

District of Innovation Plan  
Developed by the DEIC

## **Summary of Events**

The DEIC spent several weeks looking at various school districts' innovation plans that have been approved by the Texas Education Agency (TEA). In order for a school district to become a District of Innovation, the school district must first have achieved a met standard designation under the Texas School Accountability System. Channelview ISD met standard for the 2015-16 school year. The Channelview ISD Board of Trustees met on September 20, 2016, to determine whether or not they wanted to pursue the possibility of becoming a District of Innovation (DOI). The Board voted to pursue becoming a DOI and they designated the District Executive Improvement Committee (DEIC) to be the local innovation committee.

The DEIC first met in September to review the District Improvement Plan (DIP) and to approve the district goals, objectives and strategies. The DEIC met three times (October 6, October 20, and November 3) to learn about the designation of District of Innovation, to research other DOIs and their plans, to read regulations, and to meet in small groups to determine which Texas Education Code (TEC) to target in order to make changes to better meet the goals of our DIP. Once ideas were brainstormed and shared with the DEIC members, research was done to compare the changes desired to the DIP goals and objectives. The committee narrowed the number of targeted areas to address to an agreed upon number. A survey was then generated for parents and teachers with questions to inform the committee and outlining what the goals of the committee were. Input from the surveys was used to adjust the original plan suggested by the committee.

The committee then met on November 10 to look at the adjustments made to the original plan. After a review of the changes, a vote was taken on the adjusted plan in a public meeting. The plan received a unanimous vote of approval as presented. The DOI plan was then placed on the Channelview ISD website for 30 days to permit for public viewing beginning November 11, 2016.

## **District Goals/Programs/Focuses**

*Professional Learning Communities (PLCs)* - The district relies heavily on the collaboration and professional learning that occurs during PLC times to help staff members grow professionally and to ultimately foster student success. Teachers meet regularly within their school's PLCs in order to look at data, to plan lessons as a team, to make adjustments to curriculum, and to learn. Principals are creative in their scheduling of PLCs by utilizing substitute teachers during the school day.

*Career and Technical Education (CTE)* - Our school district has built pathways for our students to not only attain a diploma via our new foundational graduation plans with endorsements but, to

also give them direction and guidance into a field of interest upon graduation. Our current CTE program offers 13 of the 15 career clusters for our students to take in order to develop their career skills. We currently have one academy (Health Science) in place with a future academy (Industry) in the planning stage. Finding highly qualified and certified teachers for each of these academies as well as for other CTE courses is crucial.

*Dual Language* - Our current ESL bilingual program for elementary students (PreK and K this year) is dual language. Finding highly qualified ESL and Spanish bilingual teachers is imperative. Our students are taking part in a 50-50 model for bilingual instruction from the beginning of their educational experience. Students start off in PreK, K, and 1st grade learning Language Arts and Social Studies in Spanish, and Math and Science in English. Students are beginning to strengthen their L1 (first language) in order to ultimately achieve literacy on their L2 (second language).

*Student Discipline* - Managing discipline in the school as well as in the classroom is a crucial part of the learning process. Part of maintaining discipline has to do with establishing relationships with the students. Assistant Principals and Principals need to be visible and interact with the students. One person can not do this alone for the number of students who come through our campus doors. These relationships developed by the administrators (and teachers) allow students to accept punishment as well as counselling when the opportunity arises.

*Teacher Retention* - Recruiting and retaining highly-qualified teachers is a goal of the district. The teacher is the primary factor for a student to show growth and succeed in the classroom. Teachers need the autonomy to make decisions related to their students. Furthermore, they benefit from the guidance of fellow teachers and administrators in lesson plan design, classroom management, and the implementation of skills that they have learned.

*College and Career Readiness* - Our goal is to make our students college- and/or career-ready by the time they leave high school. The state also puts a high emphasis on this metric by applying a whole Index within the current accountability system on college/career readiness. Advanced academics as well as a coherent sequence of courses are crucial to post-high school success.

