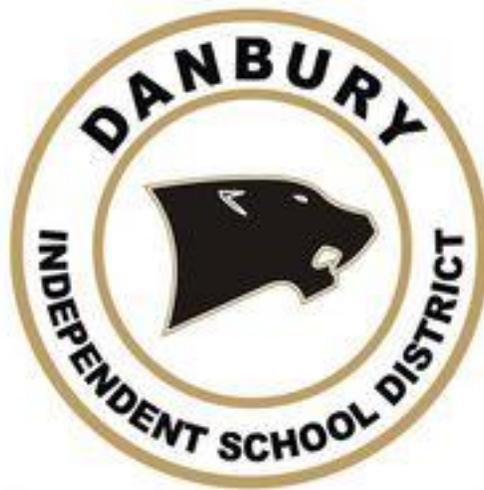


Danbury Independent School District

District of Innovation Plan



**Developed in cooperation with and approval by the
District Educational Improvement Committee/District of Innovation Committee**

Term: 2018 through 2023

Board Approved 3-19-18

Danbury ISD District of Innovation (DOI) Timeline

<u>Date</u>	<u>Event</u>
Jan. 16, 2018	Board of Trustees will be asked to approve a resolution to explore the opportunity for DISD to become a District of Innovation.
Jan. 16, 2018	Board of Trustees will hold a public hearing for public input on the District of Innovation opportunity
Jan. 16, 2018	Board of Trustees will appoint the DEIC committee to develop a District of Innovation
Jan. 23, 2018	First DEIC committee meeting to discuss DOI, HS Library 3:45 DISD
Feb. 5, 2018	Presentation of DOI plan to campuses and feedback requested
Feb. 7, 2018	Second DEIC Committee meeting to discuss feedback and make any changes. DEIC Committee vote to approve the plan.
Feb. 12, 2018	Proposed final DOI Plan reviewed by the Board of Trustees Board Letter of Intent to vote
Feb. 13, 2018	Post the final DOI Plan on the District website (30 days prior to vote) Board Letter of Intent to vote submitted to TEA and the Commissioner's Office
Mar. 19, 2018	Public Meeting to consider the final version of the DISD Innovation Plan DISD presents the plan to the Board of Trustees for a 2/3 votes District sends approved DOI Plan to Commissioner of Education and a link to the plan on the website to TEA for final approval

Danbury ISD

Mission

The Danbury Independent School District, in partnership with parents and community, will work to create, nurture, and maintain an environment of growth and challenge for everyone in the Danbury Independent School District and empower students to be global learners who successfully communicate, collaborate, create, and think critically.

Vision

The Danbury Independent School District is the place of learning for all with equal measures of joy, productivity, and integrity.

Belief Statements

- We believe all students can learn and come to school motivated to do so.
- We believe the school district has a responsibility to ensure that virtually all students learn and successfully reach his or her potential.
- We believe that every decision made in Danbury ISD is to ultimately promote and support the success of every student and to make the implementation of the changes necessary for the district to make progress toward completing our mission.

DISD Comprehensive Goal: Danbury ISD will maximize student achievement through:

- rigorous learning opportunities,
- efficient use of resources,
- organizational excellence,
- superior student support services, and
- strong parent and community involvement

**Danbury Independent School District
District of Innovation Plan
Term: 2018 through 2023**

Introduction

The 84th Texas Legislature passed House Bill 1842 in the spring of 2015, providing public school districts the opportunity to become a District of Innovation and obtain more local control. To qualify, an eligible school district (one whose most recent academic performance rating is at Met Standard) must adopt, an up to five-year, innovation plan according to the Texas Education Code. The designation as a District of Innovation provides the district an opportunity to be exempt from certain sections of the Texas Education Code (TEC) that inhibit the goals of the district as outlined in the locally adopted Innovation Plan. Danbury ISD is utilizing House Bill 1842 in order to obtain more local control in various areas allowed in the Texas Education Code that include opportunities to make teaching and learning more impactful.

Danbury ISD has begun conversations around developing a guiding Strategic Plan in place of A District Improvement Plan and a rebranding of the district. The designation as a District of Innovation will support our Strategic Plan and rebranding efforts.

Term

The term of the plan is for five years, beginning in Spring of 2018 school year and ending at the end of the 2023 school year. The plan may be amended, renewed or rescinded per TEC 12A.007 and TAC 102.1313

The district is requesting exemption to the following:

