



## **Local Innovation Plan**

*Drafted June 30, 2016*



## Local Innovation Committee Members

<b>Name</b>	<b>Relationship to MISD</b>
<b>Brad Albers</b>	Parent
<b>Dr. Royce Avery</b>	Superintendent
<b>Jon Bailey</b>	Principal of Decker MS
<b>Peter Barrera</b>	Parent
<b>David Burgos</b>	Community Member
<b>Gil Burrell</b>	Community Member
<b>Abby Chalmers</b>	Executive Director of Communications
<b>Andy Cyphers</b>	Parent
<b>Shereen Dantes</b>	Parent
<b>Angel DeLuna</b>	Assistant Principal at Pioneer Crossing ES
<b>Ashley Fredo</b>	Assistant Principal at Manor MMS
<b>Sharon Gibson</b>	Special Education Instructional Specialist
<b>Luis Halguin</b>	Community Member
<b>Willamina Hornsby</b>	Teacher at Bluebonnet Trail ES
<b>Kevin Humphrey</b>	AFT Campus Leader
<b>Mayor Rita Jonse</b>	Local Government
<b>Susan Kelley</b>	Parent
<b>Chelsea Lambert</b>	Executive Assistant to the Superintendent's Office
<b>Jennifer Land</b>	Chief Financial Officer
<b>Ryan Marcum</b>	Principal of Pioneer Crossing ES
<b>Vicki McFarland</b>	Local Government
<b>Shermyn Patton</b>	Community Member
<b>Michael Perkins</b>	Director of School Improvement
<b>Marivel Sedillo</b>	Executive Director of Human Resources
<b>Emilio Vargas</b>	Principal of Manor HS
<b>Davin Vogler</b>	Principal of Manor MS
<b>Erin Warren</b>	Executive Director of Accountability and Federal Programs
<b>Ranada Williams</b>	Parent



## Background

In the summer of 2015, the 84<sup>th</sup> Texas Legislature passed HB 1842, allowing public school districts to become Districts of Innovation and to gain exemption from certain provisions of the Texas Education Code. On Monday, April 18, 2016, the Manor ISD Board of Trustees unanimously passed a resolution to consider developing a Local Innovation Plan (LIP). At that time, the main driver for pursuing such a designation was to modify the school calendar so that all staff could engage in targeted professional development throughout the school year. When new Superintendent Dr. Royce Avery joined the district on June 2<sup>nd</sup>, however, his vision for the future of Manor ISD encouraged the expansion of the LIP into additional areas. The plan that follows was developed to support innovation and initiatives that benefit students, staff, parents, and the broader community.

On June 20, 2016, a Public Hearing was held during the regularly scheduled MISD board meeting to consider whether or not Manor ISD should develop a plan for designation as a District of Innovation. With the support of the Board and Superintendent, a 28-member Local Innovation Committee was formed, drawing on stakeholders from across the district and community. The Committee met on June 24, 27, 30, and July 11 to discuss the components of this LIP and sought input from the Board throughout the process.

Under HB 1842, District of Innovation designations and their associated Local Innovation Plans are valid for five years. However, the Committee will continue to meet over the course of that time period and recommend suggested modifications to the LIP to be adopted by the Board.

## Areas of Innovation

During the Committee's planning sessions, the items that members wished to see reflected in the plan were categorized into five areas:

- Innovative Curriculum
- Instructional Methods
- Governance of Campuses
- Parental Involvement
- Community Participation

Below is a summary of the goals for each category. A more thorough explanation of the specific components of the plan and the Texas Education Codes that inhibit them are provided in the next section.

## Innovative Curriculum

With a diverse population of learners that continues to grow each year, the district seeks to expand its course offerings so that all students can get a head start on the path to the future that



they desire, whether that be through dual-credit coursework, work-study programs, or an expanded vocational track.

## Instructional Methods

The goals in this area are two-fold: offer students increased exposure to and choice in how instruction is delivered, and provide targeted professional development to staff so that they can implement new pedagogy effectively.

## Governance of Campuses

The district seeks to enhance the culture of respect and responsibility at its campuses while also allowing for the local community to provide input on certain elements of their campus's governance.

## Parental Involvement

As the district moves toward a future of innovation and high expectations, parental involvement and investment will be critical. Initiatives to support communication to and from families, increase opportunities for volunteering, and connect parents to instructional and community resources will be implemented.

## Community Participation

The city of Manor began as a small farming community but is quickly growing into a suburb surrounded by industry giants such as Samsung. The district seeks to bring staff from local businesses and nonprofits into the classroom while fostering a service mindset in its students.