*Parental Involvement* - We are always wanting our parents to maintain positive relationships with the school district. We dedicate many functions to making the connection between home and school: parenting partners, donuts with dads, muffins with moms, math family nights, booster clubs, etc.

*Dropout prevention* - Student success in school and, ultimately, gaining a diploma after successful completion of high school are essential to postsecondary success. Getting students to return to school each year is always a focus of high school.

## TEC Rules that Hinder the Goals/Programs/Focuses of the District

1. 7hr/day Rule -
  - a. §25.081 (e) - For purposes of this code, a reference to a day of instruction means 420 minutes of instruction
  - b. By adding this statute to the DOI plan, we will still be able to have half days in our district calendar to utilize for parent conferences, PLCs, and final exams
  - c. PLCs, Teacher Retention, Parental Involvement
2. First day of School -
  - a. §25.0811 (a) - Except as provided by this section, a school district may not begin instruction for students for a school year before the fourth Monday in August.
  - b. Providing flexibility for the student start date would allow for the district to spread the district staff development days throughout the year. This would help to provide PLC time on campuses rather than taking teachers out of the classroom during instructional time for this purpose. This also allows for “on time” staff development as opposed to front loading all staff development at the beginning of the school year.
  - c. PLCs
3. Campus Discipline Coordinator
  - a. §37.0012 (a) - A person at each campus must be designated to serve as the campus behavior coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal
  - b. The statute currently requires a district to name “a” person as campus discipline coordinator. Instead, we would like for all administrators on the campus to handle the discipline, thus naming each campus administrator as a discipline coordinator. All of the administrators have a vested interest in the students and make connections with the student throughout the year(s).
  - c. Student Discipline, Dropout Prevention
4. Teacher Certification (Bil/CTE/SpEd)
  - a. §21.003 (a) - A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B
  - b. This allows for flexibility in hiring hard-to-find positions in the CTE field such as welding, process tech, health sciences, law enforcement and other technical positions. This would also allow us to hire ESL certified staff instead of bilingual teachers within our Dual Language program at the elementary level where appropriate. This may also aid in our hiring of SpEd teachers to work with our BAC/SLC or Life Skills classrooms.
  - c. CTE, Dual Language
5. Additional Requirement for Graduation
  - a. Endorsements FAQ from TEA - . School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.
  - b. This suggestion was brought up as a consideration of requiring students to either take an AP course, dual credit, a practicum course, a CO-OP, or a general

employability skills course to help the students to be better prepared post-graduation. This is still in the planning stage, but there is a major need for soft skills as mentioned by business and industry.

- c. CTE
- 6. Removal of Student Achievement from T-TESS
  - a. §21.353 (a)(2) - The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers. The criteria must be based on observable, job-related behavior, including:
    - i. the performance of teachers' students
  - b. We feel that the T-TESS instrument is robust enough without the addition of student achievement to the teacher evaluation. Administrators already take into account student achievement whether it is retention rates, passing rates, STAAR, CBAs, or other test measures. We feel that with state assessment, which can only be used with approximately 30-40% of our staff, should be removed from the teacher evaluation. Using performance objectives to determine student performance appears to be subjective and/or arbitrary depending on what subject(s) we were looking at to incorporate student achievement into the T-TESS instrument.
  - c. Teacher Retention
- 7. Alternative Action for Possession of Drugs/Alcohol (Lifeway)
  - a. §37.006 (c) (d) -
    - i. *sells, gives, or delivers (see b. below)* to another person or possesses or uses or is under the influence of:
      - 1. marihuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.; or
      - 2. a dangerous drug, as defined by Chapter 483, Health and Safety Code;
    - ii. sells, gives, or delivers to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage
  - b. We would like to have options to work with students in these situations so we can be more prescriptive with our approach to consequences. We would like to be able to explore programs that would offer students counseling and support in order to help students resolve their addiction problems rather than simply moving the students into an alternative disciplinary placement. The portion of the rule that deals with sells, gives or delivers will not be altered. A student who does any of the aforementioned acts will not be allowed the option of counselling.
  - c. Student Discipline, Dropout Prevention