<u>TEC Chapter</u>	<u>TEC CODE</u>	<u>POLICY</u>
<ul style="list-style-type: none"> • First and Last Day of Instruction 	TEC 25.0811; TEC 25.0812	EB (LOCAL); EB (LEGAL)
<ul style="list-style-type: none"> • Class Size 	TEC 25.112	BF (LEGAL) Waivers EEB (LEGAL) Kindergarten-Grade 4 1.,2.; Exception to Class Size Limits; Notice to Parents
<ul style="list-style-type: none"> • Teacher Certification 	TEC 21.003; 21.053 21.0031, 21.057	DBA (LEGAL) DBA (Local) DK (LEGAL) DK (LOCAL) DK (EXHIBIT)
<ul style="list-style-type: none"> • Minimum Service Required 	TEC 21.401	DCB (legal/local)
<ul style="list-style-type: none"> • Minimum Attendance for Class Credit or Final Grade 	TEC 25.092	FEC (LOCAL) Attendance for credit
<ul style="list-style-type: none"> • Minimum Minutes of Instruction (420, 7 hour day) 	TEC 25.081	EB (LOCAL)
<ul style="list-style-type: none"> • Teacher Appraisal System 	TEC 21.352,21.203	DN (LOCAL)

Local Innovation Plan

Innovation Initiative: School Calendar

Innovation Title: School Calendar	
<p>Required Exemption: Texas Education Code Chapters: Texas Education Code §25.0811 First Day of Instruction, §25.0812 Last Day of School</p>	<p>Corresponding Board Policies Requiring Revision:</p> <ul style="list-style-type: none"> ● EB (LOCAL)
<p>Rationale: DISD Strategic Plan is designed to provide a rigorous and relevant learning experience to ensure every student is <i>empowered to be global learners who successfully communicate, collaborate, create, and think critically.</i></p> <p>Designation of the fourth Monday in August as the first day the district may begin instruction for students restricts the District's ability to provide balanced semesters, create more time before state testing dates, align with college semesters for students taking dual credit classes, collaboratively determine with staff and local partners on how best to strengthen the learning experience. By obtaining exemption from TEC §25.0811, the District will be better able to create balanced grading periods while still ending the first semester prior to the holiday break and aligns with the local community college semester dates</p>	
<p>Innovation:</p> <ol style="list-style-type: none"> 1. Increased local control of the instructional calendar will allow the District to be responsive to community needs. 2. Relief from the statute will allow Danbury ISD to develop a calendar that addresses student instruction and focused professional development in conjunction with the new instructional minutes requirement, rather than days. 3. Alignment with the District calendar with local universities, local districts with shared services agreements, etc. will be possible. 4. Local control of the calendar start and end days will allow for the following: balanced semesters, may begin mid-week, and may begin instruction prior to the fourth Monday in August. 	

Local Innovation Plan: Class Size

Innovation	
<p>Required Exemptions:</p> <p>Texas Education Code Chapters: §25.112 Class Size; §25.113 Notice of Class Size and 25.111 Student/Teacher Ratios</p>	<p>Corresponding Board Policies Requiring Revision:</p> <ul style="list-style-type: none"> ● BF (Legal) Waivers ● EEB (Legal) /(Local)
<p>Rationale:</p> <p>Based on current state law, classes in grades Kindergarten through 4th may not exceed a ratio of 22 students to 1 teacher. When an individual class exceeds this ratio, the District must either add a new teacher, reassign teachers from other schools with lower student enrollment, or submit a waiver request to the Texas Education Agency. In addition to the waiver request, it is required that a letter be sent to each parent in the class that exceeds the 22:1 ratio, informing them the waiver has been submitted and the class exceeds the 22:1 ratio.</p> <ul style="list-style-type: none"> ● Schools begin the school year with staff based on projections of student enrollment. Often, enrollment will exceed projections at the start of the school year, only to fall within a short time. As a result, the district must request a waiver to meet the 22:1 student to teacher ratio limit for grades K-4. ● Danbury ISD growth remains fairly stable and the district is committed to meeting the needs of each student while keeping the 22:1 ratio in place to the degree possible. ● Being exempt from the 22:1 ratio requirement will allow the district to better plan for staffing, class room needs, and no need for applying for a waiver. ● When a class size exceeds the 22:1 ratio, parents of students in that class must be notified even when the school is impacted by high mobility. ● 25.111 states that a school district must employ a sufficient number of teachers to maintain the 22:1 ratio and an exemption will allow the district to make the decisions on how best to meet the needs of the school and students should the ratio be exceeded. 	
<p>Innovation:</p> <p>The class size exception innovation is described as follows:</p> <ul style="list-style-type: none"> ● Danbury ISD will attempt to keep all K-4 core classrooms to a 22 to 1 ratio. ● In the event a K-4 classroom exceeds this ratio, the district will allow class sizes to go to 24 to 1 in order to provide greater flexibility for the district in terms of staffing and meeting the needs of each student. ● Should a class size exceed 24 to 1 for more than 35 days, the Board of Trustees must approve the exception and notify parents regarding the increase. ● Decisions regarding appropriate student to teacher ratios will be made at the local level and a TEA waiver request will not be filed when K-4 classrooms exceed the 22:1 ratio. 	

