Matters?, Behavior as Skill)
- **Social Emotional Skill Building** - These PD sessions will focus on building teachers' social-emotional capacities including unpacking their classroom stressors and triggers, planning for and practicing self-regulation, and understanding and strengthening their empathy skills. There may also be targeted experiential sessions.
- **SEL Practices** - We will also have initial and ongoing PD on how to do Strong Start well. The initial PD will occur during summer inservice, Ongoing PD will be shaped by observation and teacher/student feedback and will likely be short sessions to address specific growth areas.
- **Adult Wellness** - These sessions will give our staff time, space, structure, and strategies to plan for and prioritize their own wellness (emotional, physical, mental, etc.)

Coaching

Our Core SEL Team (Principal, AP, Counselor, and Restorative Justice Campus Leaders) will develop a schedule to provide bi-weekly observation and coaching for each teacher. We will use the [Strong Start Observation Form](#) to observe Strong Start, and will use the [Intentional Language and Tone Observation Form](#) when we observe during other points of the day. We will meet every two weeks as a team to discuss these observations, as well as SEL implementation more broadly.

Support, Autonomy, and Job Demands

We recognize that the ways that we offer support, provide teacher autonomy, and structure teachers' job demands all impact their stress levels, their emotional health, and thereby, their ability to consistently provide safe, stable, nurturing environments and relationships for students. Therefore, as we design teacher support structures, make decisions about teacher autonomy, and structure job demands, we consider their emotional impact on teachers. We do this primarily by listening to teachers about what they want and need.

Staff Culture and Adult Wellness - We want to create an environment for adults that is joyful, calm, predictable, supportive, and affirming. We believe that by doing so, our teachers will be better able to create that type of environment for their students. In addition, teachers will be happier, will stay longer, and will be more effective. We endeavor to create that type of staff culture by:

- Using traditionally student-facing SEL practices with adults. Examples include staff Wish Wells, celebrations, Strong Start at meetings, and classroom design strategies applied to office and staff lounge.
- Co-creating commitments and norms for adult interactions, as well as a protocol for calling coworkers back into those commitments when they may not be living up to them.
- Making caring for one's emotional and physical wellbeing valued and normative within our staff community by:
 - Celebrating ways that teachers are investing time and resources in their own wellbeing.
 - Cultivating known and reliable substitute teachers, so teachers can take time off when needed.
 - Providing flexible coverage for teachers when they need to leave for short wellness related appointments.
 - Providing free counseling for teachers.
 - Providing training and support focused on adult wellbeing.

Implications for campus staffing structure, staff recruitment, hiring and retention plan, and PL/staff development plan

- **Staffing structure:** For the 2022-2023, we will hire a floating substitute teacher and an additional counselor. Longer term we are exploring ways to use paraprofessionals to reduce our adult-student ratio across the school.
 - The substitute will be able to fill in for teachers in a flexible way and without disrupting the school culture we are seeking to build. When not covering for absent teachers, the substitute will push into classrooms with behavior challenges.
 - The new counselor will be able to provide support for students and adults. As our current school counselor will take on more teacher coaching and training responsibilities to support this new SEL model, the new school counselor will take on some of the student-facing responsibilities (e.g pull out groups). In addition, we will hire someone who can provide free counseling services to teachers after school.
- **Staff recruitment, hiring and retention plan:** Through these practices we aim to cultivate a community of adults who are warm, empathetic, grounded, and emotionally intelligent and who are committed to creating extraordinary outcomes and experiences for the whole child. We seek to hire adults with those capacities and commitments as well. We believe these practices will also strengthen our staff retention.
- **PL/staff development plan:** *See above.*

ESF 1.1-Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.

ESF Lever 2.1 - Recruit, select, and retain high quality educators.

ESF Lever 5.2 - Build teacher capacity

Scheduling & Use of Time

- How, where, and with whom do students spend time in this experience? And how does it vary day to day?
- How, where, and with whom do adults spend time in this experience? And how does it vary day to day?

- How are students grouped with peers and adults for this experience?
- What are the implications for our master schedule?

Strong Start & Character Strong occurs in each classroom on Fridays during the weekly SEL Block. All students in each classroom engage in this practice. Each classroom teacher is greeting students and then leading the activities. Administrators and behavior focused staff (e.g. counselor, social workers, RJCL) are continuing to assist with arrival for tardy students and/or observing and coaching teacher practice in classrooms during the Strong Start & Character Strong practice.

ESF 5.2- Effective classroom routines and instructional strategies.

Flex Friday (SEL Time) Schedule	
9:30 - 9:35	Greetings at the Door
9:35 - 9:45	Morning Whip Around
9:45 - 9:50	Setting Intentions
9:50 - 10:20	Character Strong SEL Lesson
10: 20 - 10:29	Goal Setting

Community & Family Partnerships

- What partnerships with families do we have in place to support their childrens’ learning in this experience?
- What partnerships with external organizations and service providers do we have to help support our work?
- What are the implications for our family engagement plan or community partnership plans?

Numerous times per year, AJB Middle School hosts open house events to help familiarize families with the curriculum and the structure and rationale for SEL. Teachers also utilize content-specific events (i.e. AMS ELA Night or Math Night) to further familiarize families with what is happening during advisory time.

ESF 3.4- Involving families and community.

Space & Facilities

- How do we organize and design the space to support learning in this experience?
- In which places do we extend learning beyond the primary space?
- What changes (if any) might be required to our whole school physical space plan?

The physical environment sends a strong message about whether a person is safe and welcome in a space. We take great care in maintaining a clean and organized space, in making sure students and families are represented and have ownership of the space (through photos, artwork, etc), and to make sure materials are accessible. We use trauma-responsive guidelines to consider colors and layout to avoid common triggers, when possible.

SEL Time begins with greeting students as they enter the classroom. The SEL lesson/Community Building, Whip Arounds, and Goal Setting are all designed to take place in a communal area of the room or at student desks. Even older students can participate from communal spaces or another classroom space where they are in community with their peers, rather than at their desks or facing the board. Bringing students together in a communal space for these components of SEL helps foster a sense of belonging and community.

Budget and Operations

- How do we ensure sufficient funding for this experience and how will that funding be allocated?
- What are the key operational considerations for this experience?
- What are the Whole School Budget or Operations plan requirements to support this experience?

The full budget for this experience will be developed in the coming months and will be included in the May 2022 submission. We are confident that, with grant continuation funding, we will be able to fully fund this experience.

ESF Lever 2.1 - Recruit, select, and retain high quality educators.

ESF Lever 3.3 - School teaches mental health and wellness skills to students.

Technology

- What devices or hardware do we use to support learning in this experience? What software or platforms do we use?
- What are the requirements of our whole school technology and infrastructure plan to support this experience?

SEL Time includes a few key pieces of technology in order to be effective. The only component that requires technology for the teacher is the Character Strong SEL curriculum. Character Strong lessons are structured to empower the educator to lead students in effective SEL skill

development, practice, and reflection, with engaging activities, songs, and role play opportunities students love. In order to lead students through this process, classroom teachers leading Advisory will need the following:

- Projector or Smart Board
- Speakers for sound
- Chromebooks or 1-to-1 devices for all students for Character Strong and Goal Setting

Communications

- What communication with families and community partners is necessary to support this experience?
- Are there implications for our whole school communication plan to support this experience?

Parent and Community Communication - See Community and Family Partnership section above.

ESF 3.4- Involving families and community.

Continuous Learning & Improvement

- How do we collect data and measure progress in this experience?
- What systems and structures do we have in place to ensure we routinely review the data and make decisions based on it?
- How do we implement R&D practices to design and pilot new ideas within this experience?

Evaluation of advisory implementation rests upon fidelity of implementation, as a weak SEL routine may not result in increased student achievement or motivation. These elements should be evaluated when considering fidelity of implementation. Leaders will support teachers by using observation and feedback to help highlight teacher strengths and gaps in implementation. With this data, school leaders will know the best path forward for professional development to strengthen advisory.

R&D Cycles

In our bi-weekly SEL meetings, we will review what we have learned from observations and from surveys, as well as informal information gathering, to learn deeply about our Strong Start implementation. We will use this learning to envision ways that we can adapt and improve our implementation to better serve our community. We will pilot these new approaches with select teachers before seeking to roll them out to the rest of the school within our professional development cycles.

School Element Implications: Strong Start will require a constant focus from R&D cycles, which may impact what else can be focused on in the near-term.

ESF 1.1- Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.

ESF 1.2- Focused plan development and regular monitoring of implementation and outcomes.

ESF Lever 5.2 - Build teacher capacity

ESF 5.3- Data-driven instruction.



Sequin Independent School District

1221 E. Kingsbury Street

Sequin, TX 78155

Phone 830.372.5771

2022 - 2023 Performance Agreement

A.J. Briesemeister Middle School

District-Managed Innovation Schools are predicated on the view that our students will benefit when the school community, including campus leadership, have greater autonomy over the key decisions toward implementing an innovative school model, including broader authority over educational decisions. Therefore, the parties enter into this Performance Agreement as set out below.

The campus leader will:

1. Meet the student outcome performance measures as described in Exhibit 1.
2. Increase student attendance each academic school year. See Exhibit 2.
3. Decrease out of school suspensions each academic year. See Exhibit 3.

The district will support implementation of an innovative school model by:

1. Providing a Chief Innovation Officer and Innovation Specialist to assist with change management
2. Naming the "Sequin ISD Standards of Excellence" as a framework for district-wide systems and processes
3. Providing leadership coaching through the Director of Secondary Education

Flexibilities:

1. Autonomies or flexibilities to the school may be determined by the campus principal with approval from the Sequin ISD Autonomy Committee.
2. A.J. Briesemeister Middle School may adjust the school start time to support redesign goals, subject to the approval of the Sequin ISD Autonomy Committee.
3. A.J. Briesemeister Middle School may create an innovative master schedule to allow for relevant student experiences, such as social-emotional learning and project-based learning, subject to the approval of the Sequin ISD Autonomy Committee.
4. A.J. Briesemeister Middle School teachers may opt out of certain district-wide professional development in order to receive development aligned to the school's mission and model subject to the approval of the Sequin ISD Autonomy Committee.
5. The campus leader will determine their per-pupil and School Action Fund (SAF) budget to spend on resources and support to grow out an instructional model, supporting the whole child through social emotional learning, and supplies subject to federal, state, and district regulations and subject to approval by the Learning, Leadership and Innovation Department and the Business Department.
6. Additional support and resources are available to the campus through the Learning, Leadership, and Innovation Department to meet the overall student outcomes goals of the school model.
7. Approved autonomies/flexibilities for A.J. Briesemeister Middle School can be found [here](#).

The Learning, Leadership, and Innovation Team will support A.J. Briesemeister Middle School throughout the school redesign rollout. The campus leader has read and understands the performance expectations. The signature below is an acknowledgement of the A.J. Briesemeister Middle School performance agreement. This is a three year commitment that will be adjusted yearly, if needed, based on performance.

Campus Leader Signature

Print Name

Date

Chief Innovation Officer Signature

Print Name

Date

Exhibit 1: Student Outcome Performance Measures

Student Achievement Domain

School Year	2020-2021 (Baseline)	2022-2023	2023-2024	2024-2025
Domain Rating	F	D	C?	B?
STAAR Performance	25	35	47	55

School Progress Domain

School Year	2020-2021 (Baseline)	2022-2023	2023-2024	2024-2025
Domain Rating	Not Rated	C	B?	A?
STAAR Growth	NA	65	75	85
STAAR Relative Performance	25	35	47	55

Closing the Gap Domain

School Year	2020-2021 (Baseline)	2022-2023	2023-2024	2024-2025
Domain Rating	F	C	C	C
Academic Achievement (% Indicators Met)	6	22.2	27.8	33.3
Academic Growth (% Indicators Met)	NA	27.8	50	72.2
Student Success (% Indicators Met)	0	20	30	40
English Language Proficiency	100	100	100	100

Exhibit 2: Student Attendance Measures

School Year	2020-2021 (Baseline)	2022-2023	2023-2024	2024-2025
Average Daily Attendance	89%	90%	92%	94%

Exhibit 3: Student Discipline Measures

School Year	2020-2021 (Baseline)	2022-2023	2023-2024	2024-2025
Out of School Suspension (Limit=3 Consec Day)	44	40	40	30

PENDING BOARD APPROVAL

Blended Learning Campus Redesign Approval Process

Seguin ISD is excited to engage in the blended learning redesign process as outlined by the Texas Education Agency's School Action Fund.

Considerations and Benefits for A. J. Briesemeister Middle School:

- The needs of our students are even more varied as a result of COVID 19. Our students have both academic and socio-emotional needs. Blended learning allows for increased personalization to meet students where they are.
- Our experience transitioning to virtual learning in Spring 2019 is evidence that our teachers need professional development and coaching for a blended learning instructional model to be successful.
- We aim to educate 21st-century learners. Our students respond to instructional models that use technology to personalize, differentiate, and deepen learning.

Our Blended Learning Model will:

- create additional opportunities for student engagement
- provide opportunities for data-based intervention
- increase flexibility for teachers in how they present their lessons
- increase flexibility in pacing and personalization based on student needs
- offer opportunities for a variety of learning experiences around the same content
- transform our teaching models to truly engage the unique needs of every student

This document outlines the internal approval process for the school redesign in blended learning for A. J. Briesemeister Middle School School in Seguin ISD.

PENDING BOARD APPROVAL

Blended Learning Campus Redesign Approval Process

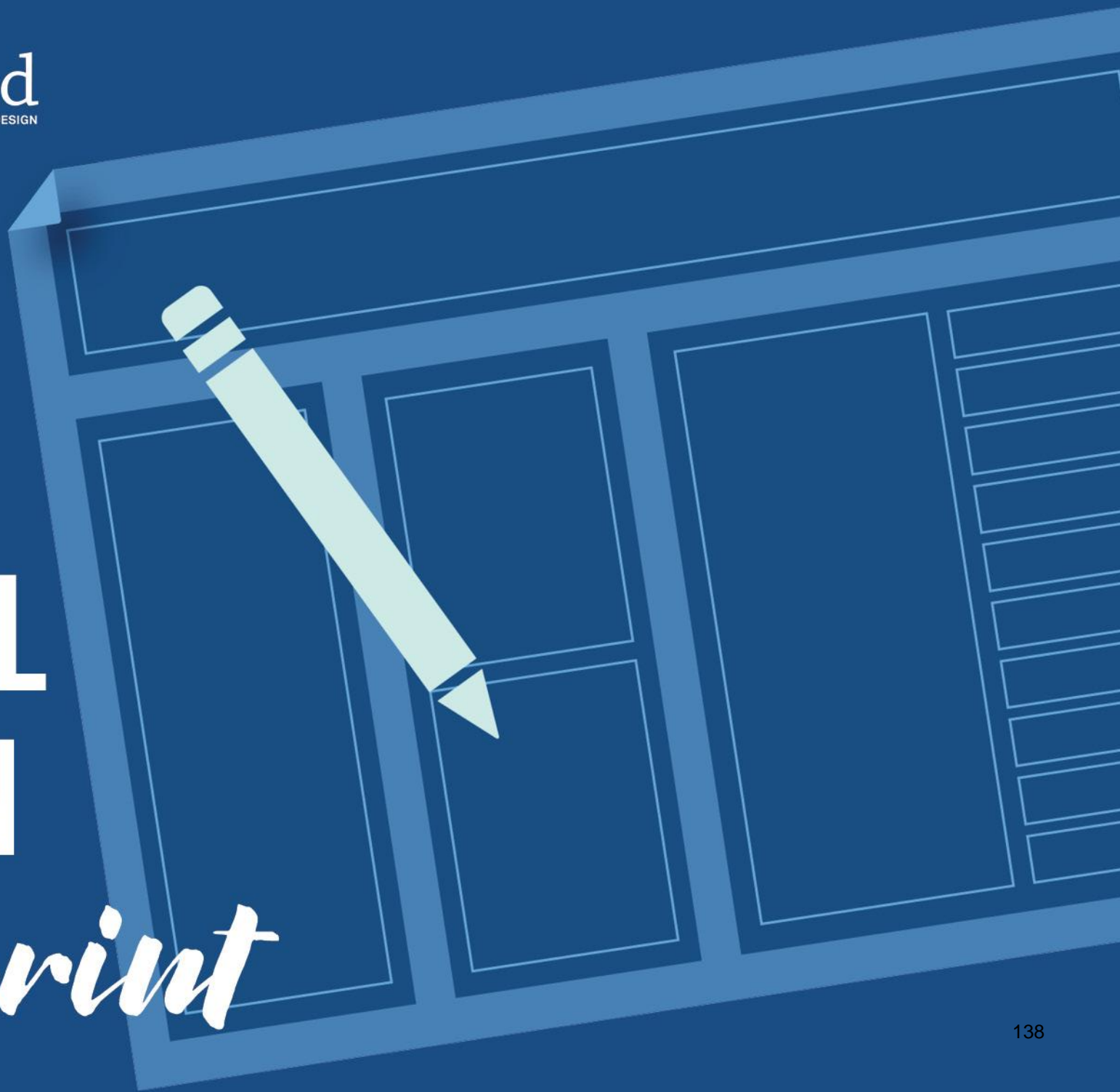
Seguin ISD Redesign Approval Plan Process

What	When	Person(s) Responsible
Identify campus for School Action, based on available models in cycle	March/April 2022	Chief Innovation Officer Superintendent Leadership Team (SLT)
Create campus redesign plan	June - December 2022	Campus principal Campus leadership team Learning, Leadership, Innovation Team Technical Assistance Provider
Share draft plans with Superintendent Leadership Team	January 2023	Campus principal Campus leadership team
Finalize campus redesign plan	January - March 2023	Campus principal Campus leadership team Learning, Leadership, Innovation Team Technical Assistance Provider
Finalize campus performance agreement for following school year	April 2023	Campus principal Chief Innovation Officer Director of Secondary OR Elementary Education
Board discussion and approval of the Redesign Plan	April 2023	Superintendent Board of Trustees
Submit redesign plan to TEA	May 2023	Chief Innovation Officer
Review of Campus Performance Agreements and provide update to Board	Quarterly (September, November, March, June) <i>*Will align to Interim Assessment dates</i>	Campus principal Chief Innovation Officer Director of Secondary OR Elementary Education Board of Trustees
Annual Performance Review using QSA	June 2023	Superintendent Superintendent Leadership Team (SLT)

Template

SCHOOL DESIGN

Blueprint



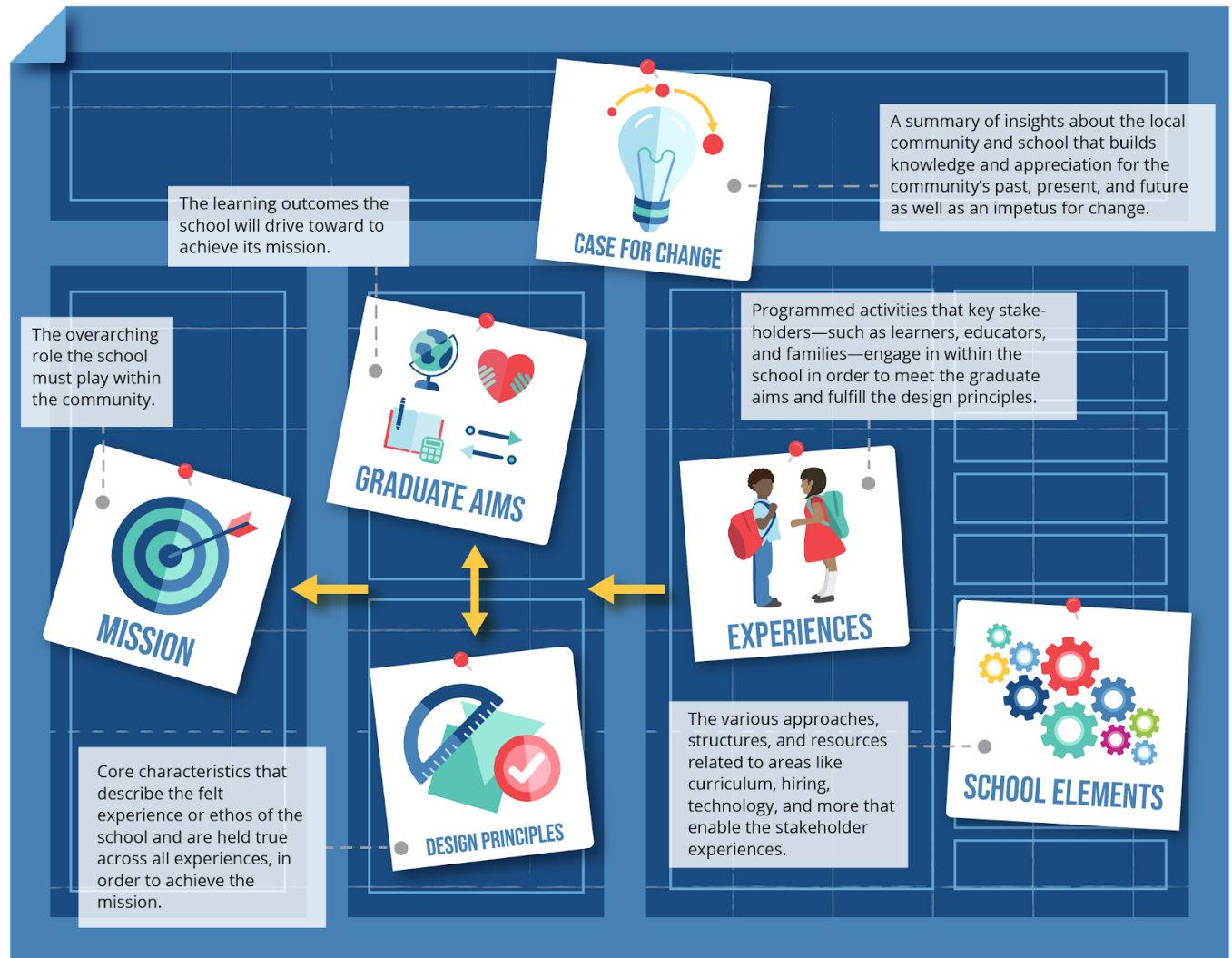
USING THIS TEMPLATE

This template will help you **articulate the various parts of your overarching school design** shown and defined in the graphic to the right.