## Exemptions Sought from the Texas Education Code

Once feedback was collected, staff reviewed the subchapters of the Texas Education Code and determined which codes would inhibit the implementation of the desired components of the plan. On July 14, 2016, the Board of Trustees will take action to seek the District of Innovation designation for Manor ISD including the following Texas Education Code exemptions.

### School Uniforms - §11.162

One of the ways that campuses—and the families that live in the area—may choose to exercise local control in the best interest of the student culture is to adopt a school uniform. Relief from §11.162 would allow for additional flexibility in the timeline of rolling out such a requirement as well as the funding source for such an initiative.

### Teacher Certification - §21.003, §21.044, §21.053

In order to increase the amount of course offerings and utilize creative instructional methods district wide, the district will need flexibility in the area of teacher certification requirements, which are governed by §21.003, §21.044, and §21.053. In lieu of these requirements, the district



will establish its own local qualification procedures. Freedom from the latter requirements will make it possible to hire industry experts and post-secondary instructors to teach dual-credit, STEAM, and vocational/CTE courses, thereby increasing the number of students able to receive such instruction.

## Professional Development - §21.404, §21.451, §21.458, §25.081, §25.0811

Approximately half of Manor ISD's teachers have no more than five years of experience in the classroom. With a diverse population mainly comprised of English Language Learners and Economically Disadvantaged students, the district's educators must be well-equipped to meet the unique needs of each student.

§21.404 regulates the number of minutes required for teachers' planning and preparation time. Relief from this provision will allow for the district's teachers to participate in Professional Learning Communities (PLC) on a weekly or bi-weekly basis during the work day without compromising instructional time, where they can share best practices, critically examine student data, and plan collaboratively.

§21.451 prescribes staff development requirements. The district seeks relief from this provision's oversight by the campus-level committee established under §11.253 so that staff training can remain flexible and responsive to newly emerging data.

§21.458 lays out several requirements for teacher mentors. An exemption from these requirements would allow for teachers with more than two years of experience to be assigned a mentor that excels in areas that are targeted for improvement or innovation, such as project-based learning. In addition, mentors would be exempt from the qualifications described in Subsection (b), thus increasing the pool of teachers from which the district could draw for these targeted mentoring programs.

§21.081 pertains to the minimum number of instructional minutes required in a school year. The district seeks relief from this section in order to provide two full weeks of staff development before the start of instruction, as well as an additional eight days throughout the school year. These non-instructional days have been purposefully placed throughout the calendar to allow for teachers to analyze benchmark data in addition to engaging in relevant, targeted professional development.

§25.0811 states that the first day of instruction may not occur before the fourth Monday in August. Flexibility to get students into the classroom earlier in the calendar year will allow for improvements in curricular pacing and adjustments in professional development schedules. This has an added benefit of students ending the year earlier, which opens up additional opportunities for engaging in summer work, college courses, and enrichment.



## Minimum Attendance for Class Credit or Final Grade - §25.092

If the district is to be able to implement innovative instructional methods such as virtual classrooms, blended learning, and work study opportunities, it will need an exemption from the 90% “seat time” attendance rule as set forth in §25.092. Relief from this Section will also inhibit barriers for students who wish to engage in service learning opportunities in the community.

## Student/Teacher Ratios and Class Size - §25.111, §25.112, §25.113, §25.114

Relief from codes §25.111, §25.112, §25.113, and §25.114 will provide extensive opportunities for innovative instructional methods at all grade levels.

§25.111 requires districts to maintain an average student-teacher ratio of at most 20:1 in average daily attendance (§25.114 prescribes a 45:1 student-teacher ratio limit for physical education). However, in order to implement lecture-style instructional courses, large-group physical education classes such as yoga, or flexible project-based learning groupings, the district would need to exceed the ratios at certain campuses, particularly at the new Senior High School.

§25.112 sets a limit of 22 students per kindergarten through fourth grade classroom. While it’s often cited that small class sizes improve academic performance, campuses implementing project-based learning utilize constant small group instruction, which is also a key driver of improved learning outcomes. An exemption from the 22 student limit will allow for more students to access this enriching instructional methodology. Additionally, class sizes can be organized so that student groups who need specialized assistance, such as English Language Learners, can have a reduced student/teacher ratio; remaining classrooms would absorb the other students. Exemption from §25.113 is sought as it pertains to §25.112.

## Behavior Management - §37.0012

Texas Education Code 37.0012 requires that each school appoint one Campus Behavior Coordinator. In order for the district to promote the social and emotional learning of its students and foster the connection between actions and consequences, the district seeks relief from the latter code. This will allow for more collaborative behavior management programs that have the support and buy-in of the students and local community.