Local Innovation Plan: Teacher Certification/Out of Subject Area

Teacher Certification	
<p>Required Exemptions:</p> <p>Texas Education Code Chapters: Texas Education Code §21.003 Certification Required; §21.053 Presentation and Recording of Certificates; 21.057 Parental Notification;</p>	<p>Corresponding Board Policies Requiring Revision:</p> <ul style="list-style-type: none"> ● DBA(LLEGAL) DBA(LOCAL) ● DK(LLEGAL) DK(LOCAL) ● DK(EXHIBIT)
<p>Rationale:</p> <ul style="list-style-type: none"> ● TEC 21.003 states that a person may not be employed as a teacher, teacher intern or trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued by the appropriate state agency. In the event a district cannot locate a certified teacher for a position or a teacher is teaching a subject outside of their certification, the district must request emergency certification from the Texas Education Agency and/or State Board for Educator Certification. This system is burdensome and does not take into account the unique financial and/or instructional needs of the district ● TEC 21.053 requires a teacher to present his or her certificate to the district before their employment contract will be binding, and prohibits the District from paying an educator for teaching if the educator does not hold a valid certificate at the time. ● TEC 21.057 requires that the District provide written notice to parents if an inappropriately certified or uncertified teacher is assigned to a classroom for more than 20 consecutive days. 	
<p>Innovation: The district will maintain its current expectations for employee certification and will make every attempt to hire individuals with appropriate certifications for the position in question. When that is not reasonably possible, the district will have the flexibility as follows:</p> <p>Prior to employing, the campus principal or Human Resource designee may submit a request for local certification to the Superintendent or designee for approval, that will allow:</p> <ul style="list-style-type: none"> ● An already certified teacher to teach a course or grade level for which he/she is not certified. The principal must specify in writing the reason for the request and document what credentials or life experience the teacher possesses that would qualify this individual to teach the proposed subject. ● An individual with experience and appropriate certification and/or licensure in the content of an elective course could be eligible to teach a vocational skill or elective course through a local teaching certificate. <ul style="list-style-type: none"> ● Candidate Qualification may include a combination of: <ul style="list-style-type: none"> ● Professional work experience; ● Formal training and education; ● Relevant industry licensure, certification, or registration; and/or ● Any combination of work experience, training and education, or industry credential related to the subject matter he/she will be teaching. <p>The written request will outline the reason for the request and it will document the credentials possessed by the recommended teacher which qualify him/her to teach the subject.</p> <ul style="list-style-type: none"> ● Teacher certification waiver requests, state permit applications, or other paperwork will not be submitted to the Texas Education Agency. The District will ensure that all individuals assigned to teach have the knowledge and resources necessary to be successful. ● The Superintendent will notify the Board Annually of the District's exercise of this flexibility ● Special Education and Bilingual teachers will continue to be SBEC certified. 	

Local Innovation Plan: Teacher Contracts: Late Hires/Probationary

Teacher Contracts	
<p>Required Exemptions: Texas Education Code Chapters: Texas Education Code §21.002, Teacher Employment Contracts; §21.102(b) Term of Probationary Contract; §21.202(a) Probationary contract required prior to issuing a term contract.</p>	<p>Corresponding Board Policies Requiring Revision:</p> <ul style="list-style-type: none"> ● DC (LOCAL) ● DCA (LOCAL) ● DCB (LOCAL)
<p>In alignment with our current practice, returning certified teachers will be given a Chapter 21 contract.</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Currently, an applicant cannot be hired to teach a subject without appropriate certification, causing vacancies or deficiencies. ● Currently, it is a DISD practice to issue a Chapter 21 contract for the remainder of the school year to certified teachers hired after the first day of instruction, binding the District to potentially ineffective instruction for students. ● Currently, experienced teachers new to the district have a probationary period that may not exceed one year if the person has been employed as a teacher in public education for at least five of the previous eight years, limiting the time period to fully determine the staff member's effectiveness. 	
<p>Innovation:</p> <ol style="list-style-type: none"> 1. The Campus Principal or Danbury ISD Human Resources designee will submit a written request for approval to fill a teaching position to the Superintendent without issuing a Chapter 21 Contract: <ul style="list-style-type: none"> ● For a noncertified applicant to teach ● For a teacher hired after the first day of instruction (late hire) <p>The written request will outline the reason for the request and it will document the credentials the recommended teacher possesses which qualify him/her to teach the subject. In addition, the written request must be submitted to the Superintendent or designee for approval prior to employing the applicant.</p> 2. The Superintendent will approve recommendations: <p>For experienced teachers, counselors, or nurses new to the District that have been employed as a teacher in public education for at least five of the eight previous years, a probationary contract may be issued for up to three years. All other teachers hired in the District may remain on probationary status for three years and may be issued a fourth year of probation in accordance with TEC 21.102 (c), in order to continue to evaluate the staff member's effectiveness.</p> 	