It will be **a living document where your team can evolve your ideas over time** based on new insights you gather during your various R&D activities. You can pull detailed information from it to create externally-facing tools, whether those are slide decks for your board, one-pagers for parents, videos for your website, talking points for a conference, or any number of other tools.


Because it is meant to help you document your design with a high-level of details, it is fairly complex and structured. That said, **it is only a suggested guide**, so revise it as needed.

You can read more about the School Design Blueprint in [this guide](#).



JIM BARNES MIDDLE SCHOOL



 Seguin INDEPENDENT SCHOOL DISTRICT

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- [Deep Dive #2 - ELAR HQIM](#)

- Deep Dive #3 - Treadors Reflect (Social Emotional Learning)

CASE FOR CHANGE

A summary of insights about the local community and school that builds knowledge and appreciation for the community's past, present, and future as well as an impetus for change.

Who is your community and what assets, opportunities, challenges, and needs are inspiring your change?

Jim Barnes Middle School serves half of the middle school students in Seguin ISD. We are a diverse community and pride ourselves in accepting all students. Our student population consists of approximately 853 students, nearly half male and female, 70% of whom are Hispanic-Latino, 24% of whom are White, 4% of whom are Black and 1.5% of students who are two or more races. When we break down students by program area, approximately 9% of our students who are emergent bilingual and speak English as a second language, 10% in the gifted and talented program and 15% receiving special education services, while 66% of our student body is classified as economically disadvantaged.

Student Demographics <small>(2021 - 2022 Fall PEIMS file loaded 01/26/2022)</small>	Count	Percent
Gender		
Female	409	47.95%
Male	444	52.05%
Ethnicity		
Hispanic-Latino	600	70.34%
Race		
American Indian - Alaskan Native	1	0.12%
Asian	5	0.59%
Black - African American	31	3.63%
Native Hawaiian - Pacific Islander	1	0.12%
White	202	23.68%
Two-or-More	13	1.52%

Student by Program (2021 - 2022 Fall PEIMS file loaded 01/26/2022)	Count	Percent
Emergent Bilingual (EB)	75	8.79%
Bilingual	0	0.00%
English as a Second Language (ESL)	73	8.56%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Gifted and Talented	83	9.73%
Special Education (SPED)	127	14.89%
Title I Participation	7	0.82%
Dyslexia	38	4.45%
Economic Disadvantage		
Economic Disadvantage Total	563	66.00%
Free Meals	434	50.88%
Reduced-Price Meals	129	15.12%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	7	0.82%
Shelter	0	0.00%
Doubled Up	7	0.82%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

We feel that our community is ready to expand our educational opportunities for students and as a community, we have explored, narrowed down and finalized key innovation strategies to best meet the needs of our students. We have many assets. First and foremost is our supportive and invested community, including our local industries. We know our people, pride, and traditions at JBMS and Seguin ISD contribute to our strong culture. We have dedicated administration and teaching staff who want our students to succeed and a community supporting and believing in all students.

Our challenges include shifting the current narrative and improving both academic outcomes and school experiences for students. At present, only 51% of our students in grades 6th and 8th are achieving at meets/masters on the mid-year interims in ELA with 7th grade students at 60%. In math, the picture is much more concerning with only 6% of our 7th and 8th grade students in meets/masters. We are, however, seeing promising results from 6th grade with 28% at meets/masters, after having implemented the Carnegie curriculum and MATHia blended learning. We will build on this success by expanding these same high quality instructional materials (HQIM) to grades 7 and 8 in SY22-23.

To rebound from an underperforming campus to a performing campus, we must ensure that every student is respected and treated with equity and respect, regardless of the adversity they face. We must see each student's gifts and assets and build on them. We must close the teaching gaps that have occurred over the last several years and build sustainable staff capacity, to re-engage students in the classroom. We must see each student,

not as a number on a spreadsheet, but rather as a student with a story.

To thrive in the future, our students need equitable, rigorous, and relevant learning. This will come through high expectations and consistent interactions with strong teachers who provide individualized learning to meet student needs. Students need the confidence to know that whatever they dream is possible and feel safe, respected, and challenged to reach their biggest dreams.

To meet this need, our community will reframe how we define education to reflect the needs of our students. We will step out of the box! We will engage through interactive measures to radically redesign learning experiences to transform teaching and learning to impact the lives of our community. To do this, our community will come together to move away from a stand and deliver classroom, finding new ways to meet every student where they are. This includes adoption of HQIM and blended learning in math (Carnegie & MATHia) in grades 7 and 8, adoption of HQIM (Wit & Wisdom) in grades 6-8, redefining the way we currently use our intervention/acceleration blocks (Toreadors Grow) to ensure fidelity of implementation with adaptive learning software and using data to track and respond to student progress. Finally, we will expand opportunities for student voice and choice during PBL electives on Fridays (Toreadors Explore) and deepen student and adult relationships with a targeted and expanded SEL block (Toreadors Reflect).

We want to create a learning environment that all stakeholders embody, brings voice and choice to students, and prepares Barnes students to be happy, engaged, and their best selves.

MISSION

The overarching role the school must play within the community.

What do you aspire to be true for students over the long-term as a result of being part of your school community?

Our Mission

To provide an environment where all learners explore, reflect, and grow.

Our Vision:

JBMS inspires ALL learners to achieve excellence.

Our Motto:

Be BOLD!

GRADUATE AIMS

The learning outcomes the school will drive toward to achieve its purpose.

Aim <i>What is the short, "sticky" aim?</i>	Definitions <i>What does the aim mean?</i>	Dimensions <i>What knowledge, skills, and mindsets does it entail?</i>	Measures <i>At a high level, how will we know if a student has achieved this aim?</i>
Academic Scholar	How Jim Barnes MS students <i>think</i> and <i>act</i> as learners .	<p>Reading and Information Literacy – Jim Barnes MS graduates will be able to:</p> <ul style="list-style-type: none"> • read complex texts and respond to them proficiently • analyze and synthesize information from a variety of sources • use information from various sources to support an argument or explanation • demonstrate financial literacy <p>Critical Thinking - Jim Barnes MS graduates will be able to:</p> <ul style="list-style-type: none"> • make decisions and solve problems through self-reflection, analysis, and judgment <p>Academic Tenacity - Jim Barnes MS graduates will be able to:</p> <ul style="list-style-type: none"> • take on challenges that will support their academic growth 	<ul style="list-style-type: none"> • Students will participate in many reading and writing opportunities which can be shared beyond school, including with the community as an authentic audience (e.g., exhibitions of learning, student newsletters, community engagement projects) • Students accurately explain a range of quantitative information--charts, graphs, diagrams, text, equations, expressions, etc. • Students use strategies to persist in challenging tasks, overcome obstacles, and limit distractions • Students set and monitor increasingly challenging goals and meet them, ultimately tracking toward college and career readiness • Panorama student surveys show favorable results in the categories of Grit.
Collaborator	How Jim Barnes MS students work together .	<p>Collaboration - Jim Barnes MS graduates will be able to:</p> <ul style="list-style-type: none"> • productively engage and work with others to achieve a common goal 	<ul style="list-style-type: none"> • Students work productively in groups to build consensus and achieve academic outcomes • Students encourage each other's

		<p>Communication - Jim Barnes MS graduates will be able to:</p> <ul style="list-style-type: none"> • appropriately express their views with others in writing and in person <p>Relationship Skills - Jim Barnes MS graduates will be able to:</p> <ul style="list-style-type: none"> • listen to understand • negotiate conflict constructively • seek and offer help when needed 	<p>efforts and achievements</p> <ul style="list-style-type: none"> • Students write, speak, listen, and present in ways that are compelling for a given audience • Students clarify their own points and pursue clarification from others • Positive student behavior is celebrated and recognized throughout the campus • Discipline referral data decreases markedly • School culture supports greater freedoms and independence for students • Panorama student surveys show favorable results in the categories of Supportive Relationships and School Climate.
<p>Self-Reflective Learner</p>	<p>How Jim Barnes MS students treat themselves.</p>	<p>Self-Awareness - Jim Barnes MS graduates will be able to:</p> <ul style="list-style-type: none"> • engage in self-reflection to learn and grow • identify and understand their own emotions, passions, strengths, weaknesses, conceptions of, and impact on others <p>Perseverance - Jim Barnes MS graduates will be able to:</p> <ul style="list-style-type: none"> • believe their ability can develop through effort and feedback • believe they can learn from any circumstance <p>Resilience - Jim Barnes MS graduates will be able to:</p> <ul style="list-style-type: none"> • adapt and be flexible • cope with stress 	<ul style="list-style-type: none"> • Students have a strong sense of self and a deep understanding of strengths and areas of growth. • Students develop an understanding of other approaches and appreciate unique experiences, values, and voices (including one’s own voice) • Students actively receive feedback and use it to make adjustments. • Students develop skills to regulate emotions and cope with stressful situations. • School counselors, including CIS, hold ongoing support opportunities for students. • Panorama student surveys show favorable results in the categories of Self-Management and Emotion Regulation.

Courageous Citizen	How Jim Barnes MS students <i>think</i> and <i>act</i> as citizens .	Citizenship - Jim Barnes MS graduates will be able to: <ul style="list-style-type: none">• be kind and show empathy for others in the school, community, and world• create an inclusive community Courage - Jim Barnes MS graduates will be able to: <ul style="list-style-type: none">• make choices, despite risks or fears, in service of a worthy goal Open-Mindedness - Jim Barnes MS graduates will be able to: <ul style="list-style-type: none">• consider experiences, beliefs, values, and perspectives that differ from one's own	<ul style="list-style-type: none">• Students engage in community-oriented relevant learning, including PBL and opportunities for community service.• Students work successfully with others in group settings.• Students set goals that push them to achieve academic growth.• Panorama student surveys show favorable results in the category of Social Awareness.
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PRIORITIZED LEAPS (DESIGN PRINCIPLES)

Core characteristics that describe the felt experience of the school and are held true across all experiences, in order to achieve the mission.

Principle / Prioritized Leap <i>What principles weave throughout the environment?</i>	Description <i>What do the principles mean?</i>	Importance of the Principle / Prioritized Leap <i>Why are these principles critical to achieving the purpose of the school?</i>
Relevance	Learning explores young peoples' interests and goals, is connected to their communities and enables them to understand and tackle real problems in authentic contexts.	When learning is truly relevant, it considers students' unique life experiences, who they are as individuals, and who they want to become. Relevance supports learning and development by increasing student motivation; learners see more value in learning about topics connected to their interests and goals and, as a result, will be more engaged and invested. In addition, relevance makes what is learned more memorable because young people can connect new ideas to prior knowledge and experiences. Relevance also helps learners feel a sense of belonging and connection, promoting emotions and mindsets conducive to learning. As our nation simultaneously continues to become increasingly diverse and polarized, relevance has an important role in disrupting inequity; when school is relevant to all learners, it provides all learners with greater opportunities to thrive.
Rigorous Learning	Learners use critical thinking skills to make deep meaning of diverse, complex ideas and are assessed on their ability to apply, analyze, and use their knowledge in creative ways across contexts.	Rigorous, higher-order thinking promotes deeper, more long-lasting learning. This is because higher-order tasks that involve applying, analyzing, and using one's knowledge and skills help to more meaningfully encode or embed such learning into one's long-term memory. Rigorous learning activities are also often more interesting than rote activities. As a result, learners see more value in it and are more motivated to tackle the work. In addition to deepening learning, rigor prepares learners for the type of thinking they will have to do in high-skill, high-pay jobs. Today's economy continues to have far fewer low-skill jobs, and employers expect those they hire to have a broader range of skills, including critical thinking and problem-solving skills, which

		are built through rigorous learning. These skills will also be critical to solving our society's increasingly complex challenges.
Connection & Community	The environment is relationship-rich: learners are deeply known and respected by various adults and peers; they collaborate closely, and form meaningful relationships across lines of difference that nurture empathy, foster belonging, support well-being, and build social capital.	The relationships and sense of belonging that flourish in environments that prioritize connection and community can help learners explore their identities, foster a sense of belonging, buffer against stress and trauma, and contribute to positive emotions and mindsets. Connecting with peers through collaborative learning can also help young people see value in the experiences they have at school, and it provides a critical scaffold that makes learning more manageable, creates opportunities for discussion and making meaning of one's thinking, and allows learners to give and receive feedback from one another. These experiences also build skills and mindsets—such as collaboration, empathy, and communication—that are critically important in an increasingly diverse and global society that is often highly polarized and where opportunities and power remain inequitably distributed. In addition, as many tasks become automated and we become an increasingly digital society, interpersonal skills and the ability to build and maintain deep, personal relationships become increasingly important to emotional and economic well-being.

EXPERIENCES

Programmed activities that key stakeholders—such as learners, educators, and families—engage in within the school in order to meet the graduate aims and fulfill the design principles

Experiences Part 1: Overview

Experiences <i>What are the core student experiences that make up the overall environment?</i>	Brief Descriptions <i>How would you describe each of these experiences in an “elevator pitch” that explains what the experience entails and which graduate aims it targets?</i>
Math HQIM & Blended Learning	Teachers use Carnegie Math as the core curriculum in grades 6-8 and Algebra 1. Students engage in station rotation on a fixed schedule, which will include the following stations: on-line learning, small group learning and peer learning. During online learning, students receive instruction targeted for specific skills that they need to work on using MATHia . Small group learning with the teacher provides targeted skill instruction using Carnegie Math. Peer learning allows students to work together (on- or offline) to collaborate, provide peer feedback, work on projects, and create work products.
ELAR HQIM	<p>We will implement a rigorous and engaging ELAR tier 1 core curriculum in all classrooms. Students will be exposed to a variety of complex texts that will challenge them in the classroom. The curriculum is aligned to the Science of Reading, which research has shown is best instructional practices in Reading. Also, writing will now be authentic and taught in tandem with Reading, not insolation. All students, regardless of academic level, will be exposed to a curriculum that will challenge them in the classroom. Teachers will also now have access to an HQIM in ELAR that will allow them to focus on internalization, implementation and student engagement, versus planning activities.</p> <p>Our goal is to Increase teacher efficacy in the ELAR classroom, expose students to engaging and complex texts, and have students show growth in reading and writing skills by the end of the school year. We will be partnering with TNTP to support teacher learning around the new curriculum and curriculum implementation.</p>
Bold Fridays: Toreador’s Grow (High Dosage Tutoring)	During a weekly 90-min block on Fridays , students will receive instruction that is “just right” for them in ELAR and Math, using the adaptive learning platforms Book Nook and MATHia. The learning will be driven by goal-setting and accountability . Teachers have deep connections with students and actively facilitate and support during this block.

Block Scheduling on Fridays (90 min)

- ELAR & Math are both addressed
- We have (long-term) campus goal of 90 minutes a week of adaptive learning support for core content areas

Content Area	Scheduled Use	Total Time on Adaptive Learning
ELAR (Book Nook)	2 x 20 min/week -during core instruction 20 min on Fridays 15 min 2x/week - homework	90 min
Math (MATHia)	2 x 20 min/week -during core instruction 20 min on Fridays 15 min 2x/week - homework	90 min

Notes:

- identify what is the mental “break” or peer collaboration for students or independent activity – extension (book club) — challenge math problem-solving
- Identify — when (if at all) there is expected other use

**Bold Fridays:
Toreador’s Reflect**

Social Emotional Learning (SEL)

We strive to have deep relationships between peers and between students and staff. We do this by using the Character Strong curriculum and AVID strategies for middle school students. During a weekly 60-min social emotional learning (SEL) block on Fridays, we have an opportunity to develop themes further and integrate them into our daily community. As a foundation for launching the year with 6th graders, they have a September camp experience. The Banks of Challenges found within the Character Strong curriculum will also help us build connections with families and the community. The element of *relationship experiences* will serve as a pillar to flow through all student experiences and serve as a bridge for relationships and academic success.

**Bold Fridays:
Toreador’s Explore**

During extended blocks on Fridays, our students have repeatedly voiced that they would like learning to be more relevant, hands-on, and have more time for peer-to-peer collaboration, alongside choice and voice in their learning. Building on the success of intersession, we will build out Toreador’s Explore component of “Bold Fridays.” This structure will allow students to do extended project-based learning (PBL) activities in flexible settings. We can build out learning pathways and better prepare students for high school and the world beyond our walls. We also want to ensure that these are meaningful and

	<p>rigorous learning opportunities. Additionally, when students are engaged in their PBL electives, ELA & Math teachers will have 90-minute uninterrupted blocks of time each Friday to engage in <u>collaborative planning</u> that will result in a <u>deeper investment</u> in learning. We are looking at a supporting curriculum like PBL Works to support content and pedagogy development in the PBL Elective blocks.</p>
Extended Day/Year:	<p>The district is supporting two initiatives that will provide students extended day/year opportunities. The first is through the <u>ACE After School program</u>, which provides intervention and enrichment support for students Monday through Friday after school. Students remain on campus after the school day where they receive a small snack, then <u>attend rotating Math/ELAR interventions</u>, and finish with enrichment activities. A second extended year opportunity is provided through <u>Intersession</u>, which is offered twice a year (in October and February). During each three-day Intersession, students experience both <u>ELAR and Math intervention</u>, as well as various <u>enrichment</u> activities. Students will also have access to <u>six weeks of intersession</u> during the <u>summer</u>.</p>

Illustration of the Full Student Experience

How will the full student experience come together as a day, week, or month in the life of a student? Consider using a storyboard, sample schedule, or narrative.

A Day in the Life of Sam:

Sam is a 6th-grade student at Barnes Middle School. He is 13 and enjoys athletics, specifically baseball and football. Like most teenagers, Sam relishes time on his phone and wishes that there was more flexibility for use between classes. After two years navigating the pandemic, he appreciates when he gets to use some of the more traditional materials, like paper and pencil, over a computer. Doing worksheets online is not engaging for him. Sam finds math challenging, “The work is kinda difficult.” On the other hand, he enjoys science labs, “Labs allow you to experience new things.” He has some difficulty making friends, noting that “Other students keep me from enjoying school,” although he notes that he feels cared for when “the teacher understands my point of view.” When it comes to his long-term goals, Sam hasn’t given it much thought and does not articulate any school goals, “I don’t really think about my dream job” [maybe] I’ll “buy some land to build a house and ranch.”

Sam is emblematic of the type of student for whom we are pursuing school redesign. At Barnes, we want Sam to have extraordinary equitable learning experiences that are infused with rigor, relevance, and community connection. Below is what we envision for a new day in the life of Sam...