Local Innovation: Minimum Service Required

Minimum Service Required	
<p>Required Exemptions:</p> <p>Texas Education Code Chapters: Texas Education Code §21.401, Minimum Service Required</p>	<p>Corresponding Board Policies Requiring Revision:</p> <ul style="list-style-type: none"> • DCB (Legal) (Local)
<p>Rationale:</p> <ul style="list-style-type: none"> • Texas Education Code 21.401 currently requires a contract between the District and an educator to be for a minimum 10 months. Additionally, an educator employed under a 10-month contract must provide a minimum of 187 days of service. This inhibits the local districts ability to build a calendar that provides the greatest flexibility to meet the LEA’s staff development and planning needs and alignment with instructional needs. 	
<p>Innovation:</p> <ol style="list-style-type: none"> a. DISD teacher contract days will be based on the yearly needs of the student calendar, professional development goals and needs, and learning objectives of DISD students. b. Flexibility provided by this plan will allow teacher contract days to be a range from no less than 182 days and no more than 187 days in any given staff calendar year. This will help to align teacher service days to instructional days. c. The District Educational Improvement Council will be provided with calendar options annually that indicate the required number of staff days in order to provide input and feedback. d. The Board of Trustees will be notified annually of the number of staff days, student days, work days and professional development days if the calendar reflects an expectation of employment for days less than 187 days. e. Teacher salaries will not be affected by the number of staff days, student days, work days, and professional development days if the calendar reflects an expectation of employment for days less than 187 days. f. Teacher salaries will not be affected by the number of staff days, student days, work days, and professional development days if the calendar reflects an expectation of employment up to 187 days, but in a previous year the expectation was for less days. For example, year one of this plan a teacher works 186 days and in year three the calendar changes to 187 days. 	

Local Innovation: Teacher Appraisals/Principal Appraisals

Teacher Appraisals	
<p>Required Exemptions: Texas Education Code Chapters: Texas Education Code §21.352, 21.354, 21.3541, 21.203, and 19 Texas Administrative Code Chapter 150</p>	<p>Corresponding Board Policies Requiring Revision:</p> <ul style="list-style-type: none"> ● DN(LOCAL) ● DNA (LOCAL) ● DNB(LOCAL)
<p>Rationale: Danbury ISD goal of developing exceptional staff requires a focus on learning, building a collaborative culture, and focusing on results. These goals have been bound by the laws governing educator appraisals set forth in TEC 21.352, 21.354, 21.3541 and 19 TAC Chapter 150</p> <p>Allowing Danbury ISD to develop an alternate appraisal system that would release teachers and administrators from requirements that are burdensome in the teacher and administrator evaluation system.</p> <p>There are already processes and procedures for documenting outstanding or poor performance outside the formal evaluation process. Thus simplicity should be allowed in formal teacher and administrator evaluation that includes the critical elements of professional and student growth.</p>	
<p>Innovation:</p> <p>Danbury ISD will develop new localized growth and appraisal processes for teachers and administrators, which are better aligned with DISD strategic goals and student assessments. This exemption would allow local flexibility to evaluate various performance measures, including classroom observations, goal setting and tracking, and student growth progress.</p> <p>In order to promote professional development that focuses on individual growth, the District needs to maintain local flexibility to build a system of evaluating its employees that includes practices which may encompass a variety of measurements and strategies available from tools such as T-TESS, Balanced Leadership (McRel), The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time and other research-based and best practices resources to build a locally developed instrument.</p>	

Local Innovation: Minimum Attendance for Class Credit or Final Grade

Innovation Title 90% Rule	
<p>Required Exemptions: Texas Education Code Chapters: §25.092(a)(1) and §25.092(b) Minimum</p>	<p>Corresponding Board Policies Requiring Revision:</p> <ul style="list-style-type: none"> ● FEC (Local) Attendance for Credit
<p>Rationale:</p> <p>In order to be awarded credit or a final grade for a class, a student is required to attend class 90 percent of the days class is offered regardless of whether the student’s absences are excused or unexcused. According to statute, a student in any grade level from kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. The 90 percent minimum and the 75 percent floor are arbitrary percentages that are based on “days in class” and not mastery of content.</p> <p>Exemption from §25.092 will provide educational advantages to students of the District by promoting active learning through innovation in the methods, locations, and times instruction may be delivered to students, thereby accommodating students with legitimate scheduling conflicts or absences, and reducing the number of dropouts and increasing the number of qualifying graduates.</p> <p>Relief from §25.092(a)(1) and §25.092(b) will not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League (UIL) rules. Moreover, opting out of §25.092(a)(1) and §25.092(b) in no way limits or modifies a teacher’s right to determine the finality of a grade in accordance with Texas Education Code §28.0214, nor does it restrict or alter a teacher’s right to assign grades in accordance with Texas Education Code §28.0216.</p>	
<p>Innovation:</p> <ul style="list-style-type: none"> ● Both the 90 percent and 75 percent rules governing attendance are based on “days in class”, and not mastery of content. ● While Danbury ISD will continue to stress and enforce the 90 percent rule, the district is seeking an exemption to §25.092 in order to provide greater flexibility to principals and attendance committees in awarding credit or a final grade to students who: <ul style="list-style-type: none"> ○ Earn a passing grade in order to receive credit; ○ Demonstrate mastery of the content; ○ Are present for less than 75% of days in class due to district-approved extenuating circumstances; ● Provide district-approved documentation supporting the extenuating circumstances; and ● Meet all requirements in the principal’s plan and/or the requirements of the attendance committee for receiving credit or a final grade. ● Flexibility of this requirement would extend to seeking relief for the 75 percent rule as well. Students with serious illness or other extenuating circumstances who can still display mastery of the class content and is approved by a campus attendance committee and the campus principal could still receive credit. ● DISD would no longer penalize students for participation in extended educational experiences that provide learning opportunities to students with an opportunity for growth outside of the resources available to the campus. Exception for these activities will be considered and approved by the campus principal. 	