On Monday-Thursday, Sam spends **focused time (during 58 min blocks)** diving into **high-quality instructional materials (HQIM)** in **ELAR** and **Math**. The core Math curriculum also incorporates a **station rotation model** with **on-line blended learning (BL) technology, small group instruction, peer instruction** and **independent learning**. During blended-learning time Sam has access to an adaptive software program to help reinforce math skills that need support, while small-group instruction with the teacher targets areas where he may need re-teaching or deeper instruction. When working with his peers, Sam uses his critical thinking and communication skills. Math talks are happening using precise mathematical language, discussing and planning how to solve problems. During **independent learning**, students strengthen foundational math skills that are necessary to master the grade level TEKS, and access prior knowledge and know multiple ways to solve problems while soft music is playing in the background. Sam asks for clarification when he doesn’t understand and feels comfortable making mistakes to help his learning.

The most exciting part of the week for Sam is **Bold Fridays**, which encompasses three learning components: Treadors Reflect (SEL), Treadors Grow (intervention/acceleration) and Treadors Explore (Project based electives - PBL):

Treadors Reflect (SEL):

One of the most important components for extraordinary and equitable learning experiences is **deep and connected relationships** between peers and adults. Sam has frequent opportunities to build these relationships through the daily-integrated **Character Strong** framework, a **weekly 60-min Social Emotional Learning (SEL) Block** on Fridays, and the **6th-grade camp experience** in October. The **Banks of Challenges** help connect families and caregivers to school staff and build an extended Barnes community grounded in an ethic of care, where students can authentically be themselves.

Treadors Grow (Intervention/Acceleration):

On Fridays, he is scheduled for a **90-min block of intervention/ acceleration opportunity** for students to **work at their own pace** using computer-based targeted lessons. Previous computer programs were not engaging for Sam, but this one is different. It allows him to get “just in time hints” and **track his progress over time**. His math teacher, Ms. Pogue, conferences with him once a week to review his goals and share his progress with cooperating teachers. Both Sam and the teachers know exactly what he’s working on during Toreador Time. Sam finds that more and more, he can push through his struggles to be successful.

Toreadors Explore (PBL Electives):

This is a day when Sam gets to go deep into **project-based learning** and those hands-on activities he loves so much. He appreciates the flexibility in choosing how to showcase his final products. His interest in owning a ranch leads him to explore the agricultural pathway, which teaches him the fundamentals in animal science, floriculture, and arboriculture and supports Sam to take on new leadership, speaking, and collaboration opportunities. Bold Fridays are a big reason he loves Barnes. Finally, he gets to focus on activities that he most cares about and are relevant to him. He gets to make a new choice of Friday courses each semester.

As an added benefit, Sam also notices that his **ELAR and Math** teachers have some **additional planning time on Fridays**, which helps them ensure that core instruction is planned to meet the needs of all learners in Sam’s class.

6th Grade Sample Weekly Schedule										
Monday - Thursday Schedule					Every Friday Schedule					
Period	Content	Start	End	Minutes/ class	Period	Content	Start	End	Minutes/ class	
1st	Math HQIM (Blended)	8:00 AM	8:58 AM	58	1st	Toreadors Explore (PBL Elective)	8:00 AM	9:30 AM	90	
2nd	ELAR HQIM	9:01 AM	10:01 AM	60	2nd	Toreadors Reflect (SEL Character Strong & AVID)	9:33 AM	10:33 AM	60	
3rd	Social Studies	10:04 AM	11:02 AM	58	3rd	Toreadors Explore (PBL Elective)	10:36 AM	10:59 AM	23	
6th Grade Lunch	Lunch	11:05 AM	11:35 AM	30	6th Grade Lunch	Lunch	11:02 AM	11:32 AM	30	
4th	Elective	11:38 AM	12:37 PM	59	3rd	Toreadors Explore (PBL Elective)	11:35 AM	12:34 PM	59	
5th	Science	12:40 PM	1:38 PM	58	4th	Toreadors Grow (Intervention/Acceleration)	12:37 PM	2:07 PM	90	
6th	Elective	1:41 PM	2:39 PM	58	5th	Toreadors Explore (PBL Elective)	2:10 PM	3:40 PM	90	
7th	Elective	2:42 PM	3:40 PM	58						

Cross-Cutting School Element Implications + Resources		
School Element	Implications <i>What cross-cutting implications and requirements exist for the full design?</i>	Resources <i>Note: Resources linked here should be in service of the <u>future</u> model. The resources listed below are illustrative.</i>
Curriculum, Instruction, & Assessment	<p>For Math, Carnegie will be implemented in grades 6-8 in the 2022-2023 school year. In the 2021-2022 school year, Carnegie was implemented in grade 6 only. Additionally, the 6th grade Math team began utilizing a station rotation blended learning model. MATHia is also being used in the Technology stations of the rotation model. To support these initiatives, the 6th grade Math team met monthly with the District Math Coordinator and a Math Specialist from ESC Region 20, who supported the blended learning components. A sample agenda from a 6 Math monthly meeting is linked in the Resources section. Also, a meeting was held on October 6 with district and campus leaders to set expectations for blended learning - see attached agenda and notes. For the 2022-2023 school year, monthly meetings with all grade level math teachers will be scheduled and facilitated by the District Math Coordinator.</p> <p>For ELAR, a new curriculum that is aligned with HQIM standards will be adopted for the 2022-2023 school year. The district currently uses TEKS Resource System - see sample 2020-2021 pacing calendar linked in the resource section. District and campus leaders are in the process of reviewing available ELAR materials that meet HQIM standards and will make a decision in Spring 2022. For the 2022-2023 school year, monthly meetings with all grade-level ELAR teachers will be scheduled and facilitated by the district leaders. A station rotation blended learning model is also being considered, pending the curriculum selection in Spring 2022.</p> <p>The 2020-2021 district assessment calendar is linked in the Resources section for review. Current assessment practices include 6-week interim assessments, short-cycle Common</p>	<ul style="list-style-type: none"> ❑ 21-22 6 Math Monthly Curriculum Planning Dates ❑ 21-22 6 Math Curriculum Planning Agenda Sample ❑ 10.6.22 6 Math Expectations Meeting ❑ 21-22 ELAR Pacing Calendar ❑ 21-22 SISD Assessment, Grading, and Reporting Procedures ❑ 21-22 Secondary Assessment Calendar

	<p>Formative Assessments (CFAs), and BOY/MOY Assessments (using the TEA Interim Assessments). The 2020-2021 SISD Assessment, Grading, and Reporting Procedures are also linked for review.</p>	
<p>School Community & Culture</p>	<p>The Barnes Campus Livebinder, linked in Resources, includes information about School Community and Culture. The campus utilizes a district wide behavior matrix linked in Resources. Additionally, a campus-wide PBIS Expectation Matrix is used for Tier 1 behavior support and can also be found in the Livebinder.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Barnes Livebinder Access Key: Barnes Toreadors <input type="checkbox"/> 21-22 Barnes Mission/Vision - see Livebinder above <input type="checkbox"/> SISD Behavior Matrix and Interventions <input type="checkbox"/> 21-22 Barnes PBIS Expectation Matrix - see Livebinder above
<p>Adult Roles, Hiring & Development</p>	<p>No new staff will need to be hired to implement redesign changes in Math and ELAR classes. The Math Department has seven staff members - two teachers in 6th grade, three teachers in 7th grade, two teachers in 8th grade. Additionally, an 8th position is posted to add a third teacher to the 6th-grade team. Currently, the ELAR Department has seven staff members, one of whom teaches multiple grade levels. Both Math and ELAR also have a Department Lead/Interventionist position providing support - see job descriptions in Resources. These individuals also teach one class. Teacher development and support are provided through campus PLC processes - see PLC Expectations Handbook in Resources for more information.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Math and ELAR Department Lead Job Descriptions <input type="checkbox"/> 21-22 Barnes Campus Staff List <input type="checkbox"/> 21-22 Barnes PLC Expectations - see Barnes Livebinder Access Key: Barnes Toreadors
<p>Scheduling & Use of Time</p>	<p>Barnes currently operates a traditional 7 period day with daily flexible intervention time (called Toreador Time). See the current campus bell schedule and master schedule linked in Resources. Different bell schedule options are being considered for the next school year, including a “Flex Friday” option where students engage in different learning opportunities in extended learning blocks every other Friday. All core content teachers currently have a common planning time to engage in campus PLC activities, and that practice is expected to continue next year. Next year, the Flex Friday schedule will also allow teachers to engage in extended periods of planning time. Toreador Time 2.0 focuses on various activities to provide additional support for all students - see presentation linked in Resources.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 21-22 Barnes Master Schedule <input type="checkbox"/> 21-22 Barnes Bell Schedule <input type="checkbox"/> Toreador Time 2.0 Overview/Documents

Community & Family Partnerships	Barnes has hosted various family engagement events, including a 6th-grade transition meeting in August, Dia de Los Muertos Open House, and various Academic Nights.	
Space & Facilities	Barnes campus is currently separated into different sections for each grade level - see linked campus map in Resources. This practice will continue into next year. The campus is looking to invest in furniture primarily for the Math and ELAR classes to facilitate a station rotation model, including moveable tables and flexible seating options.	<ul style="list-style-type: none"> ❑ 21-22 Barnes Campus Map
Technology & Tech Infrastructure	The campus currently has Chromebooks that are utilized as class sets in core content classes, primarily. For the 22-23 school year, the SISD Technology Department is planning to roll out a 1:1 device plan. All campus Chromebooks will be distributed to individual students, and they will be required to bring this device to school every day. A meeting was held in December to discuss the next rollout steps - see linked presentation and meeting notes. The SISD Technology Department includes both a Director of Digital Learning and a Digital Learning Specialist who support students and teachers. SISD is a Google platform district and primarily utilizes Google Classroom for communication and coursework - see linked secondary Google classroom expectations.	<ul style="list-style-type: none"> ❑ SISD Secondary Google Classroom Expectations ❑ 12.15.21 1:1 Middle School Rollout Planning Meeting: Presentation and Notes
Budget & Operations	The current campus budget is linked in the Resources section, including district allocated funds.	<ul style="list-style-type: none"> ❑ 21-22 Barnes Campus Budget
Communications	Currently, the primary form of campus communication occurs through a weekly newsletter titled "Toreador Times" - see sample linked in Resources. This communication is shared every Sunday night in the following ways: campus email, Twitter, and Facebook. The document is intended for various campus stakeholders to be aware of events occurring on campus.	<ul style="list-style-type: none"> ❑ Sample Toreador Times Newsletter

<i>Continuous Learning & Improvement</i>	<p>Current data analysis tools are linked in the Resources. District and campus assessments are administered through Eduphoria Aware. Short cycle Common Formative Assessments (CFAs) are analyzed using a tool focusing on TEKS and item analysis. The six-week Interim Assessments are analyzed by district Coordinators using the Interim analysis tool, focusing on TEKS and student groupings. Teachers meet every Wednesday in Data PLCs to review current assessment data.</p>	<ul style="list-style-type: none">❑ 21-22 Barnes Data Disaggregation Tool - CFAs❑ 21-22 SISD Data Analysis tool - Interims
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Implementation Planning

<p style="text-align: center;">3 year Plan</p> <p style="text-align: center;"><i>What is the high-level plan for rolling out the redesign?</i></p>	<p>Goals for Implementation by Spring 2025:</p> <ul style="list-style-type: none"> ● Fidelity of implementation for HQIM & Blended Learning in all Math & English classrooms (Gr 6-8) ● Clear systems and processes that support effective Data Informed Instructional (DII) ● Rigorous, relevant and community building Bold Fridays: <ul style="list-style-type: none"> ○ Toredors Reflect (SEL) - Fully implemented Character Strong & AVID based curriculum with evidence of teachers and students reporting deep relationships. ○ Toredors Grow (Intervention/Acceleration) - Full integration and use of adaptive learning programs (MATHia & Book Nook) with regular use of data to inform core instruction. ○ Toredors Explore (PBL Electives) - Fully implemented PBL curriculum that aligns with and extends core curriculum to allow students and teachers to go deeper, with projects that showcase multiple modalities for learning and which demonstrate rigor and accountability upon completion.
<p style="text-align: center;">Year 1 Plan</p> <p style="text-align: center;"><i>What are the goals, priorities, and milestones for year 1.</i></p>	<p>In School Year 22-23, we will . . .</p> <ul style="list-style-type: none"> ● Extend implementation of Math HQIM & Blended Learning (grades 6-8) ● Adopt ELAR HQIM in all ELA classrooms (grades 6-8) ● Build instructional foundation supports with the leadership team through continued partnership with Relay ● Launch Implementation of Bold Fridays with extended blocks: <ul style="list-style-type: none"> ○ Toredors Reflect (SEL) ○ Toredors Grow (Intervention/Acceleration) ○ Toredors Explore (PBL Electives)

Mitigation Strategies

Risks	Strategies
<p><i>What are the risks to a successful implementation of this redesign?</i></p> <ul style="list-style-type: none"> ● Navigating a new daily schedule with extended blocks for both core instruction and on Fridays might be challenging (at the outset) to be purposeful with every minute. ● Learning new curriculum resources (HQIM) while 	<p><i>What mitigation or intervention strategies are being deployed or designed to ensure successful implementation?</i></p> <p>New Schedule</p> <ul style="list-style-type: none"> ● Continue strengthening conditions and the 'why' around our design and master schedule ● Invite reluctant teachers to help problem-solve any anticipated challenges <p>New HQIM w/Blended Learning Modalities</p> <ul style="list-style-type: none"> ● Make the most out of HQIM PD by embedding components of Blended Learning into the PD

<p>also implementing blended learning may feel overwhelming to teachers</p> <ul style="list-style-type: none"> High Turnover and/or challenges hiring highly qualified instructional staff during the implementation period 	<ul style="list-style-type: none"> Model Blended Learning by making HQIM PD experiential <p>Turnover/Staffing</p> <ul style="list-style-type: none"> Support through ongoing and differentiated professional learning opportunities Provide opportunities for leadership roles regarding implementation Continue community-driven reflection/feedback throughout implementation, specifically Include teachers in evaluation of redesign plan components and ongoing design improvements
<p style="text-align: center;">Sustainability</p> <p><i>How will the implementation of this redesign be sustained beyond the grant period (July 2024)?</i></p>	<p>The redesign plan will be sustained beyond the grant period by commitment to the mitigation strategies above, and:</p> <ul style="list-style-type: none"> Maintaining regular (quarterly) opportunities to reflect, collaborate, and problem solve to ensure progress continues using a community of practice approach with each of the redesign schools beyond the grant period. Commitment to anchoring decision-making in the design principles and graduate aims by consistently utilizing quality tools, such as consistent PLC protocols with pre-designed materials aligned to redesign plans (i.e., data collection tools, agendas, school communication, visuals, etc.). Commitment to sustaining the R&D process, meaning ongoing quantitative and qualitative data collection, including stakeholder input and feedback, codifying the ongoing work, and expanding the district database of pilot portfolios.

Experiences Part 2: Deep Dive #1

Math HQIM & Blended Learning

Detailed Description

Grad Aims Being Developed	Observable Indicators
<i>What aims does this experience build toward?</i>	<i>What would indicate a student has developed the aims within this specific experience?</i>
<p>Academic Scholar Jim Barnes MS students <i>think</i> and <i>act</i> as learners.</p> <ul style="list-style-type: none"> analyze and synthesize information 	<ul style="list-style-type: none"> Students accurately explain a range of quantitative information--charts, graphs, diagrams, text, equations, expressions, etc. Students use strategies to persist in challenging tasks, overcome obstacles, and limit distractions

<ul style="list-style-type: none"> from a variety of sources use information from various sources to support an argument or explanation take on challenges that will support their academic growth 	<ul style="list-style-type: none"> Students set and monitor increasingly challenging goals and meet them, ultimately tracking toward college and career readiness Students will achieve Meets or Masters on campus assessments and STAAR Panorama student surveys show favorable results in the categories of Grit.
<p>Collaborator Jim Barnes MS students work together.</p> <ul style="list-style-type: none"> productively engage and work with others to achieve a common goal listen to understand seek and offer help when needed 	<ul style="list-style-type: none"> Students encourage each other's efforts and achievements Students clarify their own points and pursue clarification from others School culture supports greater freedoms and independence for students Panorama student surveys show favorable results in the categories of Supportive Relationships and School Climate.
<p>Reflective Learner Jim Barnes MS students reflect and grow.</p> <ul style="list-style-type: none"> engage in self-reflection to learn and grow believe their ability can develop through effort and feedback 	<ul style="list-style-type: none"> Students have a strong sense of self and a deep understanding of strengths and areas of growth. Students actively receive feedback and use it to make adjustments. Students set and monitor increasingly challenging goals and meet them, ultimately tracking toward college and career readiness Panorama student surveys show favorable results in the categories of Self-Management and Emotion Regulation.

<p>When <i>When does this experience take place?</i></p>	<p>During 58 min math blocks Monday - Thursday During 90 min Toreadors Grow block on Fridays</p>
<p>Where <i>Where does this experience take place?</i></p>	<p>Core Math classrooms (x 4) and during Toreadors Grow Block on Fridays (x 1)</p>
<p>Who <i>Who participates in and supports this experience? Include students and adults.</i></p>	<p>Teachers and students in grades 6, 7, 8 Classroom teachers will provide whole group and small group instruction while students rotate through stations. Push-in support for students who require more specialized instruction.</p>

Key Learning Activities

What are key activities that make up the experience?

How They Support Aims

How do these activities support the various aims listed above?

The **Launch** is taught by a teacher. Everybody gets the lesson that's where the grade-level content is prepared and uses their base curriculum. On some days, Launch time is done with the whole group. On other days, it's differentiated from the beginning, and kids go immediately to small group rotations after setting their goals.

The Launch provides students with grade-level content from the base curriculum. (Academic Scholar)

Weekly, students engage in **reviewing their independent goals** focused on Math learning, so they're invested in their own progress.

Goal setting and reviewing allow students to identify strengths and weaknesses and tackle challenges to improve their ability to grow academically. (Self-Reflective Learner)

Small group instruction rotation: Teachers will pull small groups of students based on math level and weekly formative assessment and provide targeted lessons using Carnegie Curriculum.

Teacher-led small group instruction allows students to learn skills to solve problems and analyze and synthesize information individually and with others. (Academic Scholar & Collaborator)

Online Learning rotation: Students learn and practice identified skills on MATHia, a blended learning program, and are assessed within the program to ensure standards mastery.

Online learning allows students to practice skills at their own level. (Academic Scholar & Self-Reflective Learner)

Collaboration rotation/Peer Learning: students will work in pairs or small groups on assigned learning focused on skills practice, group projects, or collaborative learning activities using Carnegie and/or MATHia, manipulatives, and other materials.

Small group work allows students to productively engage and work with others. (Collaborator)

Independent Work rotation: Students will do independent math work to build their conceptual math skills on short, discrete assignments and longer process-driven assignments.

Independent work allows students to appropriately communicate and express their views in writing and online, and practice tackling challenges. (Academic Scholar & Self-Reflective Learner)

Toreadors Grow: Serves as an additional math focused period once a week for students to engage on a blended learning platform (MATHia) to deepen their fluency and conceptual skills in targeted areas of need identified by their teachers.

Additional online learning block allows students to practice skills at their own level. (Academic Scholar & Self-Reflective Learner)

Illustrative Examples

What does it look like for students and adults to engage in this experience? Consider using a week-in-the-life narrative, storyboard, etc.

Daily Math Block: 58 minutes Grade 7

When I enter the classroom my [Carnegie Math Lessons](#) are broken down into three instructional components: engage, develop and demonstrate.

Whole Group Lesson

Engage (Launch to Activate Learning) [10 min]

Learning Goals are written on board and I get started answering Questions 1 & 2. A timer is set to 3 min when class begins. Next, we have a turn and talk with a partner to share and compare responses. We debrief as a whole group, and I am called on to share my response. Next, we go over Learning goals as a class and answer warm-up questions (e.g., What is a unit rate? Provide some examples. Is this a unit rate? How could you write it as a unit rate? Is there more than one way to write a unit rate for this relationship?)

DEVELOP (Active Learning) [40 min]

In a small group (groups of 4), I read a scenario and the table of recipes on my own, and then talk in our group about the math.

Four students share their recipes for lemon-lime punch. The class decides to analyze the recipes to determine which one will make the fruitiest tasting punch.