Local Innovation Plan

Innovation Initiative: Flexible day Minimum Attendance 420 minutes/ 7hr day

Innovation Title	
Required Exemption: Texas Education Code Chapters: §25.081 Operation of Schools	Corresponding Board Policies Requiring Revision: <ul style="list-style-type: none">• EB (LOCAL)
<p>Rationale: House Bill 2610 passed by the 84th Texas Legislature, amended the Texas Education Code 25.081 by eliminating the required 180 days of instruction and replacing this language with the requirement that schools provide at least 75,600 minutes of instruction annually and 420 minutes of instruction daily. While the bill allows schools to add minutes as necessary to compensate minutes of instruction lost due to school closures caused by disaster, flood, extreme weather conditions, fuel curtailment, or another calamity; it eliminated any options to pursue state waivers to reduce the minimum number of minutes per day to provide teachers with professional learning time beyond an early release waiver and some staff development waivers, some of which will no longer be available beginning in 2018-2019 school year. Additionally, Texas education code 25.082(a) requires that each school day be at least seven hours long including intermissions. The required preschool minutes has also adversely affected the district's ability to serve all students eligible for Pre-Kindergarten if a waiver is not granted in the future.</p>	
<p>Innovation:</p> <p>The recent removal of the 420 minute constraint will give this exemption support to create a flexible calendar and day to benefit students.</p> <p>The flexibility to adjust minutes of instruction within a designated school day will assist with personalizing learning to better meet student needs. It has the added benefit of allowing the possibility of an altered length of a school day which may include for example a later start, early release time which will accommodate professional learning/collaboration opportunities for teachers. Additionally, the flexibility from this requirement would enable the district to offer Pre-kindergarten to the maximum number of eligible students through half-day sessions.</p> <p>DISD, in the process of the annual calendar development process, will carefully analyze the needs of students and employees to determine which dates should be modified. Calendar approval will continue to go through the District Educational Improvement Committee and the Board of Trustees.</p> <p>The district will continue to meet the 75,600 operational/instructional minutes required.</p>	

Local Innovation Plan: Campus Behavior Coordinator and Discretionary Placement of Students to the JJAEP

Innovation Title

Required Exemptions:

Texas Education Code Chapters: §37.0012
 Designation of a Campus Behavior Coordinator;
 §37.007(c) Discretionary Placement of Students to the
 JJAEP

**Corresponding Board Policies
 Requiring Revision:**

- FOD (create LOCAL)
- FODA (create LOCAL)
- FO (LOCAL)
- FOA (create LOCAL)
- FOC (create LOCAL)
- GRA (LOCAL)

Rationale:

Danbury ISD's Improvement Plan is designed to ensure learning environments are safe and conducive to learning. Danbury ISD is currently designing a positive behavioral interventions and supports method to address school discipline and character and will embed a Response to Intervention model to support students with behavioral deficits. Teachers, administrators, and counselors, will deliver tiered behavioral interventions within a structured system of discipline. The district is restricted from utilizing the Juvenile Justice Alternative Education Program (JJAEP) for students whose persistent misbehavior disrupts instruction.

After all tiered interventions have been exhausted on campuses and at the district's DAEP, by including students with documented persistent misbehavior in those who may be removed from class and expelled under TEC §37.007(c), the District will be better able to ensure learning environments are safe and conducive to learning.

DISD is designed to ensure learning environments are safe and conducive to learning. The District Improvement Plan provides for campus-based support systems to assist campuses with discipline of all students. Designation of one person who will be primarily responsible for maintaining student discipline restricts the District's ability to promote a more collaborative discipline program in which multiple members within the organization collectively support students and maintain student discipline.

Innovation:

1. After all tiered interventions have been exhausted on campuses and at the district's DAEP, include students with documented persistent misbehavior within those who may be removed from class and expelled to the JJAEP under TEC §37.007(c).
2. Promote a more collaborative discipline program in which, under the direction of the campus principal, multiple members within the organization collectively support students and maintain student discipline.