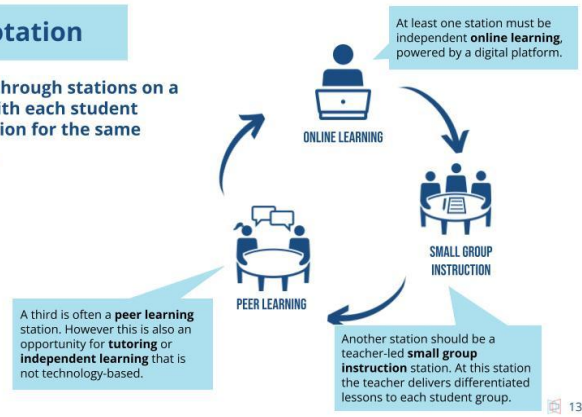
	Mason's Recipe	Tyler's Recipe	
part	4 cups lemon-lime concentrate	3 cups lemon-lime concentrate	part
part	8 cups club soda	5 cups club soda	part
whole	12 cups of punch	8 cups of punch	whole
	Carlos's Recipe	Zeb's Recipe	
part	2 cups lemon-lime concentrate	1 cup lemon-lime concentrate	part
part	3 cups club soda	4 cups club soda	part
whole	5 cups of punch	5 cups of punch	whole

We repeat this process with another question then debrief as a whole group, explaining our work and comparing methods, using anchor charts.

We begin **station rotations**. [20 min each station]

Station Rotation

Students rotate through stations on a fixed schedule with each student visiting each station for the same amount of time.



During **peer learning** - we continue to work with small groups of 4 (or 2 partner groups together) for the rest of the lesson. Before we begin, we identify all of the pieces we are responsible for completing on our own paper, but we work in groups to do it together. During this time my teacher checks in with us and she is also pulling some groups for more direct support.

Mason's Recipe			
$\frac{1}{3}$	1	2	4
1	3	6	12

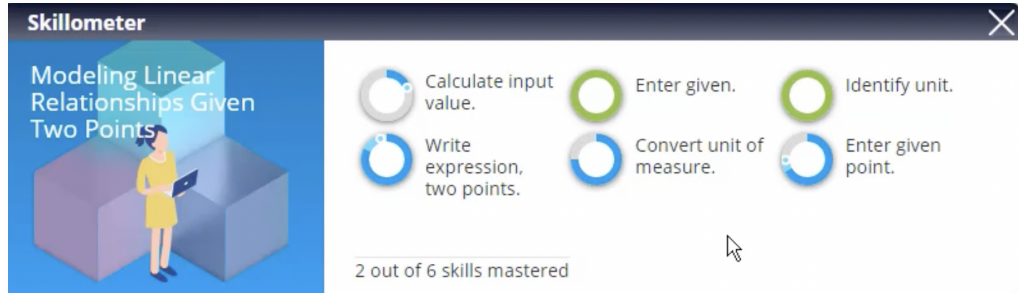
Carlos's Recipe			
$\frac{2}{5}$	1	2	4
1	$2\frac{1}{2}$	5	10

Tyler's Recipe			
$\frac{3}{8}$	$\frac{3}{4}$	$1\frac{1}{2}$	3
1	2	4	8

Zeb's Recipe			
$\frac{1}{5}$	$\frac{1}{2}$	1	2
1	$2\frac{1}{2}$	5	10

During **online learning**, I utilize the [MATHia workspace](#) to support my individual learning needs which offers two different workspace lessons **concept builders workspace** and **mastery builder workspace**. During concept builder lessons, MATHia supports me to build concepts through on-demand hints, and just-in-time hints. MATHia collects the number of errors I make, the number of hints I ask for, and the amount of time I spend in the workspace. In MATHia, a concept builder workspace gives me a fixed number of problems to practice. To finish the workspace I must complete all the problems. In the mastery builder workspace, the platform gives me problems that let me demonstrate the mathematical skills I am learning.

To complete a mastery workspace I must work through as many problems as needed until I have shown mastery of all the skills in the workspace. Progress rings help me know when I have increased in a skill area and will turn green when I have mastered a skill.



DEMONSTRATE (Closing / Assessing Learning) [8 min]

We conclude our lesson with a reflective exit ticket. We write down our responses on a sticky note with our names: How can unit rates be helpful when solving problems?

Theory of Learning

Design Principles	Explanation of Connection
<i>What principles does this experience specifically honor?</i>	<i>How is the design principle evidenced in the experience?</i>
Rigorous Learning	In math blended learning, computer-based curricula, and activities help students build foundational knowledge and skills. This frees teachers up to focus on higher-order thinking skills through questioning and discussion, as well as to go deeper into topics through challenging extension projects. These types of activities can help learners deepen their understanding of a topic in ways that are more long-lasting. Rigorous learning in math involves the use of critical thinking skills to make deep meaning of complex ideas and ask students to apply, analyze, and use their knowledge in creative ways across a range of contexts.
Connection & Community	In math blended learning, the opportunity for students to connect with peers through collaborative learning can also help young people see value in the experiences they have at

school, and it provides a critical scaffold that makes learning more manageable, creates opportunities for discussion and making meaning of one’s thinking, and allows learners to give and receive feedback from one another. These experiences also build skills and mindsets—such as collaboration, empathy, and communication. In this model, we ensure the environment is relationship-rich, where all learners are deeply known and respected by a variety of adults and peers; collaborate closely with one another; and form meaningful relationships across lines of difference that nurture empathy, foster belonging, support well-being, and build social capital.

Insights Informing the Design

What insights informed the design of the experience?

Insights from Research

Blended Learning Cycle

By incorporating a blended learning cycle into the Math block, we provide opportunities for students to engage in individualized learning at their academic level and to practice the goal setting and time management skills they will need to be successful in middle school, high school, and post-graduation world. Research indicates that the incorporation of blended learning into the instructional day has a positive impact on all students, including students who are historically marginalized in classrooms:

- Blended learning can increase engagement and academic achievement, even after just one year of implementation. ([Hesse, 2017](#); [Jenkins, 2014](#); [LEAP, 2019](#))
- Blended learning can improve academic outcomes across different subgroups. In DC Public Schools (more than 2/3 African American and nearly 3/4 FRL), scores for students in blended math programs rose 19 points, compared to 5 points for students in the control group. ([Christensen Institute](#))
- Blended learning can have a particularly strong influence on math and reading outcomes. One study of 7,200 districts found that students in blended classrooms outperformed their peers by 57% in reading and 26% in math. ([Jenkins, 2014](#))
- People learn best when they practice challenging-but-doable skills at frequent, focused intervals and across diverse contexts. ([Science of Learning and Development](#))
- People learn best when they believe in their ability to grow and achieve mastery of what they are learning. ([Science of Learning and Development](#))

Insights from Your Community	<p>Students:</p> <ul style="list-style-type: none"> ● We learn the most: <ul style="list-style-type: none"> ○ During group work, from peers ○ When it is calm ○ When learning is dynamic and we get to speak (not just sit & listen) ○ We have just in time help (i.e., we get help when we need it) ● We will benefit from: <ul style="list-style-type: none"> ○ Adults building relationships with us ○ Interacting more with my teachers ○ Getting to know our peers more deeply <p>Adults:</p> <ul style="list-style-type: none"> ● We strive to build confidence in learners ● We want to build relationships with students so they know someone at school cares about them ● We want students to know they have an advocate ● We want students to have self-determination and take control of their own needs for support ● Choice matters to students
Results from Ongoing Pilots	<p>The Barnes community has benefitted from a full-year of Carnegie + MATHia blended learning implementation during the 2021-2022 school year. Implementation coincided with another grant using the ESC 20 Service Center Model. This required 4-station rotations during each class period. This proved to be too much transition for teachers, feeling like they were not getting enough time with direct instruction. As a result, they have been working with a 3-station rotation model, and we will continue to pilot adjustments in spring 2022 to improve implementation up through grades 7 and 8 in fall 2022.</p>
Insights from Other Schools	<ul style="list-style-type: none"> ● CICS West Belden <ul style="list-style-type: none"> ○ The ability for students to engage in collaborative learning. ○ I liked how the students are working together and also on technology during their stations. ● Cisco Junior High <ul style="list-style-type: none"> ○ Student choice in extension activities and small group instruction. Students are engaging in goal setting. Students pace their own learning. ○ I really like the goal-setting piece of how they are rotating. I believe that it is important for teachers to take that time with each kid and set goals that are obtainable. ○ Talking about data-driven instruction – and how much the teams internalized it - teachers had known there were gaps – but now teachers could speak to (and address) the very specific gaps ● Pasadena ISD <ul style="list-style-type: none"> ○ Flexible schedules based on students' content needs. Multiple teachers in one classroom. Community involvement and projects. Ability to provide students with different styles of learning that work best for them. ○ I really like the 1:1 technology. I know that our district is working towards that at this time, but I would

like to see the technology go home with the students so that they can continue working on things if needed. I also like the 90-minute blocks for courses.

School Element Specifications

School Element Specifications and Resources

How is each relevant school element approached within this experience? Link any resources to further illustrate the approaches or support implementation. Note: Use the details here to update key school element materials linked in the whole school design blueprint (e.g. master schedule, budget).

Curriculum, Instruction, & Assessment

- What standards or competencies do students master?
- What teaching and learning approach(es) do we use?
- What systems or approaches are in place to support special populations? What systems or approaches are in place to support struggling students?
- What evidence do we gather to understand student progress? How is student progress recorded and reported?
- What implications do our answers above suggest for our whole-school school elements (e.g. curriculum, grading policies, assessment plan)?

Curriculum

- Core Curriculum: Carnegie for building grade content knowledge and skills in math
- Digital Content 1: MATHia

For Math, Carnegie will be implemented in grades 6-8 in the 2022-2023 school year. In the 2021-2022 school year, Carnegie was implemented in grade 6 only. Additionally, the 6th grade Math team began utilizing a station rotation blended learning model. MATHia is also being used in the Technology stations of the rotation model. To support these initiatives, the 6th grade Math team met monthly with the District Math Coordinator and a Math Specialist from ESC Region 20, who supported the blended learning components. A sample agenda from a 6 Math monthly meeting is linked in the Resources section. Also, a meeting was held on October 6 with district and campus leaders to set expectations for blended learning - see attached agenda and notes. For the 2022-2023 school year, monthly meetings with all grade level math teachers will be scheduled and facilitated by the District Math Coordinator. Additionally, Barnes is part of the TEA CRIMSI pilot, which provides another layer of monthly support from TNTP/TEA and a \$3000 stipend.

Assessments

The 2020-2021 district assessment calendar is linked in the Resources section for review. Current assessment practices include 6-week interim

assessments, short-cycle Common Formative Assessments (CFAs), and BOY/MOY Assessments (using the TEA Interim Assessments). The 2020-2021 SISD Assessment, Grading, and Reporting Procedures are also linked for review.

(ESF Lever 4 - High-Quality Curriculum)
(ESF Lever 5 - Effective Instruction)

Community & Culture

- What behaviors do we expect of students in this experience?
- What community rituals do we engage in this experience?
- What needs to be true about our whole-school culture and behavior plan to align with the vision for this experience?

The math blended learning rotation block provides one of the primary areas for students to practice goal-setting and reflection and take more ownership of their own learning progress. Students have many opportunities to reflect on their progress and make choices to take more ownership over the learning and progress.

The Barnes Campus Livebinder, linked in Resources, includes information about School Community and Culture. The campus utilizes a district wide behavior matrix linked in Resources. Additionally, a campus-wide PBIS Expectation Matrix is used for Tier 1 behavior support and can also be found in the Livebinder.

(ESF Lever 3.1 - Positive School Culture)

Adult Roles, Hiring & Development

- What roles do adults play in this experience? What competencies and experiences do adults have to have in order to play these roles?
- How do we evaluate and support the ongoing development of adults?
- What are the implications for our campus staffing structure, our staff recruitment, hiring and retention plan, and our PL/staff development plan?

Teachers in our blended learning classroom play multiple roles including:

- Instructor: teachers plan and execute core lessons, teach students routines and procedures for rotating and using the software
- Data Analyst: teachers determine small group rotations using student reading data to drive grouping decisions
- Facilitator: teachers build student independence with accountability systems, classroom management rules, student roles, student incentives, goal check-ins
- Classroom Manager: teachers foster and uphold strong, clear expectations for student behavior

No new staff will need to be hired to implement redesign changes in Math classes. The Math Department has seven staff members - two teachers in 6th grade, three teachers in 7th grade, two teachers in 8th grade. Additionally, an 8th position is posted to add a third teacher to the 6th-grade team. Math has a Department Lead/Interventionist position providing support - see job descriptions in Resources. These individuals also teach one class. Teacher development and support are provided through campus PLC processes - see PLC Expectations Handbook in Resources for more

information.

(ESF Lever 2.1 - Effective, Well-Supported Teachers)

Scheduling & Use of Time

- How, where, and with whom do students spend time in this experience? And how does it vary day to day?
- How, where, and with whom do adults spend time in this experience? And how does it vary day to day?
- How are students grouped with peers and adults for this experience?
- What are the implications for our master schedule?

Barnes currently operates a traditional 7 period day with daily flexible intervention time (called Toreador Time). See the current campus bell schedule and master schedule linked in Resources. Different bell schedule options are being considered for the next school year, including a “Flex Friday” option where students engage in different learning opportunities in extended learning blocks every other Friday (see example master schedule in *Illustration of Full Student Experiences*). All core content teachers currently have a common planning time to engage in campus PLC activities, and that practice is expected to continue next year. Next year, the Flex Friday schedule will also allow teachers to engage in extended periods of planning time. Toreador Time 2.0 focuses on various activities to provide additional support for all students - see presentation linked in Resources.

Daily Instructional Math Block + Toreador Time (Fridays)

Math Block (58 Min) Monday - Thursday			Toreador Time (90 Min) Fridays
Engage Activate student thinking by tapping into prior knowledge and real-world experiences. Provide an introduction that generates curiosity and plants the seeds for deeper learning.	Whole Group Pairs	10 min	Intervention/Acceleration Activities that may occur during the 90-min block (in conjunction with ELAR activities):
Develop: Build a deep understanding of mathematics through a variety of activities— real-world problems, sorting activities, worked examples, and peer analysis— in an environment where collaboration, conversations, and questioning are routine practices.	Station Rotation Small Groups Independent Pairs	40 min (2 stations/day)	Goal Setting
Demonstrate: Reflect on and evaluate what was learned. Ongoing formative assessment underlies the entire learning experience, driving real-time adjustments, next steps, insights, and measurements.	Independent Work + Share	8 min	Teacher Conferencing
Blended Learning: (MATHia): Utilize Two Workspaces- concept builders and mastery builder workspace. Concept builder uses on-demand and just-in-time hints and provides a fixed number of problems to practice. To finish the workspace you must complete all the problems. Mastery builder workspace, provides as many problems as needed, until demonstration of skill mastery. Progress rings show growth in a skill area and will turn green when a skill is mastered.	Station Rotation Targeted Skills Learning Based on Student Need	Flexible based on topic of study: 20min/ 3+ times a week	Concept Builder Workspace (MATHia) Peer Collaboration Additional Math Adaptive Program Mastery Builder Workspace (MATHia)

Community & Family Partnerships

- What partnerships with families do we have in place to support their children's learning in this experience?
- What partnerships with external organizations and service providers do we have to help support our work?
- What are the implications for our family engagement plan or community partnership plans?

Each year we plan to host family math nights, at the beginning of the new semester. Jim Barnes Middle School hosts Academic Nights to help familiarize families with the blended learning work, grading policies, and how they may support their student's progress. Families always have access to the school's Google Classroom and are able to review and discuss their student assignments, progress, goals, etc. with their students.

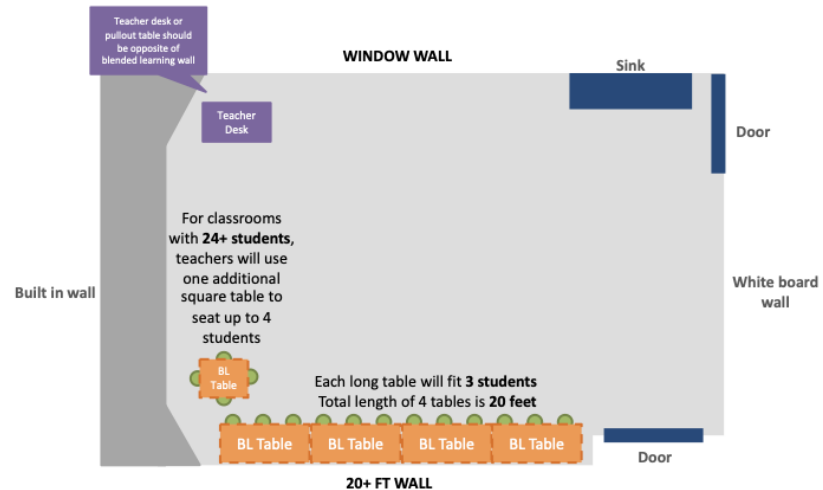
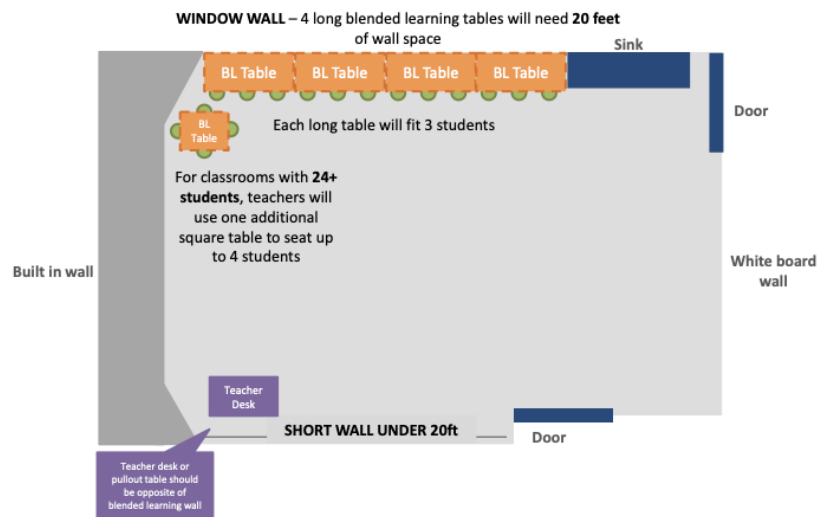
Space & Facilities

- How do we organize and design the space to support learning in this experience?
- In which places do we extend learning beyond the primary space?
- What changes (if any) might be required to our whole school physical space plan?

Barnes campus is currently separated into different sections for each grade level - see linked campus map in Resources. This practice will continue into next year. The campus is looking to invest in furniture for the Math classes to facilitate a station rotation model, including moveable tables and flexible seating options.

Sample Blended Learning Classroom Floor Plan – Option 1

Sample Blended Learning Classroom Floor Plan – Option 2



Budget and Operations

- How do we ensure sufficient funding for this experience and how will that funding be allocated?
- What are the key operational considerations for this experience?
- What are the Whole School Budget or Operations plan requirements to support this experience?

The budget for this experience will be developed in the coming months and will be included in the May 2022 submission. We are confident that, with grant continuation funding, alongside CRIMSI support, we will be able to fully fund this experience especially given the number of devices purchased since the March 2020 closures.

The key operational considerations to implement the Math block include the following:

Furniture that can be used for flexible arrangements.

Computer targeted-skill-based programs for more personalized learning experiences in the Math block (MATHia).

This school district has a process to align resources, including Federal, State, and local resources, to carry out the activities of the TCLAS planning grant and implementation of the school action. Budget managers for all federal, state and local resources across departments meet at least monthly to review ongoing district initiatives and identify financial and other resources to meet the initiative's goals.

The District autonomies committee has approved the autonomies set around the operational structure of the instructional model within the district with some additional funding sources.

Technology

- What devices or hardware do we use to support learning in this experience? What software or platforms do we use?
- What are the requirements of our whole school technology and infrastructure plan to support this experience?

Software

- MATHia

Hardware

- 1:1 student/device ratios for this model
- Chromebooks

Role of digital content

- Develop conceptual understanding: we are trying to test the transferability to online learning to offline learning and to do so, we want online content that develops conceptual understanding that can be applied to multiple contexts and retained for longer periods of time
- Discrete skill building practice: in addition to concept building, we expect the digital content to offer a deep bank of targeted skill practice activities that immediately tell the user if they are successful or incorrect

The campus currently has Chromebooks that are utilized as class sets in core content classes, primarily. For the 22-23 school year, the SISD Technology Department is planning to roll out a 1:1 device plan. All campus Chromebooks will be distributed to individual students, and they will be required to bring this device to school every day. A meeting was held in December to discuss the next rollout steps - see linked presentation and meeting notes. The SISD Technology Department includes both a Director of Digital Learning and a Digital Learning Specialist who support students and teachers. SISD is a Google platform district and primarily utilizes Google Classroom for communication and coursework - see linked secondary Google classroom expectations.

Communications

- What communication with families and community partners is necessary to support this experience?
- Are there implications for our whole school communication plan to support this experience?

We will need to familiarize families with the blended learning model, grading policies, and how they may support their student's progress. Families

always have access to Jim Barnes' online learning platform (Google Classroom) and can review and discuss progress, goals, etc., with their students.

Whole School Communication:

Communication is key in every aspect of this experience. We will host several information nights for parents and community members of what Blended Learning and Math classes will look like. Parents will receive updated information on student grades via Gradebook on Math. They will also receive a weekly newsletter titled "Toreador Times", which will include updates on Math units, projects, and home connections. Barnes Middle School utilizes Facebook, Twitter, and the school website to showcase the students' Math projects.

School Element Implications: It will be necessary for families to get notified regarding their child's progress on MATHia for the week. Students have access to the platform during Toreador time and during after-school hours to meet their usage goals and finish the Math assignments that were assigned to keep them on track to start the following week.

Continuous Learning & Improvement

- How do we collect data and measure progress in this experience?
- What systems and structures do we have in place to ensure we routinely review the data and make decisions based on it?
- How do we implement R&D practices to design and pilot new ideas within this experience?

Implementation of blended learning began in grade 6 during the 2021-2022 school year. We are planning to run some additional pilots this spring to revisit:

- The number of station rotations that are optimal for both effective delivery of core content and which maximizes student learning.
- Whether our blended learning software choice, MATHia, meets the needs of all students and whether we need to consider an additional adaptive math software program to supplement.
- How to effectively meet with multiple small groups and facilitate peer-to-peer learning, in a single (58-min) block.

Current data analysis tools are linked in the Resources. District and campus assessments are administered through Eduphoria Aware. Short cycle Common Formative Assessments (CFAs) are analyzed using a tool focusing on TEKS and item analysis. The six-week Interim Assessments are analyzed by district Coordinators using the Interim analysis tool, focusing on TEKS and student groupings. Teachers meet every Wednesday in Data PLCs to review current assessment data.

Experiences Part 2: Deep Dive #2

ELAR HQIM

Detailed Description

Grad Aims Being Developed <i>What aims does this experience build toward?</i>	Observable Indicators <i>What would indicate a student has developed the aims within this specific experience?</i>
<p>Academic Scholar Jim Barnes MS students <i>think and act as learners</i>.</p> <ul style="list-style-type: none"> analyze and synthesize information from a variety of sources use information from various sources to support an argument or explanation take on challenges that will support their academic growth 	<ul style="list-style-type: none"> Students will participate in many reading and writing opportunities which can be shared beyond school, including with the community as an authentic audience (e.g., exhibitions of learning, student newsletters, community engagement projects) Students will achieve meets or masters on campus assessments and STAAR Track data from universal screener (we currently use ISIP) at BOY and follow up with MOY & EOY formative assessments for students identified in need of additional support. Students access and demonstrate comprehension of complex texts and showcase their writing skills Students automatically demonstrate use of evidence to support a point of view in writing and verbally
<p>Collaborator Jim Barnes MS students work together.</p> <ul style="list-style-type: none"> productively engage and work with others to achieve a common goal listen to understand seek and offer help when needed 	<ul style="list-style-type: none"> Students collaborate positively and encourage each other's efforts and achievements Students work productively in groups to build consensus and achieve academic outcomes Students develop an understanding of other approaches and appreciate unique experiences, values, and voices (including one's own voice)
<p>Reflective Learner Jim Barnes MS students reflect and grow.</p> <ul style="list-style-type: none"> engage in self-reflection to learn and grow believe their ability can develop through effort and feedback 	<ul style="list-style-type: none"> Students develop new problem solving skills that they can apply to a wide range of contexts and content areas Students will show measurable growth on the Leaps survey in non-academic results Students set and monitor increasingly challenging goals and meet them, ultimately tracking toward college and career readiness Students proactively plan and utilize resources to meet needs and goals Students ask for help when they need it

<p>When <i>When does this experience take place?</i></p>	<p>During 58 min ELA blocks Monday - Thursday</p> <p>During 90 min Treadors Grow block on Fridays</p>
<p>Where <i>Where does this experience take place?</i></p>	<p>Core ELA classrooms (x 4) and during Treadors Grow Block on Fridays (x 1)</p>
<p>Who <i>Who participates in and supports this experience? Include students and adults.</i></p>	<p>Teachers and students in grades 6, 7, 8</p> <p>Classroom teachers will provide instruction according to the HQIM (Wit & Wisdom curriculum guide) which will include whole group and small group instruction. Push-in support will be available for students who require more specialized instruction.</p>

<p>Key Learning Activities <i>What are key activities that make up the experience?</i></p>	<p>How They Support Aims <i>How do these activities support the various aims listed above?</i></p>

Illustrative Examples

What does it look like for students and adults to engage in this experience? Consider using a week-in-the-life narrative, storyboard, etc.

Theory of Learning

Design Principles <i>What principles does this experience specifically honor?</i>	Explanation of Connection <i>How is the design principle evidenced in the experience?</i>

Insights Informing the Design

What insights informed the design of the experience?

Insights from Research	
Insights from Your Community	
Results from Ongoing Pilots	
Insights from Other Schools	

School Element Specifications

School Element Specifications and Resources

How is each relevant school element approached within this experience? Link any resources to further illustrate the approaches or support implementation. Note: Use the details here to update key school element materials linked in the whole school design blueprint (e.g. master schedule, budget).

Curriculum, Instruction, & Assessment

- What standards or competencies do students master?
- What teaching and learning approach(es) do we use?
- What systems or approaches are in place to support special populations? What systems or approaches are in place to support struggling students?
- What evidence do we gather to understand student progress? How is student progress recorded and reported?
- What implications do our answers above suggest for our whole-school school elements (e.g. curriculum, grading policies, assessment plan)?

Key Links:

Community & Culture

- What behaviors do we expect of students in this experience?
- What community rituals do we engage in this experience?
- What needs to be true about our whole-school culture and behavior plan to align with the vision for this experience?

Adult Roles, Hiring & Development

- What roles do adults play in this experience? What competencies and experiences do adults have to have in order to play these roles?
- How do we evaluate and support the ongoing development of adults?
- What are the implications for our campus staffing structure, our staff recruitment, hiring and retention plan, and our PL/staff development plan?

Scheduling & Use of Time

- How, where, and with whom do students spend time in this experience? And how does it vary day to day?
- How, where, and with whom do adults spend time in this experience? And how does it vary day to day?
- How are students grouped with peers and adults for this experience?
- What are the implications for our master schedule?

Community & Family Partnerships

- What partnerships with families do we have in place to support their childrens' learning in this experience?

- What partnerships with external organizations and service providers do we have to help support our work?
- What are the implications for our family engagement plan or community partnership plans?

Space & Facilities

- How do we organize and design the space to support learning in this experience?
- In which places do we extend learning beyond the primary space?
- What changes (if any) might be required to our whole school physical space plan?

Budget and Operations

- How do we ensure sufficient funding for this experience and how will that funding be allocated?
- What are the key operational considerations for this experience?
- What are the Whole School Budget or Operations plan requirements to support this experience?

Technology

- What devices or hardware do we use to support learning in this experience? What software or platforms do we use?
- What are the requirements of our whole school technology and infrastructure plan to support this experience?

Communications

- What communication with families and community partners is necessary to support this experience?
- Are there implications for our whole school communication plan to support this experience?

Continuous Learning & Improvement

- How do we collect data and measure progress in this experience?
- What systems and structures do we have in place to ensure we routinely review the data and make decisions based on it?
- How do we implement R&D practices to design and pilot new ideas within this experience?

Experiences Part 2: Deep Dive #3

Toreadors Reflect: Social Emotional Learning (SEL)

Detailed Description

Grad Aims Being Developed <i>What aims does this experience build toward?</i>	Observable Indicators <i>What would indicate a student has developed the aims within this specific experience?</i>
<p>Collaborator Jim Barnes MS students work together.</p> <ul style="list-style-type: none"> • productively engage and work with others to achieve a common goal • listen to understand • seek and offer help when needed 	<ul style="list-style-type: none"> • Students work productively in groups to build consensus and achieve academic outcomes • Students encourage each other's efforts and achievements • Positive student behavior is celebrated and recognized throughout the campus • Discipline referral data decreases markedly • School culture supports greater freedoms and independence for students • Panorama student surveys show favorable results in the categories of Supportive Relationships and School Climate.
<p>Reflective Learner Jim Barnes MS students reflect and grow.</p> <ul style="list-style-type: none"> • engage in self-reflection to learn and grow • believe their ability can develop through effort and feedback 	<ul style="list-style-type: none"> • Students have a strong sense of self and a deep understanding of strengths and areas of growth. • Students develop an understanding of other approaches and appreciate unique experiences, values, and voices (including one's own voice) • Students actively receive feedback and use it to make adjustments. • Students develop skills to regulate emotions and cope with stressful situations. • School counselors, including CIS, hold ongoing support opportunities for students. • Panorama student surveys show favorable results in the categories of Self-Management and Emotion Regulation.

<p>Courageous Citizen How Jim Barnes MS students <i>think</i> and <i>act</i> as citizens.</p> <ul style="list-style-type: none"> • be kind and show empathy for others in the school, community, and world • create an inclusive community • make choices, despite risks or fears, in service of a worthy goal • consider experiences, beliefs, values, and perspectives that differ from one's own 	<ul style="list-style-type: none"> • Students work successfully with others in group settings. • Students set goals that push them to achieve academic growth. • Panorama student surveys show favorable results in the category of Social Awareness.
---	--

<p>When <i>When does this experience take place?</i></p>	<p>During 60 min Treadors Reflect block on Fridays</p> <p>A deep focus on relationships will also be embedded throughout the school day and to launch the year at Camp Bold (for grade 6).</p>
<p>Where <i>Where does this experience take place?</i></p>	<p>Treadors Reflect Block on Fridays (x 1)</p>
<p>Who <i>Who participates in and supports this experience? Include students and adults.</i></p>	<p>Teachers and students in grades 6, 7, 8</p> <p>Teachers will provide engaging lessons grounded in the Character Strong curriculum and include components of the AVID program.</p>

Key Learning Activities <i>What are key activities that make up the experience?</i>	How They Support Aims <i>How do these com activities support the various aims listed above?</i>

Illustrative Examples

What does it look like for students and adults to engage in this experience? Consider using a week-in-the-life narrative, storyboard, etc.

Theory of Learning

Design Principles

What principles does this experience specifically honor?

Explanation of Connection

How is the design principle evidenced in the experience?

--	--

Insights Informing the Design <i>What insights informed the design of the experience?</i>	
Insights from Research	
Insights from Your Community	
Results from Ongoing Pilots	
Insights from Other Schools	

School Element Specifications

School Element Specifications and Resources <i>How is each relevant school element approached within this experience? Link any resources to further illustrate the approaches or support implementation. Note: Use the details here to update key school element materials linked in the whole school design blueprint (e.g. master schedule, budget).</i>
Curriculum, Instruction, & Assessment

- What standards or competencies do students master?
- What teaching and learning approach(es) do we use?
- What systems or approaches are in place to support special populations? What systems or approaches are in place to support struggling students?
- What evidence do we gather to understand student progress? How is student progress recorded and reported?
- What implications do our answers above suggest for our whole-school school elements (e.g. curriculum, grading policies, assessment plan)?

Key Links:

Community & Culture

- What behaviors do we expect of students in this experience?
- What community rituals do we engage in this experience?
- What needs to be true about our whole-school culture and behavior plan to align with the vision for this experience?

Adult Roles, Hiring & Development

- What roles do adults play in this experience? What competencies and experiences do adults have to have in order to play these roles?
- How do we evaluate and support the ongoing development of adults?
- What are the implications for our campus staffing structure, our staff recruitment, hiring and retention plan, and our PL/staff development plan?

Scheduling & Use of Time

- How, where, and with whom do students spend time in this experience? And how does it vary day to day?
- How, where, and with whom do adults spend time in this experience? And how does it vary day to day?

- How are students grouped with peers and adults for this experience?
- What are the implications for our master schedule?

Community & Family Partnerships

- What partnerships with families do we have in place to support their childrens' learning in this experience?
- What partnerships with external organizations and service providers do we have to help support our work?
- What are the implications for our family engagement plan or community partnership plans?

Space & Facilities

- How do we organize and design the space to support learning in this experience?
- In which places do we extend learning beyond the primary space?
- What changes (if any) might be required to our whole school physical space plan?

Budget and Operations

- How do we ensure sufficient funding for this experience and how will that funding be allocated?
- What are the key operational considerations for this experience?
- What are the Whole School Budget or Operations plan requirements to support this experience?

Technology

- What devices or hardware do we use to support learning in this experience? What software or platforms do we use?
- What are the requirements of our whole school technology and infrastructure plan to support this experience?

Communications

- What communication with families and community partners is necessary to support this experience?
- Are there implications for our whole school communication plan to support this experience?

Continuous Learning & Improvement

- How do we collect data and measure progress in this experience?
- What systems and structures do we have in place to ensure we routinely review the data and make decisions based on it?
- How do we implement R&D practices to design and pilot new ideas within this experience?



Sequin Independent School District

1221 E. Kingsbury Street

Sequin, TX 78155

Phone 830.372.5771

2022 - 2023 Performance Agreement

Jim Barnes Middle School

District-Managed Innovation Schools are predicated on the view that our students will benefit when the school community, including campus leadership, have greater autonomy over the key decisions toward implementing an innovative school model, including broader authority over educational decisions. Therefore, the parties enter into this Performance Agreement as set out below.

The campus leader will:

1. Meet the student outcome performance measures as described in Exhibit 1.
2. Increase student attendance each academic school year. See Exhibit 2.
3. Decrease out of school suspensions each academic year. See Exhibit 3.

The district will support implementation of an innovative school model by:

1. Providing a Chief Innovation Officer and Innovation Specialist to assist with change management
2. Naming the "Sequin ISD Standards of Excellence" as a framework for district-wide systems and processes
3. Providing leadership coaching through the Director of Secondary Education

Flexibilities:

1. Autonomies or flexibilities to the school may be determined by the campus principal with approval from the Sequin ISD Autonomy Committee.
2. Jim Barnes Middle School may adjust the school start time to support redesign goals, subject to the approval of the Sequin ISD Autonomy Committee.
3. Jim Barnes Middle School may create an innovative master schedule to allow for relevant student experiences, such as social-emotional learning and project-based learning, subject to the approval of the Sequin ISD Autonomy Committee.
4. Jim Barnes Middle School teachers may opt out of certain district-wide professional development in order to receive development aligned to the school's mission and model subject to the approval of the Sequin ISD Autonomy Committee.
5. The campus leader will determine their per-pupil and School Action Fund (SAF) budget to spend on resources and support to grow out an instructional model, supporting the whole child through social emotional learning, and supplies subject to federal, state, and district regulations and subject to approval by the Learning, Leadership and Innovation Department and the Business Department.
6. Additional support and resources are available to the campus through the Learning, Leadership, and Innovation Department to meet the overall student outcomes goals of the school model.
7. Approved autonomies/flexibilities for Jim Barnes Middle School can be found [here](#).

The Learning, Leadership, and Innovation Team will support Jim Barnes Middle School throughout the school redesign rollout. The campus leader has read and understands the performance expectations. The signature below is an acknowledgement of the Jim Barnes Middle School performance agreement. This is a three year commitment that will be adjusted yearly, if needed, based on performance.

Campus Leader Signature

Print Name

Date

Chief Innovation Officer Signature

Print Name

Date

Exhibit 1: Student Outcome Performance Measures

Student Achievement Domain

School Year	2020-2021 (Baseline)	2022-2023	2023-2024	2024-2025
Domain Rating	F	C	C?	B?
STAAR Performance	28	38	47	55

School Progress Domain

School Year	2020-2021 (Baseline)	2022-2023	2023-2024	2024-2025
Domain Rating	Not Rated	D	B?	A?
STAAR Growth	NA	65	75	85
STAAR Relative Performance	28	40	45	50

Closing the Gap Domain

School Year	2020-2021 (Baseline)	2022-2023	2023-2024	2024-2025
Domain Rating	F	C	C?	C?
Academic Achievement (% Indicators Met)	6	22.2	27.8	33.3
Academic Growth (% Indicators Met)	NA	27.8	50	72.2
Student Success (% Indicators Met)	0	20	30	40
English Language Proficiency	0	100	100	100

Exhibit 2: Student Attendance Measures

School Year	2020-2021 (Baseline)	2022-2023	2023-2024	2024-2025
Average Daily Attendance	94%	95%	96%	97%

Exhibit 3: Student Discipline Measures

School Year	2020-2021 (Baseline)	2022-2023	2023-2024	2024-2025
Out of School Suspension (Limit=3 Consec Day)	160	100	80	60

PENDING BOARD APPROVAL

Blended Learning Campus Redesign Approval Process

Seguin ISD is excited to engage in the blended learning redesign process as outlined by the Texas Education Agency's School Action Fund.

Considerations and Benefits for Jim Barnes Middle School:

- The needs of our students are even more varied as a result of COVID 19. Our students have both academic and socio-emotional needs. Blended learning allows for increased personalization to meet students where they are.
- Our experience transitioning to virtual learning in Spring 2019 is evidence that our teachers need professional development and coaching for a blended learning instructional model to be successful.
- We aim to educate 21st-century learners. Our students respond to instructional models that use technology to personalize, differentiate, and deepen learning.

Our Blended Learning Model will:

- create additional opportunities for student engagement
- provide opportunities for data-based intervention
- increase flexibility for teachers in how they present their lessons
- increase flexibility in pacing and personalization based on student needs
- offer opportunities for a variety of learning experiences around the same content
- transform our teaching models to truly engage the unique needs of every student

This document outlines the internal approval process for the school redesign in blended learning for Jim Barnes Middle School School in Seguin ISD.

PENDING BOARD APPROVAL

Blended Learning Campus Redesign Approval Process

Seguin ISD Redesign Approval Plan Process

What	When	Person(s) Responsible
Identify campus for School Action, based on available models in cycle	March/April 2022	Chief Innovation Officer Superintendent Leadership Team (SLT)
Create campus redesign plan	June - December 2022	Campus principal Campus leadership team Learning, Leadership, Innovation Team Technical Assistance Provider
Share draft plans with Superintendent Leadership Team	January 2023	Campus principal Campus leadership team
Finalize campus redesign plan	January - March 2023	Campus principal Campus leadership team Learning, Leadership, Innovation Team Technical Assistance Provider
Finalize campus performance agreement for following school year	April 2023	Campus principal Chief Innovation Officer Director of Secondary OR Elementary Education
Board discussion and approval of the Redesign Plan	April 2023	Superintendent Board of Trustees
Submit redesign plan to TEA	May 2023	Chief Innovation Officer
Review of Campus Performance Agreements and provide update to Board	Quarterly (September, November, March, June) <i>*Will align to Interim Assessment dates</i>	Campus principal Chief Innovation Officer Director of Secondary OR Elementary Education Board of Trustees
Annual Performance Review using QSA	June 2023	Superintendent Superintendent Leadership Team (SLT)

ACTION ITEM: **Discussion and Possible Action Regarding the Application of Appraised Value Limitation on Qualified Property**

RECOMMENDATION: That the Board of Trustees accept Magnolia Solar Development LLC Application for an Appraised Value Limitation on Qualified Property, to authorize the Superintendent to review the Application for completeness and submit to the Comptroller, to authorize the Superintendent to enter into any agreement to extend the deadline for Board action beyond 150 days, subject to Board ratification, and to retain consultants to assist the District in processing the Application.

RATIONALE: Chapter 313 of the Texas Tax Code allows Texas School Districts to participate in economic development activities by entering into Value Limitation Agreements often referred to as "Chapter 313 Agreements". Value Limitation Agreements work by capping a qualifying business's taxable value for the purpose of calculating District Maintenance and Operations (M&O) taxes for the life of the Agreement. During this time, the company continues to pay its full share of the Interest and Sinking (I&S) portion of School District taxes. Following the limitation period, the company must maintain a viable presence in the community, and will resume paying School District taxes on the full value of the property.