Required Exemptions from Texas Education Code:

By obtaining exemption from TEC §37.0012, the District will be better able to focus on establishing district behavior management protocols and implement Positive Behavioral Interventions and Support (PBIS) within a culture of collaboration.

By obtaining exemption from TEC §37.007(c), the district gains greater flexibility in ensuring that learning environments are safe and conducive to learning.

Local Innovation Plan

Innovation Initiative: District-Level Planning and Decision-Making

Innovation Title															
Required Exemptions: Texas Education Code § 11.252	Corresponding Board Policies Requiring Revision: <ul style="list-style-type: none"> • 														
<p>Rationale:</p> <p>Site-based decision-making has existed in Texas for over 30 years. The original intent of classroom teachers making informed decisions has been replaced with a list of compliance measures that have removed meaning and relevance from this district decision-making process. The requirements in content and format of the district improvement plan have shifted an otherwise important planning process into a bureaucratic process that detracts from the importance of thoughtful planning and implementation.</p>															
<p>Innovation:</p> <p>Danbury ISD has a strong history of involving teachers, administrators, parents, community members and students in the decision-making process. Under the Local Innovation Plan, the prescriptive list of requirements in the district improvement plan will be replaced by the Strategic Planning process. Those items listed in TEC 11.251 detailing the selection of representatives for the District Improvement Committee will continue to be implemented. Those items listed in TEC §11.252 of a compliance nature will no longer be implemented and be replaced by relevant strategic plan components. The action steps that follow details a more meaningful planning district process to be followed:</p>															
<p>District Level Planning and Decision-Making Action Steps</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%; text-align: center;">#</th> <th style="text-align: center;"><i>ACTION STEPS</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Review district student performance data from a wide variety of sources, including but not limited to state, district, campus and classroom assessments</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Identify strengths and weaknesses in student and programmatic performance</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Review annual focus areas for improvement through the DEIC system, consistent with the District strategic plan</td> </tr> <tr> <td style="text-align: center;">4.</td> <td>Report to the Board of Trustees the status of the District strategic plan</td> </tr> <tr> <td style="text-align: center;">5.</td> <td>Modify teaching and programs based on an ongoing review of student performance data, both academic and behavioral</td> </tr> <tr> <td style="text-align: center;">6.</td> <td>Provide regular reports to the community on the status of the school district and campuses through DEIC meetings and the posting of the Strategic Plan.</td> </tr> </tbody> </table>		#	<i>ACTION STEPS</i>	1.	Review district student performance data from a wide variety of sources, including but not limited to state, district, campus and classroom assessments	2.	Identify strengths and weaknesses in student and programmatic performance	3.	Review annual focus areas for improvement through the DEIC system, consistent with the District strategic plan	4.	Report to the Board of Trustees the status of the District strategic plan	5.	Modify teaching and programs based on an ongoing review of student performance data, both academic and behavioral	6.	Provide regular reports to the community on the status of the school district and campuses through DEIC meetings and the posting of the Strategic Plan.
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Local Innovation Plan

Innovation Initiative: Campus-Level Planning and Decision-Making

Innovation Title	
<p>Required Exemptions: Texas Education Code Chapters: § 11.253</p>	<p>Corresponding Board Policies Requiring Revision:</p> <ul style="list-style-type: none"> •
<p>Rationale:</p> <p>The original intent of campus site-based decision-making has been replaced with a list of compliance measures that have removed meaning and relevance from this campus decision-making process. The requirements in content and format of the Campus Improvement Plan have shifted an otherwise important planning process into a bureaucratic process that detracts from the importance of thoughtful planning and implementation.</p>	
<p>Innovation:</p> <p>Danbury ISD has a strong history of involving teachers, administrators, parents, community members and students in the decision-making process. Under the Local Innovation Plan the prescriptive list of requirements in the campus improvement plan will be replaced by the Campus Strategic Planning process. Those items listed in TEC 11.251 detailing the selection of representatives for the Campus Improvement Committee will continue to be implemented. Those items listed in TEC §11.253 that are of a compliance nature will no longer be implemented and be replaced by relevant campus strategic plan components. The action steps that follow details a more meaningful campus planning process to be followed:</p>	
#	<i>ACTION STEPS</i>
1.	Review student performance data from a wide variety of sources, including but not limited to state, campus and classroom assessments
2.	Identify strengths and weaknesses in student and programmatic performance
3.	Review annual plans for improvement through the CEIC systems, consistent with the Campus and District strategic plans
4.	Submit annual campus updates for review and feedback on the campus strategic template provided by the District
5.	Modify teaching and programs based on an ongoing review of student performance data, both academic and behavioral

Local Innovation Plan
Innovation Initiative: District Transfer Policy

Innovation Title	
<p>Required Exemptions: Texas Education Code Chapters: TEC 25.036</p>	<p>Corresponding Board Policies Requiring Revision:</p> <ul style="list-style-type: none"> •
<p>Rationale:</p> <p>A district may choose to accept, as transfers, students who are not entitled to enroll in the district under §25.001. Under §25.036, a transfer is for a period of one school year. The district may charge tuition under a transfer agreement to the extent permitted under §25.038.</p>	
<p>Innovation:</p> <p>The district would like the option of being able to terminate the transfer agreement for students in grades K-11 when the student/ parent has not been forthcoming with information regarding discipline, special programs or other issues that end up costing the district to keep the student enrolled.</p> <p>At any time during the school year, a transfer student who becomes a discipline issue, has a record of poor attendance, or is in need of special services which exceeds state funding for that student, DISD can terminate their transfer agreement.</p>	

Local Innovation Plan

Innovation Initiative: Local Health Advisory Council and Health Education

Innovation Title	
<p>Required Exemptions: Texas Education Code Chapters: § 28.004</p>	<p>Corresponding Board Policies Requiring Revision:</p> <ul style="list-style-type: none"> • BDF (Legal)
<p>Rationale:</p> <p>Sec. 28.004 of this code requires The Board of Trustees of each school district shall establish a local School Health Advisory Council to assist the District in ensuring that local community values are reflected in the District’s health education instruction.</p> <p>This section requires the establishment of a School Health Advisory Council and outlines the duties of this council.</p>	
<p>Innovation: Innovation Strategies</p> <ol style="list-style-type: none"> a. The District takes exemption from the requirement to establish a School Health Advisory Council and the subsequent duties of that council. b. The District will appoint a District Health Coordinator. The District Health Coordinator will collaborative with the District and campus improvement committees to seek feedback regarding health related curriculum, food service, budget, and other related items as needed. 	
<p>Required Exemptions from Texas Education Code:</p> <p>By obtaining an exemption from TEC §, the district will be able to ensure that the District Health Coordinator is a part of the District and Campus Educational Improvement Council and will be a part of the annual meetings to address the Health curriculum.</p>	

Local Innovation Plan

Innovation Initiative: Disciplinary Alternative Education Programs

Innovation Title	
Required Exemptions Texas Education Code Chapters: § 37.008(7)	Corresponding Board Policies Requiring Revision: <ul style="list-style-type: none">• DK (legal/local))• DK (Exhibit)• FOCA (Legal)
Rationale: TEC §37.008(7) states that a DAEP employs only teachers who meet all certification requirements established under Subchapter B, Chapter 21. This statute limits the District's ability to be innovative when providing a DAEP setting when needed.	
Innovation: <ol style="list-style-type: none">The District takes exemption from Sec. §37.008(7). Since there will be a limited number of students assigned to DAEP and all academic responsibilities and resources are provided to the student by his/her teacher of record for each course, an additional certified teacher is not required.The campus administrator will ensure that DAEP staff have the support necessary to properly supervise the students assigned to the program and will lend assistance of teachers with specific certification as needed.	

Local Innovation Plan

Innovation Initiative: Professional Development / Mentor Teachers

Innovation Title	
Required Exemptions: Texas Education Code Chapters: §21.451; TEC 21.458	Corresponding Board Policies Requiring Revision: <ul style="list-style-type: none">• DMA (Legal)
Rationale: <p><i>TEC §21.451 prescribes staff development requirements for educators. These requirements impede the District's ability to provide timely professional development to employees based on newly emerging issues, data, and student needs.</i></p> <p><i>TEC §21.458 sets eligibility requirements for teacher mentors and mentees. This provision states that the District may only assign a mentor to a teacher with less than two years of teaching experience, despite the fact that a teacher at any level of experience may benefit from a mentor-mentee relationship. The District needs the flexibility to assign mentors to more experienced teachers in need of assistance. The statute also sets eligibility requirements for mentor teachers, which limits the available pool of mentor teachers.</i></p>	
Innovation: <ol style="list-style-type: none">The District will exercise local discretion in determining the areas of need, content, duration, and frequency for professional development for its instructional and non- instructional staff. The District will exercise local discretion in assigning teachers to serve as mentors based on a variety of factors, including experience, knowledge, and areas of instruction targeted for improvement or innovation.	

Figure: 19 TAC §102.1307(d) Innovation District

Please submit, on district letterhead, a letter to the commissioner of education stating the date that the board of trustees adopted a resolution to develop a local innovation plan for the designation of the district as an Innovation District.

A local innovation plan must be developed for a school district before the district may be designated as an Innovation District. A local plan must provide for a comprehensive educational program for the district, which may include:

- 1) Innovative Curriculum
- 2) Instructional Methods
- 3) Community Participation
- 4) Governance of Campuses
- 5) Parental Involvement
- 6) Modifications to the school day or year
- 7) Provisions regarding the district budget and sustainable program funding
- 8) Accountability and assessment measures that exceed the requirements of state and federal law; and
- 9) Any other innovations prescribed by the board of trustees.