REFERENCE and COMPLIANCE: CCGB(LEGAL) and CCGB(LOCAL) - Ad Valorem Taxes Economic Development


PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: None

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)


Date Submitted: 04/26/22
Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

ACTION ITEM:

Adopt the Resolution for the Assignment of Fund Balance

RECOMMENDATION:

That the Board of Trustees adopt the Resolution for the Assignment of Fund Balance as presented.

RATIONALE:

School districts have the authority to assign General Operating Fund balance for specific purposes. In order to make changes within fund balance classifications, the School Board must adopt those changes by resolution. Districts use this practice to plan for large one-time purchases and to prepare for upcoming projects or initiatives.

REFERENCE and COMPLIANCE:

CE (LEGAL) and CE (LOCAL) Annual Operating Budget

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

Funding provided by assigning unassigned fund balance.

EXHIBITS:

Resolution

RESOURCE PERSONNEL:

Anthony Hillberg, Chief Financial Officer, CPA, CTSBO

Submitted by:

(Signature)

(Name)

(Address)

(Telephone)



Date Submitted: 04/26/22

Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

**RESOLUTION OF THE SEGUIN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
ASSIGNMENT OF FUND BALANCE**

WHEREAS, the Governmental Accounting Standards Board (“GASB”) has adopted Statement 54 (“GASB 54”), a new standard for governmental fund balance reporting and governmental fund type definitions; and

WHEREAS, Seguin Independent School District (“Seguin ISD”) has implemented GASB Statement 54 requirements; and

WHEREAS, Seguin ISD desires adjustments to Assigned Fund Balance; and

NOW THEREFORE BE IT RESOLVED THAT Seguin ISD hereby adopts the following policy:

FUND BALANCE POLICY

Fund balance measures the net financial resources available to finance expenditures of future periods.

The District’s Unassigned General Fund Balance will be maintained to provide the District with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance may only be appropriated by resolution of the Board of Trustees.

Fund Balance of the District may be committed for a specific purpose by formal action of the Seguin ISD Board of Trustees and may be amended or modified at a later date.

When appropriate for fund balance to be assigned, the Board delegates authority to the Superintendent or the Chief Financial Officer.

In circumstances where expenditure is to be made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expended is as follows: restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance.

NOW THEREFORE BE IT RESOLVED that Seguin ISD Board of Trustees assigns Unassigned Fund Balance for the following:

2022-23 Recruitment & Retention Stipend for Middle School Teachers200,000

(One-time Redesign Work stipend: \$2,000 core content teachers, \$750 non-core content teachers)

Subtotal\$200,000

The above Resolution is adopted this _____ day of _____ 202__.

Cinde Thomas-Jimenez, President
Board of Trustees
Seguin Independent School District

Glenda Moreno, Secretary
Board of Trustees
Seguin Independent School District

ACTION ITEM: **Approval of District Annual Financial Audit Services (RFQ #: 22-05)**

RECOMMENDATION: That the Board of Trustees approve to contract with Belt Harris Pechacek, LLLP for Annual Financial Audit Services for the fiscal year ended June 30, 2022 with the option to renew four additional years.

RATIONALE: A Request for Qualifications (RFQ#: 22-05) was issued on March 22, 2022 for Annual Financial Audit Services. The bid was competitively solicited in compliance with Board Policy. Of the four responses received, only three met the RFQ requirements. Based on the evaluations of the proposals, we are recommending the firm of Belt Harris Pechacek, LLLP. This recommendation is based on the District's expected best value for services.

REFERENCE and COMPLIANCE: The firm fee proposal is \$60,670.
CHC(LEGAL) Accounting - Audits


PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: None

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Jennifer Raske Martinez, Purchasing Coordinator, CTSBO

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)


Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 04/26/22

ACTION ITEM:

TEA Instructional Materials Allotment (IMA) Adoption

RECOMMENDATION:

That the Board of Trustees adopts the instructional materials as outlined in the Instructional Materials Adoption List. The final selection must be recorded in the Board minutes.

RATIONALE:

The State Board of Education (SBOE) issued Proclamation 2022 in April 2020 and amended it in April 2021. Proclamation 2022 includes instructional materials for the following courses: Health Education and Physical Education. Due to the approaching gap years for Math (K-12) and Science (K-12), instructional materials need to be selected to account for this time. With the middle school redesign, it was determined that new ELAR materials for grade 6-8 would be purchased to replace the current materials.

The instructional materials adopted under this proclamation are scheduled to be implemented beginning in the 2022-2023 school year. The instructional materials will be ordered by school districts and open-enrollment charter schools through the Texas Education Agency’s (TEA) Educational Materials (EMAT) system.

The teachers in these areas provided feedback and instructional materials were available for public comment and Board review as part of the adoption process.

**REFERENCE:
and COMPLIANCE:**

EF(LEGAL)(LOCAL) Instructional Resources
EFA(LEGAL) Instructional Materials; TEC §31.022; 19
Administrative Code 66
Strategic Priority 1.2 - Build an aligned viable curriculum that will yield innovative and engaging classroom experiences.

**PAPERWORK
IMPACT:**

Place order through the TEA Educational Materials (EMAT) system.

**BUDGET IMPACT/
INFORMATION:**

Whole Child Initiatives budget, ESSR funds, IMA allotment, and grant funding.

EXHIBITS:

Instructional Materials Adoption List

**RESOURCE
PERSONNEL:**

Mark Cantu, Chief Innovation Officer
Dr. Allison Willemin, Assistant Director of Secondary Literacy

Submitted by: Matthew Gutierrez Date Submitted 04/26/22
(Signature)
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin TX 78155
(Telephone) (830) 401-8614

Instructional Materials

<u>Subject/ Grade Level</u>	<u>Company</u>	<u>Materials</u>	<u>Format</u>	<u>Contract</u>	<u>Funding Source</u>
PE/K-8 Proclamation 2022	CATCH Global Foundation	C.A.T.C.H.	Digital	1 year	Whole Child Initiatives Budget
PE/9-12 Proclamation 2022	GoodHeart- Willcox	Texas Fitness and Wellness	Digital	1 year	Whole Child Initiatives Budget
Math/K-5 Gap Year	Great Minds	Eureka Math TEKS Edition	Digital	OER	Open Educational Resource approved by TEA
Math/6-Algebra I Gap Year	Carnegie Learning	Carnegie Learning Texas Math Solution	Digital	1 year	TEA Grant
Science/ Pre-K- 12 Gap Year	Accelerate Learning	STEMscopes	Digital	1 year	ESSR-3
ELAR/6-8 TCLAS Grant	Great Minds	Wit & Wisdom	Consumable Student Workbooks and Novels	1 year	ESSR-3 and TCLAS Grant

Instructional Materials Gap Years and Proclamation 2022 Adoption

Seguin ISD Board Meeting
April 26, 2022

Proclamations

- **Proclamation 2021** - Pre-Kindergarten (English and Spanish)
- **Proclamation 2022** - Health And Physical Education
- **Proclamation 2023** - Not Issued
- **Proclamation 2024** - Science (K-12); Technology Applications (K-8); CTE (TBD)
- **Proclamation 2025** - Social Studies (K-12); CTE (TBD)
- **Proclamation 2026** - Mathematics (K-12); CTE (TBD)

Instructional Materials Gap Years

Gap Years Coming Up

Grade levels & Content Area	Current Proclamation	Implementation Year	Projected Proclamation	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
K-12 Science	Proclamation 2014	2014-2015 8-yr purchase	Proclamation 2024	expires/Spring 2022 STEMscope licenses will also expire Spring 2022	Gap Year	Gap Year	Implement Procl 2024 Science selections				
K-8 Tech Applications	Proclamation 2014	2014-2015 8-yr purchase (?)	Proclamation 2024	expires/Spring 2022	Gap Year	Gap Year	Implement Procl 2024 Tech App selections				
K-12 Social Studies	Proclamation 2015	2015-2016 8-yr purchase	Proclamation 2025	initial purchase cont.	expires/Spring 2023	Gap Year	Gap Year	Implement Procl 2025 Social Studies selections			
K-12 Math	Proclamations 2014 & 2015	2014-2015/K-8th 8-yr purchase 2015-2016/HS 8-yr purchase	Proclamation 2026	K-8th expires/Spring 2022 (HS initial purchase cont.)	Gap Year/K-8th HS expires/Spring 2023	Gap Year/K-12	Gap Year/K-12	Gap Year/K-12	Implement Procl 2026 Math selections		
K-12 Fine Arts	Proclamation 2015	2015-2016 8-yr purchase	Proclamation 2027	initial purchase cont.	expires/Spring 2023	Gap Year	Gap Year	Gap Year	Gap Year	Implement Procl 2027 Fine Arts selections	
LOTE	Proclamation 2017	2017-2018 8-yr purchase	Proclamation 2029	initial purchase cont.	initial purchase cont.	initial purchase cont.	expires/Spring 2025	Gap Year	Gap Year	Gap Year	Gap Year
CTE	Proclamation 2017	2017-2018 8-yr purchase	scattered throughout upcoming proclamations starting with Procl 2024	initial purchase cont.	initial purchase cont.	initial purchase cont.	expires/Spring 2025	Potential Gap Years for CTE courses through-out these school *pending SBOE-Adoption Cycle revisions*			

Math Gap Years

Elementary (K-5) - Eureka Math



Middle School (6-8) and Algebra I -
Carnegie Learning



Geometry and Algebra II - HMH



Pre-Calculus - SAVVAS Learning
Company (formerly Pearson)



Science Gap Years

For grades K-12, the district is examining continuation of the STEMscopes curriculum to address the gap years.



ELAR - Middle School Redesign

- Comprehensive ELAR curriculum
- Complex texts
- TEKS are layered and integrated throughout the year
- Input from Central Office, Academic Deans, Principals, and Department Leads



Proclamation 2022

- The State Board of Education (SBOE) issued Proclamation 2022 in April 2020; amended in April 2021; and adopted by the state legislature in November 2021
- Implementation during 2022-2023 school year
- Calls for instructional materials for Health Education and Physical Education

Proclamation 2022

- K-8 will use the C.A.T.C.H curriculum currently used in Seguin ISD for grades K-8
 - Currently part of the Whole Child Initiatives budget
- Grades 9-12 will use Texas Lifetime Fitness and Wellness digital curriculum from Goodheart-Wilcox
 - Incorporated into the Whole Child Initiatives budget

ACTION ITEM: **Instructional Materials Allotment (IMA) TEKS Certification**

RECOMMENDATION: That the Board of Trustees approve the Instructional Materials Allotment TEKS Certification for the 2022-2023 school year.

RATIONALE: Districts are required to certify annually to the State Board of Education and to the Commissioner that for each subject area in the required curriculum students have access to the instructional materials that cover all of the Texas Essential Knowledge and Skills (TEKS). Districts will be unable to submit any requisitions or disbursements of IMA funds until the certification has been approved and submitted to the Texas Education Agency.

REFERENCE:
and COMPLIANCE: EF(LEGAL) Instructional Resources

PAPERWORK
IMPACT: None

BUDGET IMPACT/
INFORMATION: Submission of this form will enable Seguin ISD to access state allotted IMA funds in the Educational Materials System (EMAT) to order instructional materials for the 2022-2023 school year.

EXHIBITS: IMA Certification Form

RESOURCE
PERSONNEL: Bill Lewis, Chief Operating Officer & Associate Superintendent
Jennifer Raske Martinez, Purchasing Coordinator

Submitted by: Matthew Gutierrez Date Submitted 04/26/22
(Signature)
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin TX 78155
(Telephone) (830) 401-8614

This document can be downloaded as a PDF to be brought to the board meeting. Once this survey is submitted by clicking "Next" at the bottom of this page, an Approval link with a response summary will be sent to the Superintendent email address provided in the survey.

Below is a summary of your responses

[Download PDF](#)

2022–2023 Allotment & TEKS Certification Form

In accordance with [TEC 31.04](#), school districts and charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). Districts and charters will be unable to order 2022–23 instructional materials through EMAT until the certification has been received by the Texas Education Agency (TEA).

Complete the form below, indicating the instructional materials the district has adopted or plans to adopt for the 2022–23 school year for each grade level and core subject or core course.

Form Instructions:

The certification must be ratified by the LEA's board of trustees or governing body in an open, public-noticed meeting. The recommended steps are included below:

1. Gather information – Start by downloading a sample copy of the online survey to assist with collecting the information needed to complete the form. The form asks LEAs to indicate the instructional materials the LEA has adopted or plans to adopt for the 2022–23 school year for each grade level and core subject or core course, and some additional questions about instructional materials and local adoption procedures.

2. Complete online form for approval - The superintendent may identify a district representative to complete this survey. This may be the instructional materials coordinator or another district representative. *Note: the form will not be considered finalized until the superintendent submits final approval.*

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- At the end of the survey, click *Generate Response Summary* to download and print a PDF version of the completed form which will be needed to complete step 3.

- After the PDF is generated, click *Next* to submit the draft of the survey. This will automatically send a copy of the survey to the superintendent's email address provided in the survey, with instructions for submitting final approval (step 4 below).

3. Obtain local board approval - The LEA may take the PDF version of the completed form to the board meeting to obtain approval. *Note: board signatures are not required to be uploaded or submitted, so LEAs should plan to maintain documentation at the local level.*

4. Superintendent to submit approved version - After the district representative completes the form, the superintendent will get an email requesting approval of the completed form. Using a link in the email, the superintendent may go into the form and make any changes to the draft based on the local board meeting. Once the form is completed accurately, the superintendent may select *Approve* on the last page of the survey to officially submit the LEA's response to TEA.

If you have any questions or concerns, please submit a [Help Desk Ticket](#) on the Instructional Materials and Implementation website.

Background Information

Enter your name below.

First and Last
Name

Enter your email address below.

Email

Select the role that best describes your position at your district or charter.

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other**

Select your region and district from the list below.

ESC Region

District Name and Number

School Information

Enter the superintendent's name below.

First and Last
Name

Dr. Matthew Gutierrez

Enter the superintendent's email address below.

Email

mgutierrez@seguin.k12.tx.us

Enter the school board president's name below.

First and Last
Name

Cinde Thomas-Jimenez

Enter the school board president's email address below.

Email

cthomas-jimenez@seguin.k12.tx.us

Enter the date of the school board meeting at which the TEKS Certification Form will be presented and approved.

Date
(MM/DD/YYYY)

04/26/2022

Instructional Materials Information

What type of Tier 1 instructional materials (core materials made available to all students, used as the primary source of instruction, to meet the needs of all learners, and designed to cover 100% of the TEKS) does your district typically provide to teachers across grade levels and subject-areas? Choose the option(s) that best describes this for your district or charter.

Select all that apply.

- District-created materials following the TEKS Resource System**
- District-created materials following district-created scope and sequence
- Teacher-created materials following the TEKS Resource System scope and sequence**
- Teacher-created materials following a district-created scope and sequence
- Publisher-created materials following the publisher's scope and sequence
- Publisher-created materials following the TEKS Resource System scope and sequence**
- Publisher-created materials following district-created scope and sequence

Other

Has your district or charter ever used the Texas Resource Review (TRR) to make decisions about which instructional materials to use?

- Yes
- No
- I am not familiar with what Texas Resource Review (TRR) is.

Which subject areas have you used the Texas Resource Review for?

- English reading language arts
- Spanish reading language arts
- Prekindergarten
- Math

Indicate the level of importance your district places on the following characteristics when selecting instructional materials to use in your Pre-K/RLA/math/science/social studies classrooms.

	Not Important	Low Importance	Moderately Important	Very Important
Will be engaging or compelling to students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Offer activities at appropriate level of challenge for students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Are easy for teachers to implement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Are easy to adapt to meet all students' needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Includes ample supports for English Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Are aligned to the TEKS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Select the assessment platform (if any) your district leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Select the assessment(s) your district requires or encourages in the platform(s) below.

	Interim	Diagnostic	Unit/Module	STAAR Interim	Other
Eduphoria	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Performance Matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Enter platform below)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="STAAR Interim"/>					

The Children's Internet Protection Act

The **Children's Internet Protection Act** (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the [FCC website](#).)

It is the intent of the Legislature that the State Board of Education ensure that any instructional materials and technology purchased using funds disbursed from the State Instructional Materials and Technology Fund meet the requirements for certification under 47 U.S.C. Sections 254(h)(5)(B) and (C) to the extent the certification is applicable to those materials. (See [S.B. No. 1, General Appropriations Act, Eighty-seventh Legislature](#))

Does your district or charter have a filter or a monitor in place to ensure that students accessing digital instructional materials do not have access to obscene or harmful content?

- No
- Yes**

Phonics Products

Select the statement that best describes how phonics materials are used within your district?

- We select phonics material at the district-level, and all campuses are required to use the same phonics curriculum.**
- We select phonics material at the district-level. These materials are available as a resource but is not required for use at each campus.
- We recommend a list of specific phonics material at the district-level. Campus leaders can select from this recommended list.
- Campus leaders determine use of phonics material.
- Teachers determine use of phonics material and create or source their own materials.
- We do not currently have phonics material in our district.

Select the statement(s) that reflect(s) the type of phonics material used in your district.

Select all that apply

	For English Phonics Check all that apply	For Spanish Phonics Check all that apply
Our district uses a publisher-created phonics material as a part of the core RLA materials.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Our district uses a publisher-created phonics material as supplemental to the core RLA materials.	<input type="checkbox"/>	<input type="checkbox"/>
Our district uses district-created phonics material.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers write their own phonics materials.	<input type="checkbox"/>	<input type="checkbox"/>
Our district uses the TEKS Resource System (TRS).	<input type="checkbox"/>	<input type="checkbox"/>

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for **K–5 Phonics** instruction next school year to ensure coverage of 100% of the phonics-related TEKS.

If your district or charter does not use the materials listed, select "Other" and enter the Publisher, Title, and TEKS %, separated by a dash, in the text box.

	Check products used for grade K–5 phonics
95% Group	<input type="checkbox"/>
American Reading Company	<input type="checkbox"/>
Amplify - Amplify Texas Skills Unit (TEA Available Materials)	<input type="checkbox"/>
Amplify - Amplify Texas Core Product	<input type="checkbox"/>
Amplify Education CKLA	<input type="checkbox"/>
Benchmark Education Company - Benchmark Phonics	<input type="checkbox"/>
Catawaba Press - Puzzle Piece Phonics	<input type="checkbox"/>
Center for the Collaborative Classroom - Collaborative Literacy	<input type="checkbox"/>
EDUSPARK - Lengua, Ritmo, y Cultura	<input type="checkbox"/>
Esperanza/Valley Speech	<input type="checkbox"/>
Estrellita, Inc. - Accelerated Spanish Reading Program	<input checked="" type="checkbox"/>
Express Readers Foundational Reading Program	<input type="checkbox"/>
FlyLeaf	<input type="checkbox"/>
Go Phonics	<input type="checkbox"/>

Heinemann - Fountas & Pinnell

Heinemann - Units of Study

HMH - Arriba la lectura

HMH - Into Reading

HMH - Saxon Phonics & Spelling

InterEthnic, LLC - Alphabet Harbor Phonics

IStation - Istation Reading

IStation - Istation Reading en Espanol

Jolly Learning - Jolly Phonics

Jossey-Bass - Phonics Pathways

Kinestemus - Kinestem Program

Learning A-Z - Raz Plus

Learning Dynamics

Letterland International Ltd. - Letterland

Lexia Learning Systems, LLC - Lexia® Core5® Reading

LifeLong Readers

Lucy Calkins - Units of Study for Teaching Phonics Grades

McGraw Hill - Open Court Reading

McGraw Hill - Reading Mastery

McGraw Hill - Texas Maravillas

McGraw Hill - Texas Wonders

Mondo (Carnegie) - Bookshop Fonetica

Nessy

Neuhaus Education Center - Basic Language Skills

Neuhaus Education Center - Reading Readiness

Neuhaus Education Center - Scientific Spelling

NINE Enterprises - Johnny Can Spell

Open Up Resources - Differentiated Instruction Block

Open Up Resources - EL Education Foundational Skills Block

Paradigm - Alpha Phonics

Phyllis Schlafly - Turbo Reader

Play and Talk International - Play and Talk

Puzzle Piece Phonics

Reading Horizons - Discovery

Really Great Reading Company, LLC - Phonics Suite

Rosen - LevelUP

Savvas Learning Company - Savvas Essentials: Foundational Reading

Savvas Learning Company - Texas mi Vision Lectura

Savvas Learning Company - Texas myView Literacy

Savvas Learning Company - Words Their Way

School Specialty - Alphabetic Phonics

Wilson - Foundations

Check products used for grade K–5
phonics



N/A

Our district does not use phonics materials

Other

Enter the product as "*Publisher - Title*"

Other

Enter the product as "*Publisher - Title*"

Other

Enter the product as "*Publisher - Title*"

Check products used for grade K–5 phonics

For each content area and grade level below, enter the approximate number of instructional minutes in a given day that your district spends teaching RLA, for each language.

**Note that "Core" should account for all RLA instruction components, including phonics.*

	Phonics			
	Grade K	Grade 1	Grade 2	Grade 3 (if applicable)
English	30	20	20	15
Spanish	30	20	20	15
Other Languages				

	Core RLA					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
English	120	120	120	110	90	90
Spanish	120	120	120	110	90	90
Other Languages						

Would you request all phonics products listed previously and/or other products used by Texas educators be reviewed for quality?

Select all that apply.

Request that all phonics materials listed previously receive quality reviews

Request that a specific product receive a review:

REVIEW:
Enter the product below as "Publisher - Title"

- Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

- Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

RLA Products

Does your district or charter allow RLA instructional materials decisions to be made at the school level?

- Yes, school leaders decide on which RLA instructional materials are used (with or without district recommendations).
- No, RLA instructional materials are a district-level decision.**

TEKS percentages have already been determined for the K–5 English RLA products listed in the table below, and these products have been pre-populated as options in the following question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
American Reading Company - American Reading Company	92.86	93.33	95.16	98.46	96.86	93.65
Amplify - Amplify Texas (THL Program)	100	100	100	100	100	100
Amplify - Amplify Education CKLA	94.64	93.33	80.65	90.77	98.41	94.64
Center for the Collaborative Classroom - Collaborative Literacy	76.79	78.33	72.58	81.54	85.71	80.95
HMH - Texas Houghton Mifflin Harcourt Into Reading	100	100	100	100	100	100
Imagination Station, Inc./Istation - Istation Reading	94.64	96.67	98.39	100	93.65	100
Learning A-Z, LLC. - Raz-Plus ELL Edition	92.86	98.33	100	67.69	93.65	85.71
McGraw-Hill School Division - Texas Wonders	100	100	100	100	100	100
Savvas (formerly Pearson Education) - Texas myView Literacy	100	100	100	100	100	100

Select which materials teachers in your district or charter will regularly use

(once a week or more, on average) for **K–5 English RLA** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the following question.*

	Check the product(s) used for grade K–5 English RLA
N/A - We do not use RLA materials for these grades	<input type="checkbox"/>
American Reading Company - American Reading Company (ARC)	<input type="checkbox"/>
Amplify - Amplify Texas Elementary Literacy Program (TEA Available Materials)	<input type="checkbox"/>
Amplify - Amplify Education CKLA	<input type="checkbox"/>
Center for the Collaborative Classroom - Collaborative Literacy	<input type="checkbox"/>
HMH - Texas Houghton Mifflin Harcourt Into Reading	<input checked="" type="checkbox"/>
Imagination Station, Inc./Istation - Istation Reading	<input checked="" type="checkbox"/>
Learning A-Z, LLC. - Raz-Plus ELL Edition	<input type="checkbox"/>
McGraw-Hill School Division - Texas Wonders	<input type="checkbox"/>
Savvas (formerly Pearson Education) - Texas myView Literacy	<input type="checkbox"/>
StrongMind - Texas English Language Arts	<input type="checkbox"/>
The College Board - SpringBoard, English Language Arts, 2020 Texas Edition	<input type="checkbox"/>
ThinkCERCA - ThinkCERCA, Texas Edition	<input type="checkbox"/>
Other (Enter as "Publisher - Title")	<input checked="" type="checkbox"/>
District Created Materials	
Other (Enter as "Publisher - Title")	<input checked="" type="checkbox"/>

(Enter as "Publisher - Title")

TEKS Resource System

Check the product(s) used for grade K–5 English RLA

Other

(Enter as "Publisher - Title")

iStation

Does your district use the selected materials to cover 100% of the English K–5 RLA TEKS?

- Yes
- No, we use supplemental materials to cover the TEKS.**

TEKS percentages have already been determined for the K–5 Spanish RLA products listed in the table below, and these products have been pre-populated as options in the following question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
American Reading Company - ARC Core en Español	93.62	94.12	96.77	-	-	-
EDUSPARK, INC. - Lengua, Ritmo y Cultura KIT	100	100	-	-	100	98.44
HMH - Texas Houghton Mifflin Harcourt ¡Arriba la lectura!	100	100	100	100	100	100
Imagination Station, Inc./istation - Istation Reading en Español	78.79	90.00	91.07	92.19	93.75	78.79
McGraw-Hill School Division - Texas Maravillas	100	100	100	100	100	100
Savvas (formerly Pearson Education) - Texas miVisión Lectura, Grade	100	100	100	100	100	100
Vista Higher Learning - Listos! + Antologías	70.21	54.90	69.29	86.36	62.50	75.00

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for **K–5 Spanish RLA** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in a separate question.*

Check the product(s) used for grade K–5 Spanish RLA

N/A -

We do not use Spanish RLA materials for these grades



Check the product(s) used for grade K–5 Spanish RLA

American Reading Company

-
ARC Core en Espanol

Amplify -

Amplify Texas Lectoescritura en Espanol (TEA Available Materials)

EDUSPARK, INC. -

Lengua, Ritmo y Cultura KIT

HMH -

Texas Houghton Mifflin Harcourt ¡Arriba la lectura!

Imagination Station, Inc./istation -

Istation Reading en Espanol

McGraw-Hill School Division

-
Texas Maravillas

Savvas (formerly Pearson Education)

-
Texas miVisión Lectura

Vista Higher Learning -

Listos! + Antologias

Other

(Enter as "Publisher - Title")

SummitK12

Other

(Enter as "Publisher - Title")

TEKS Resource System

Other

(Enter as "Publisher - Title")

Estrellita

Does your district use the selected materials to cover 100% of the Spanish K–5 RLA TEKS?

Yes

No, we use supplemental materials to cover the TEKS.

TEKS percentages have already been determined for the 6–8 English RLA products listed in the table below, and these products have been pre-populated as options in the following question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %
-------------------	--------

Publisher - Title	Grade 6	Grade 7	Grade 8
EMC Publishing, LLC. - Mirrors & Windows: Connecting with Literature	100	100	100
HMH - Texas Houghton Mifflin Harcourt Into Literature	100	100	100
Imagination Station, Inc./istation - Istation Reading	96.83	100	87.50
McGraw-Hill School Division - Texas StudySync	100	100	100
Perfection Learning Corporation - Texas Connections	100	100	100
Savvas (formerly Pearson Education) - myPerspectives Texas English Language Arts	100	100	100
StrongMind - Texas English Language Arts	80.95	82.54	81.25
The College Board - SpringBoard, English Language Arts, 2020 Texas Edition	100	100	100
ThinkCERCA - ThinkCERCA, Texas Edition	93.65	93.65	93.75

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for **6–8 English RLA** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the following question.*

Check the product(s) used for grade 6–8 RLA

N/A -

We do not use RLA materials for these grades

Amplify -

Amplify ELAR Texas (TEA Available Materials)

EMC Publishing, LLC. -

Mirrors & Windows: Connecting with Literature

HMH -

Texas Houghton Mifflin Harcourt Into Literature

Imagination Station, Inc./istation -

Istation Reading

McGraw-Hill School Division -

Texas StudySync

Check the product(s) used for grade 6–8 RLA

Perfection Learning Corporation -
Texas Connections

Savvas (formerly Pearson Education) -
myPerspectives Texas English Language
Arts

StrongMind -
Texas English Language
Arts

The College Board -
SpringBoard, English Language Arts, 2020 Texas
Edition

ThinkCERCA -
ThinkCERCA, Texas Edition

Other
(Enter as "Publisher - Title")

TEKS Resource System

Other
(Enter as "Publisher - Title")

District Created Materials

Other
(Enter as "Publisher - Title")

Does your district use the selected materials to cover 100% of the 6–8 RLA TEKS?

- Yes**
- No, we use supplemental materials to cover the TEKS.

TEKS percentages have already been determined for the 9–12 English RLA products listed in the table below, and these products have been pre-populated as options in the following question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %			
	English I	English II	English III	English IV
Bedford, Freeman and Worth Publishing Group - Foundations of Language and Literature	98.39	82.26	-	-
BetterRhetor Resources, LLC. - College-Ready Writing Essentials	-	-	57.81	57.81
EMC Publishing, LLC. - Mirrors & Windows: Connecting with Literature	100	100	100	100
HMH - HMH Into Literature Texas	100	100	100	100
McGraw-Hill School Division - StudySync Texas	100	100	100	100
Savvas (formerly Pearson Education, Inc.) -				

Savvas (formerly Pearson Education, Inc.) - myPerspectives Texas English Language Arts	100	100	100	100
Perfection Learning Corporation - Texas Connections	100	100	100	100
Shmoop University, Inc. - ELA: Introduction to Literature	87.10	85.48	78.13	95.31
Strong Mind - Texas English Language Arts	100	100	98.44	100
The College Board - SpringBoard, English Language Arts, Texas Edition	100	100	100	100

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for **9–12 English RLA** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the following question.*

Check the product(s) used for grade 9–12
RLA

N/A -

We do not use RLA materials for these grades

Bedford, Freeman and Worth Publishing Group

-
Foundations of Language and Literature

BetterRhetor Resources, LLC.

-
College-Ready Writing Essentials

EMC Publishing, LLC. -

Mirrors & Windows: Connecting with Literature

HMH -

HMH Into Literature Texas

McGraw-Hill School Division

-
StudySync Texas

Odell Education-

Odell Texas High School Literacy

Perfection Learning Corporation

-
Texas Connections

Savvas (formerly Pearson Education, Inc.)

-
myPerspectives Texas English Language Arts

Shmoop University, Inc. -

ELA: Introduction to Literature

Strong Mind -

Texas English Language

Check the product(s) used for grade 9–12

Arts

The College Board -

SpringBoard, English Language Arts, Texas Edition

RLA

Other

(Enter as "Publisher - Title")

TEKS Resource System

Other

(Enter as "Publisher - Title")

District Created Materials

Other

(Enter as "Publisher - Title")

Does your district use the selected materials to cover 100% of the 9–12 RLA TEKS?

Yes

No, we use supplemental materials to cover the TEKS.

RLA Supplemental Products

Select which additional and/or supplemental instructional materials (beyond core, Tier 1 curricular materials) that teachers in your district or charter will likely regularly use (once a week or more on average) for each grade band of **K–12 RLA** instruction next school year.

	Grade K–5	Grade 6–8	Grade 9–12
N/A - We do not use supplemental materials RLA for these grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locally Developed Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher-created materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers Pay Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEKS Resource System (TRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amplify Reading Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benchmark Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BrainPop!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Grade <input checked="" type="checkbox"/> K-5	Grade <input checked="" type="checkbox"/> 6-8	Grade <input checked="" type="checkbox"/> 9-12
Heinemann	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IXL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kahoot!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lucy Calkins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renaissance Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ThinkUp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writers' Workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Enter as "Publisher - Title")	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="HMH"/>			
Other (Enter as "Publisher - Title")	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Imagination Station"/>			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="McGraw-Hill School Division"/>			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="The College Board"/>			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="Edgenuity"/>			

Would you request all RLA products listed previously and/or other products used by Texas educators be reviewed for quality?

Request that all RLA materials listed above receive quality reviews

Request that a specific product receive a review:
Enter the product below as "Publisher - Title"

Request that a specific product receive a review:
Enter the product below as "Publisher - Title"

Request that a specific product receive a review:
Enter the product below as "Publisher - Title"

Request that a specific product receive a review:
Enter the product below as "Publisher - Title"

Math Products

Does your district or charter allow math instructional materials decisions to be made at the school level?

- Yes, school leaders decide on which Math instructional materials are used (with or without district recommendations).
- No, Math instructional materials are a district-level decision.**

TEKS percentages have already been determined for the K–5 math products listed in the table below, and these products have been pre-populated as options in the following question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Accelerate Learning - STEMscopes Texas Math	100	100	100	100	100	100
HMH - Texas Go Math!	100	100	100	100	100	100
HMH - Texas Go Math! (Spanish)	100	100	100	100	100	100
Origo Education - Stepping Stones	88.89	92	88	88.68	90.57	80.43
Origo Education - Stepping Stones (Spanish)	88.89	92	88	88.68	90.57	80.43
Savvas (formerly Person Education, Inc.) - enVisionMATH Texas 2.0	100	100	100	100	100	100
Savvas (formerly Person Education, Inc.) - enVisionMATH Texas 2.0 en español	100	100	100	100	100	100
TPS Publishing - Creative Mathematics Curriculum	72.22	68	86	94.34	90.57	78.26

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for K–5 math instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the following question.*

Check the product(s) used for grade K–5 math

N/A -

We do not use Math materials for this grade



Accelerate Learning -

Accelerate Learning
STEMscopes Texas Math

Check the product(s) used for grade
K–5 math

Great Minds-
Eureka Math TEKS Edition

HMH -
Texas Go
Math!

HMH -
Texas Go Math!
(Spanish)

Origo Education
-
Stepping Stones

Origo Education -
Stepping Stones
(Spanish)

Savvas (formerly Person Education, Inc.)
-
enVisionMATH Texas 2.0

Savvas (formerly Person Education, Inc.)
-
enVisionMATH Texas 2.0 en español

TPS Publishing -
Creative Mathematics Curriculum

Other
(Enter as "Publisher - Title")

TEKS Resource System

Other
(Enter as "Publisher - Title")

District Created Materials

Other
(Enter as "Publisher - Title")

Does your district use the selected materials to cover 100% of the K–5 math TEKS?

Yes

No, we use supplemental materials to cover the TEKS.

TEKS percentages have already been determined for the 6–8 math products listed in the table below, and these products have been pre-populated as options in the following question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %

	Grade 6	Grade 7	Grade 8
Agile Mind - Agile Mind Mathematics	-	86	75
Carnegie Learning - Texas Middle School Math	100	100	100
Edusmart - Math Texas	100	100	100
HMH - Texas Go Math!	100	100	100
McGraw-Hill - Texas Math	100	100	100
Savvas (formerly Pearson Education, Inc.) - digits, Texas Edition	100	100	100
Texas State University - Math Explorations Part 1–3	94.92	98	94.23
The College Board - SpringBoard Mathematics, Course 1–3	100	100	100
TPS Publishing - Creative Mathematics Curriculum	54.24	76	82.69

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for **6–8 math** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the following question.*

Check the product(s) used for grade 6–8 math

N/A -

We do not use Math materials for this grade

Agile Mind -

Agile Mind Mathematics

Carnegie Learning -

Texas Middle School Math

Edusmart -

Math Texas

HMH -

Texas Go Math!

McGraw-Hill -

Texas Math

Check the product(s) used for grade 6–8 math

Savvas (formerly Pearson Education, Inc.)

- digits, Texas Edition

Texas State University -

Math Explorations Part 1–

3

The College Board -

SpringBoard Mathematics, Course 1–

3

TPS Publishing -

Creative Mathematics

Curriculum

Other

(Enter as "Publisher - Title")

IXL Math

Other

(Enter as "Publisher - Title")

TEKS Resource System

Other

(Enter as "Publisher - Title")

Carnegie Learning - Mathia

Does your district use the selected materials to cover 100% of the 6–8 math TEKS?

Yes

No, we use supplemental materials to cover the TEKS.

TEKS percentages have already been determined for the 9–12 math products listed in the table below, and these products have been pre-populated as options in the following question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %			
	Algebra 1	Algebra 2	Geometry	PreCalculus
Agile Mind - Algebra 1	100	100	100	98.21
BFW Publishing - Sapling Learning	100	-	100	-
Big Ideas Learning - Big Ideas Learning Math	100	-	100	-
Carnegie Learning - Texas Algebra 1/Algebra 2/Geometry	100	100	100	-
Cengage Learning -				55.05

PreCalculus + Limits				55.36
CORD Communications - Algebra 2	-	100	-	-
HMH - HMH Algebra 1/Algebra 2/Geometry	100	100	100	-
Kendall/Hunt Publishing Company - Precalculus with Trigonometry	-	-	-	76.79
McGraw-Hill - Texas Algebra 1/Algebra 2/Geometry/Precalculus	100	100	100	100
Sapling Learning - Algebra 2	-	100	-	-
Savvas (formerly Pearson Education, Inc.) - Texas Algebra 1/Algebra 2/Geometry/Precalculus	100	100	100	100
The College Board - SpringBoard Mathematics	100	98.18	100	78.57

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for **9–12 math** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the following question.*

Check the product(s) used
for grade 9–12 math

N/A -

We do not use Math materials for this grade

Agile Mind

-
Algebra 1

BFW Publishing -

Sapling Learning

Big Ideas Learning -

Big Ideas Learning
Math

Carnegie Learning -

Texas Algebra 1/Algebra
2/Geometry

Cengage Learning -

PreCalculus + Limits

CORD Communications -

Algebra 2

HMH -

HMH Algebra 1/Algebra
2/Geometry

Kendall/Hunt Publishing Company -

McGraw-Hill -

Texas Algebra 1/Algebra 2/Geometry/Precalculus

Sapling Learning -

Algebra 2

Savvas (formerly Pearson Education, Inc.)-

Texas Algebra 1/Algebra 2/Geometry/Precalculus

The College Board -

SpringBoard Mathematics

Other

(Enter as "Publisher - Title")

TEKS Resource System

Other

(Enter as "Publisher - Title")

Other

(Enter as "Publisher - Title")

Does your district use the selected materials to cover 100% of the 9–12 math TEKS?

Yes

No, we use supplemental materials to cover the TEKS.

Math Supplemental Products

Select which additional and/or supplemental blended learning products teachers in your district or charter will likely regularly use (once a week or more on average) for each grade band of K–12 math instruction next school

	Grade K-5	Grade 6-8	Grade 9-12
N/A- We do not use a blended learning model in math for this grade band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zearn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MATHia (by Carnegie Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dreambox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imagine Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iReady	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IXL Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Grade K-5	Grade 6-8	Grade 9-12
Teach to One	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iStation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Enter as "Publisher - Title")	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District Created Materials			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher Created Materials			
Other (Enter as "Publisher - Title")	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HMH			

Select which additional and/or supplemental instructional materials (beyond core, Tier 1 curricular materials) that teachers in your district or charter will likely regularly use (once a week or more on average) for each grade band of **K–12 math** instruction next school year.

	Grade K–5	Grade 6–8	Grade 9–12
N/A - We do not use supplemental math materials for this grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locally Developed Materials	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher-created materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teachers Pay Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEKS Resource System (TRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BrainPop!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freckle Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IXL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kahoot!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MATHia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ThinkUp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zearn Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Imagine Math	Grade K–5	Grade 6–8	Grade 9–12
Other (Enter as "Publisher - Title") <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Enter as "Publisher - Title") <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Enter as "Publisher - Title") <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Enter as "Publisher - Title") <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you request all math products listed previously and/or other products used by Texas educators be reviewed for quality?

- Request that all math materials listed above receive quality reviews
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"

Social Studies Products

Does your district or charter allow social studies instructional materials decisions to be made at the school level?

- Yes, school leaders decide on which Social Studies instructional materials are used (with or without district recommendations).
- No, Social studies instructional materials are district-level decision.**

TEKS percentages have already been determined for the K–5 social studies products listed in the table below, and these products have been pro

products listed in the table below, and these products have been pre-populated as options in the proceeding question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
American Legacy Publishing dba Studies Weekly - Texas/USA Studies Weekly	81.58	64.71	77.19	76.27	81.25	67.9
American Legacy Publishing dba Studies Weekly - Texas/USA Studies Weekly (Spanish)	78.95	72.55	66.67	69.49	100	65.43
Nystrom Education Social Studies School Service - Exploring Where and Why; Stratalogica	86.84	76.47	78.95	77.97	-	-
Savvas (formerly Pearson Education, Inc.) - Texas MyWorld Social Studies	100	100	100	100	100	100
Savvas (formerly Pearson Education, Inc.) - Texas MyWorld Social Studies en español (Spanish)	100	100	100	100	100	100

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for each grade level of **K–5 social studies** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the proceeding question.*

Check the product(s) used for grade K–5 social studies

N/A -

We do not use social studies materials for this grade

American Legacy Publishing dba Studies Weekly

- Texas/USA Studies Weekly

American Legacy Publishing dba Studies Weekly -

Texas/USA Studies Weekly (Spanish)

Nystrom Education | Social Studies School Service

- Exploring Where and Why; Stratalogica

Savvas (formerly Pearson Education, Inc.)

- Texas MyWorld Social Studies

Savvas (formerly Pearson Education, Inc.) -

Texas MyWorld Social Studies en español (Spanish)

Other

(Enter as "Publisher - Title")

TEKS Resource System

Other
(Enter as "Publisher - Title")

Check the product(s) used for grade K–5
social studies

Other
(Enter as "Publisher - Title")

Does your district use the selected materials to cover 100% of the K–5 social studies TEKS?

- Yes
- No, we use supplemental materials to cover the TEKS.**

TEKS percentages have already been determined for the 6–8 social studies products listed in the table below, and these products have been pre-populated as options in the proceeding question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %		
	Grade 6 World Geo	Grade 7 TX History	Grade 8 US History
Cengage Learning, Inc./National Geographic Learning - World Cultures and Geography, MYNGCONNECT	100	-	-
Discovery Education, Inc. - Discovery Education Social Studies Techbook	100	-	100
HMH - World Studies/Texas History/US History	100	100	100
McGraw-Hill School Education LLC - World Cultures and Geography/Texas History/US History	100	100	100
Savvas (formerly Pearson Education, Inc.) - Texas Contemporary World Cultures/Texas History/US History	100	100	100
Social Studies School Service - Active Classroom: Global Studies; Geography/US History	76.83	-	100

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for each grade level of **6–8 social studies** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the proceeding question.*

Check the product(s) used for grade
6–8 social studies

N/A -

We do not use social studies materials for this grade

Cengage Learning, Inc./National Geographic Learning

-
World Cultures and Geography, MYNGCONNECT

Discovery Education, Inc. -

Discovery Education Social Studies
Techbook

HMH -

World Studies/Texas History/US
History

McGraw-Hill School Education LLC -

World Cultures and Geography/Texas History/US
History

Savvas (formerly Pearson Education, Inc.) -

Texas Contemporary World Cultures/Texas History/US
History

Social Studies School Service -

Active Classroom: Global Studies; Geography/US
History

Other

(Enter as "Publisher - Title")

TEKS Resource System

Other

(Enter as "Publisher - Title")

Other

(Enter as "Publisher - Title")

Does your district use the selected materials to cover 100% of the 6–8 social studies TEKS?

Yes

No, we use supplemental materials to cover the TEKS.

TEKS percentages have already been determined for the 9–12 social studies products listed in the table below, and these products have been pre-populated as options in the proceeding question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %			
	US Govt.	US History	World Geography	World History
Discovery Education, Inc. - Discovery Education Social Studies Techbook	-	100	-	-
HMH - HMH The Americans/World Geography/World History	-	100	100	100
McGraw-Hill School Education LLC - United States Government/US History/World Geography/World History	100	100	100	100
Savvas (formerly Pearson Education, Inc.) - Texas Magruder's American Government/US History/World History	100	100	-	-
Perfection Learning - Basic Principles of American Government	100	-	-	-
Social Studies School Service - Active Classroom: Government/Civics/US History/Global Studies/Geography/World History	86.25	90	79.1	100
WorldView Software - U.S. Government: An Interactive Approach	100	-	-	-

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for each grade level of **9–12 social studies** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the proceeding question.*

Check the product(s) used for grade 9–12 social studies

N/A -

We do not use social studies materials for this grade

Discovery Education, Inc. -

Discovery Education Social Studies Techbook

HMH -

HMH The Americans/World Geography/World History

McGraw-Hill School Education LLC -

United States Government/US History/World Geography/World History

Savvas (formerly Pearson Education, Inc.) -

Texas Magruder's American Government/US History/World History

Perfection Learning -

Basic Principles of American Government

Social Studies School Service -

Active Classroom: Government/Civics/US History/Global Studies/Geography/World History

Studies/Geography/World History
WorldView Software -
 U.S. Government: An Interactive
 Approach

Check the product(s) used
 for grade 9–12 social studies

Other
 (Enter as "Publisher - Title")

TEKS Resource System



Other
 (Enter as "Publisher - Title")



Other
 (Enter as "Publisher - Title")



Does your district use the selected materials to cover 100% of the 9–12 social studies TEKS?

- Yes
- No, we use supplemental materials to cover the TEKS.**

Supplemental Social Studies Products

Select which additional and/or supplemental instructional materials (beyond core, Tier 1 curricular materials) that teachers in your district or charter will likely regularly use (once a week or more on average) for each grade level of **K–12 social studies** instruction next school year.

	Grade K–5	Grade 6–8	Grade 9–12
N/A - We do not use supplemental social studies materials for these grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locally Developed Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher-created materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers Pay Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEKS Resource System (TRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BrainPop!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IXL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kahoot!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newsela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies Alive!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studies Weekly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ThinkIn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Grade K-5	Grade 6-8	Grade 9-12
ThinkOp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Enter as "Publisher - Title")	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Savvas			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HMH			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DBQ Online			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Edgenuity			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you request all social studies products listed previously and/or other products used by Texas educators be reviewed for quality?

- Request that all social studies materials listed above receive quality reviews
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"

Science Products

Does your district or charter allow science instructional materials decisions to be made at the school level?

- Yes, school leaders decide on which science instructional materials are used (with or without district recommendations).

● No, Science instructional materials are a district-level decision.

TEKS percentages have already been determined for the K–5 science products listed in the table below, and these products have been pre-populated as options in the following question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Adaptive Curriculum - AC Science Grade	-	-	-	-	-	100
Delta Education LLC - FOSS Texas Edition	100	100	100	100	100	100
Delta Education LLC - FOSS Texas Edition, Spanish	-	100	-	-	-	-
Discovery Education, Inc. - Discovery Education Science Techbook	100	100	100	100	100	100
Edumatics Corporation - Edusmart Science Texas	100	100	100	97.14	100	100
HMH - Texas ScienceFusion	100	100	100	100	100	100
HMH - Texas ScienceFusion (Spanish)	100	100	100	100	100	100
Knowing Science LLC - Core Science Curriculum and STEM Kit	100	69.7	80	-	50	-
L.J. Create - SciTEX Living With Science	100	100	100	100	100	100
LAZEL, Inc. dba ExploreLearning - ExploreLearning Science Gizmos	-	-	-	-	-	63.16
Millmark Education Corporation, Inc. - CL Digital Online Curriculum, TX	-	-	57.14	77.14	84.38	100
Savvas (formerly Pearson Education) - Texas Interactive Science	100	100	100	100	100	100
Savvas (formerly Pearson Education) - Texas Interactive Science en español	100	100	100	100	100	100
STEMscopes, Incorporated - STEMscopes 2.0	100	100	100	100	100	100
TPS Publishing Inc - Creative Science Curriculum	96.77	96.97	100	100	100	89.47
VSCHOOLZ, Inc. - VSCHOOLZ	60	60	60	60	60	60
Zingy Learning - Zingy Science Texas	-	-	-	52.63	52.63	52.63
Zingy Learning - Zingy Science Texas (Spanish)	-	-	-	60.53	60.53	60.53

Select which materials teachers in your district or charter will regularly use

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for **K–5 science** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the following question.*

	Check the product(s) used for grade K–5 science
N/A - We do not use science materials for these grades	<input type="checkbox"/>
Adaptive Curriculum - AC Science	<input type="checkbox"/>
Delta Education LLC - FOSS Texas Edition	<input type="checkbox"/>
Delta Education LLC - FOSS Texas Edition (Spanish)	<input type="checkbox"/>
Discovery Education, Inc. - Discovery Education Science Techbook	<input type="checkbox"/>
Edumatics Corporation - Edusmart Science Texas	<input type="checkbox"/>
Edumatics Corporation - Edusmart Science Texas (Spanish)	<input type="checkbox"/>
Great Minds- PhD Science TEKS Edition	<input type="checkbox"/>
HMH - Texas ScienceFusion	<input type="checkbox"/>
HMH - Texas ScienceFusion (Spanish)	<input type="checkbox"/>
Knowing Science LLC - Core Science Curriculum	<input type="checkbox"/>
L.J. Create - SciTEX Living With Science	<input type="checkbox"/>
LAZEL, Inc. dba ExploreLearning - ExploreLearning Science Gizmos	<input type="checkbox"/>
Millmark Education Corporation, Inc. - CL Digital Online Curriculum	<input type="checkbox"/>
Savvas (formerly Pearson Education, Inc.)	<input type="checkbox"/>

	Check the product(s) used for grade K–5 science
Texas Interactive Science Savvas (formerly Pearson Education, Inc.) -	<input type="checkbox"/>
Texas Interactive Science en español	
STEMscopes, Incorporated -	<input type="checkbox"/>
STEMscopes 2.0	
TPS Publishing Inc - Creative Science Curriculum with STEM, Literacy and Arts Texas Edition	<input type="checkbox"/>
VSCHOOLZ, Inc. - VSCHOOLZ	<input type="checkbox"/>
Zingy Learning - Zingy Science Texas	<input type="checkbox"/>
Zingy Learning - Zingy Science Texas (Spanish)	<input type="checkbox"/>
Other (Enter as "Publisher - Title")	<input checked="" type="checkbox"/>
<input type="text" value="TEKS Resource System"/>	
Other (Enter as "Publisher - Title")	<input type="checkbox"/>
<input type="text"/>	
Other (Enter as "Publisher - Title")	<input type="checkbox"/>
<input type="text"/>	

Does your district use the selected materials to cover 100% of the K–5 science TEKS?

- Yes
- No, we use supplemental materials to cover the TEKS.**

TEKS percentages have already been determined for the 6–8 science products listed in the table below, and these products have been pre-populated as options in the following question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %		
	Grade 6	Grade 7	Grade 8
Achieve3000, Inc - eScience3000 Grade	100	100	100
Adaptive Curriculum -			

Adaptive Curriculum - AC Science Grade	100	100	100
CPO Science - CPO Science Texas	100	100	100
Discovery Education, Inc. - Discovery Education Science Techbook	100	100	100
Edumatics Corporation - Edusmart Science Texas	100	100	100
HMH - Texas ScienceFusion Grade	100	100	100
L.J. Create - SciTEX	100	100	100
LAB-AIDS Inc - Science Texas Edition	100	100	100
LAZEL, Inc. dba ExploreLearning - ExploreLearning Science Gizmos	60.47	61.36	62.5
McGraw-Hill Education - Texas Glencoe iScience	100	100	100
Millmark Education Corporation, Inc. - CL Curriculum	88.37	88.37	88.37
Savvas (formerly Pearson Education, Inc) - Texas Interactive Science	100	100	100
STEMscopes, Incorporated - STEMscopes 2.0	100	100	100
TPS Publishing Inc - Creative Science Curriculum	88.37	75	92.5
VSCHOOLZ, Inc. - VSCHOOLZ	60	60	60
Zingy Learning - Zingy Science Texas 6-8	76.74	-	55

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for **6–8 science** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the following question.*

science

N/A -
We do not use science materials for these grades

Achieve3000, Inc

-
eScience3000

Adaptive Curriculum

-
AC Science

CPO Science -
CPO Science Texas

Discovery Education, Inc. -
Discovery Education Science
Techbook

Edumatics Corporation

-
Edusmart Science Texas

HMH -
Texas ScienceFusion

L.J. Create -
SciTEX

LAB-AIDS Inc -
Science Texas Edition

LAZEL, Inc. dba ExploreLearning

-
ExploreLearning Science Gizmos

McGraw-Hill Education

-
Texas Glencoe iScience

Millmark Education Corporation, Inc.

-
CL Curriculum

Savvas (formerly Pearson Education, Inc.)

-
Texas Interactive Science

STEMscopes, Incorporated -
STEMscopes 2.0

TPS Publishing Inc -
Creative Science Curriculum with STEM, Literacy
and Arts Texas Edition

VSCHOOLZ, Inc. -
VSCHOOLZ

Zingy Learning -
Zingy Science Texas

Other
(Enter as "Publisher - Title")

TEKS Resource System

Other
(Enter as "Publisher - Title")

Check the product(s) used for grade 6–8 science

Other
(Enter as "Publisher - Title")

Does your district use the selected materials to cover 100% of the 6–8 Science TEKS?

- Yes
- No, we use supplemental materials to cover the TEKS.**

TEKS percentages have already been determined for the 9–12 science products listed in the table below, and these products have been pre-populated as options in the following question. If your district is using products not already listed, you will enter the publisher, title, and TEKS % in the "Other" field.

Publisher - Title	TEKS %			
	Biology	Chemistry	Integrated Physics and Chemistry	Physics
Adaptive Curriculum - AC Science Biology/Chemistry/IPC/Physics	100	100	100	100
Bedford, Freeman and Worth Publishing Group - Living by Chemistry	-	100	-	-
Agile Mind Educational Holdings, Inc. - Agile Mind Biology	94.83	-	-	-
Discovery Education, Inc. - Discovery Education Science Techbook	100	100	100	-
Edumatics Corporation - Edusmart Science Texas - Biology	100	-	-	-
Ergopedia, Inc. - Essential Physics	-	-	-	100
HMH - Texas Biology/Modern Chemistry/Physics	100	100	-	100
L.J. Create - SciTEX	100	100	100	100
LAB-AIDS Inc - Science and Global Issues - Biology Units	94.83	-	-	-
LAB-AIDS Inc - A Natural Approach to Chemistry	-	100	-	-
LAZEL, Inc. dba ExploreLearning -				

ExploreLearning Science Gizmos	62.07	57.38	80	64.71
McGraw-Hill Education - Texas Glencoe Biology/Texas Chemistry/IPC/Physics	100	100	100	100
Perfection Learning - Kinetic First-Person Physics	-	-	-	100
Savvas (Pearson Education, Inc.) - Pearson Biology/Chemistry, Texas Edition	100	100	-	-
Sapling Systems, Inc. dba Sapling Learning - Dynamic Biology/Chemistry/Physics... Texas Edition	100	100	-	100
Scientific Minds, LLC - Biology/Chemistry Science Starters	100	100	-	-
STEMscopes, Incorporated - STEMscopes 2.0, Biology/Chemistry/Physics	100	100	-	100
VSCHOOLZ, Inc. - VSCHOOLZ	100	65.57	-	-

Select which materials teachers in your district or charter will regularly use (once a week or more, on average) for **9–12 science** instruction next school year to ensure coverage of 100% of the TEKS.

**Note: You have the opportunity to provide information on supplemental materials in the following question.*

Check the product(s) used
for grade 9–12 science

N/A -

We do not use science materials for these grades

Adaptive Curriculum -

AC Science
Biology/Chemistry/IPC/Physics

Bedford, Freeman and Worth Publishing Group

-
Living by Chemistry

Agile Mind Educational Holdings, Inc.

-
Agile Mind Biology

Discovery Education, Inc. -

Discovery Education Science
Techbook

Edumatics Corporation -

Edusmart Science Texas -
Biology

Ergopedia, Inc. -

Essential
Physics

HMH -

Texas Biology/Modern
Chemistry/Physics

Check the product(s) used
for grade 9–12 science

L.J. Create -
SciTEX

LAB-AIDS Inc -
Science and Global Issues, Biology
Units

LAB-AIDS Inc -
A Natural Approach to
Chemistry

LAZEL, Inc. dba ExploreLearning
-
ExploreLearning Science Gizmos

McGraw-Hill Education -
Texas Glencoe Biology/Texas
Chemistry/IPC/Physics

Perfection Learning -
Kinetic First-Person
Physics

Savvas (Pearson Education, Inc.) -
Pearson/Savvas Biology/Chemistry, Texas
Edition

Sapling Systems, Inc. dba Sapling Learning -
Dynamic Biology/Chemistry/Physics Texas
Edition

Scientific Minds, LLC -
Biology/Chemistry Science Starters

STEMscopes, Incorporated -
STEMscopes 2.0,
Biology/Chemistry/Physics

VSCHOOLZ, Inc. -
VSCHOOLZ

Other
(Enter as "Publisher - Title")

TEKS Resource Systems

Other
(Enter as "Publisher - Title")

Other
(Enter as "Publisher - Title")

Does your district use the selected materials to cover 100% of the 9–12 science TEKS?

Yes

No, we use supplemental materials to cover the TEKS.

Supplemental Science Products

Select which additional and/or supplemental instructional materials (beyond core, Tier 1 curricular materials) that teachers in your district or charter will likely regularly use (once a week or more on average) for each grade band of **K–12 science** instruction next school year.

	Grade K–5	Grade 6–8	Grade 9–12
N/A - We do not use supplemental science materials for these grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locally Developed Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher-created materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers Pay Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEKS Resource System (TRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BrainPop!	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IXL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kahoot!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ThinkUp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SciTEX Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Enter as "Publisher - Title")	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="Discovery Education, Inc"/>			
Other (Enter as "Publisher - Title")	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="STEMscopes, Inc"/>			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="Edgenuity"/>			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

Indicate the level of the importance your district places on each of the following characteristics when selecting instructional materials to use in your

science classrooms.

	No Importance	Low Importance	Moderately Important	Very Important
100% TEKS/TPG coverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Includes built-in supports for all learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Includes research-based strategies for content and instruction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Includes progress monitoring tools	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Program cost	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Access to professional development and implementation supports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Would you request all science products listed previously and/or other products used by Texas educators be reviewed for quality?

- Request that all science materials listed above receive quality reviews
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:
Enter the product below as "Publisher - Title"

What resources and/or PD would you like for TEA to provide to LEAs? What changes would you like to see to improve existing resources?

ACTION ITEM:

Consider Recommendations for Teacher Term Contracts, Probationary Contracts, and Employment Agreements for Teachers and Other Non-Administrative Staff and Termination of Probationary and Term Contracts

RECOMMENDATION:

That the Board approves the Superintendent's recommendations for probationary contract, term contract renewals, employment agreements for teachers and other non-administrative staff contracts and termination of probationary contracts.

RATIONALE:

According to Board Policy DC (LEGAL) Employment Practices, contracts and employment agreements for teachers and other professional are considered annually and must be approved by the Board.

REFERENCE and COMPLIANCE:

DC (LEGAL) DC (LOCAL) Employment Practices
Strategic Priority 3: Create the conditions in Seguin to recruit, retain and engage employees

BUDGET IMPACT/ INFORMATION:

This item will have little effect on the 2022-2023 budget.

PAPERWORK IMPACT:

For contract renewals, employment agreements, and/or extensions that are approved, employees will receive an electronic and/or a written contract or employment agreement. For contract renewals, employment agreements, and/or extensions that are not approved, employees will be notified in writing.

EXHIBITS:

Contract and Employment Agreement Recommendations for Teachers

RESOURCE PERSONNEL:

Cynthia J. Moreno, Chief Human Resources Officer

Submitted by: Matthew Gutierrez
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, Texas 78155
(Telephone) (830) 401-8614

Date Submitted: 04/26/22

ACTION ITEM: **Consider Recommendations for Term Contracts, Probationary Contracts, and Employment Agreements for Administrative Personnel**

RECOMMENDATION: That the Board approve contract renewals, employment agreements, and/or extensions for administrative personnel as recommended.

RATIONALE: As stated in Board Policy DC (Local), General Provisions: All term contracts shall be in writing in a form approved by the School Board setting forth the length of the contract and other terms and conditions of employment.

Employment agreements are currently in use for Chief Officer administrators whose duties are not covered by Chapter 21 of the Texas Education Code.

REFERENCE and COMPLIANCE: DC (LEGAL) DC (LOCAL) Employment Practices
Strategic Priority 3: Create the conditions in Seguin ISD to recruit, retain and engage employees.

PAPERWORK IMPACT: For contract renewals, employment agreements, and/or extensions that are approved, employees will receive an electronic and/or a written contract or employment agreement. For contract renewals, employment agreements, and/or extensions that are not approved, employees will be notified in writing.

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: Contract and Employment Agreement Recommendations for Administrators, page 1-1.

RESOURCE PERSONNEL: Cynthia J. Moreno, Chief Human Resource Officer

Submitted by: Matthew Gutierrez Date Submitted: 04/26/22
 (Signature)
 (Name) Dr. Matthew Gutierrez, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, Texas 78155
 (Telephone) (830) 401-8614