A local innovation plan must identify requirements imposed by the Education Code that inhibit the goals of the plan from which the district should be exempted on adoption of the plan. The local innovation plan should specify the manner in which a particular statute inhibits one or more goals of the plan. Please use the form below to check the statutes specifically identified in your district's local innovation plan as inhibiting a goal of the plan. Checking a specific statute does not necessarily indicate eligibility for an exemption from all subsections of the statute. The local innovation plan controls with regard to the specific exemptions adopted by a district. The form below provides a reporting mechanism to fulfill the reporting requirements of the statute. Entire sections of code may not be eligible for exemption and each district should consult its legal counsel in developing its innovation plan.

Exemptions claimed for an Innovation District apply only to the specific provision of the Texas Education Code (TEC) cited, which may or may not be governed by a separate legal requirement. The exemption does not relieve the district of any requirement imposed by other state or federal law or a duty imposed under federal regulation, grant compliance, agency rule applicable to a charter school or a local legal requirement. Each district should consult its legal counsel to ensure adoption of necessary local policies to ensure compliance with all applicable legal requirements.

Please note that this is not an exhaustive list of exemptions.

Term of Plan: **2018-2023**

Plan applies to: **Entire District**

Campus (list) _____

Other (please describe) _____

Chapter 11 – School Districts

Subchapter D. Powers and Duties of Board of Trustees of Independent School Districts

§11.1511 (b)(5), (14) Specific Powers and Duties of Board

§11.162 School Uniforms

Subchapter F. District-Level and Site Based Decision-Making

§11.251 Planning and Decision-Making Process

X §11.252 District-Level Planning and Decision-Making

X §11.253 Campus Planning and Site-Based Decision-Making

§11.255 Dropout Prevention Review

Chapter 21 – Educators

Subchapter A – General Provisions

X §21.002 Teacher Employment Contracts

X §21.003 Certification Required

§21.0031 Failure to Obtain Certification; Contract Void

Subchapter B – Certification of Educators

§21.051 Rules Regarding Field-Based Experience and Options for Field Experience and Internships.

X §21.053 Presentation and Recording of Certificates

§21.055 School District Teaching Permit

X §21.057 Parental Notification

Subchapter C – Probationary Contracts

X **Section 21.102**

Subchapter D – Continuing Contracts

Subchapter E – Term Contracts

Subchapter H – Appraisals and Incentive

- §21.351 Recommended Appraisal Process and Performance Criteria
- X §21.352 Local Role
- §21.353 Appraisal on Basis of Classroom Teaching Performance
- X §21.354 Appraisal of Certain Administrators
- X §21.3541 Appraisal and Professional Development System for Principals

Subchapter I – Duties and Benefits

- X §21.401 Minimum Service Required
- §21.402 Minimum Salary Schedule for Certain Professional Staff
- §21.4021 Furloughs
- §21.4022 Required Process for Development of Furlough Program or Other Salary Reduction Proposal
- §21.403 Placement on Minimum Salary Schedule
- §21.4031 Professional Staff Service Records
- §21.4032 Reductions in Salaries of Classroom Teachers and Administrators
- §21.404 Planning and Preparation Time
- §21.405 Duty-Free Lunch
- §21.406 Denial of Compensation Based On Absence for Religious Observance Prohibited
- §21.407 Requiring or Coercing Teachers to Join Groups, Clubs, Committees, or Organizations: Political Affairs
- §21.408 Right To Join or Not To Join Professional Association
- §21.409 Leave Of Absence for Temporary Disability
- §21.415 Employment Contracts

Subchapter J – Staff Development

- X §21.451 Staff Development Requirements
- §21.452 Developmental Leaves of Absence
- X §21.458 Mentors

Chapter 22 – School District Employees and Volunteers

Subchapter A – Rights, Duties, and Benefits

- §22.001 Salary Deductions for Professional Dues
- §22.002 Assignment, Transfer, or Pledge of Compensation
- §22.003 Minimum Personal Leave Program
- §22.006 Discrimination Based on Jury Service Prohibited
- §22.007 Incentives for Early Retirement
- §22.011 Requiring or Coercing Employees to Make Charitable Contributions

Chapter 25 – Admission, Transfer, and Attendance

Subchapter C – Operation of Schools and School Attendance

- X §25.081(e) Operation of Schools

- X §25.082(a) School Day
- X §25.0811 First Day of Instruction
- X §25.0812 Last Day of School
- §25.083 School Day Interruptions
- X §25.092 Minimum Attendance for Class Credit or Final Grade

Subchapter D – Student/Teacher Ratios; Class Size

- X §25.111 Student/Teacher Ratios
- X §25.112 Class Size
- X §25.113 Notice of Class Size
- §25.114 Student/Teacher Ratios in Physical Education Classes; Class Size

Chapter 37 – Discipline; Law and Order

Subchapter A – Alternative Setting for Behavior Management

- X §37.0012 Designation of Campus Behavior Coordinator
- §37.002 Removal by Teacher
- X §37.007 Expulsion for Serious Offenses (specifically §37.007(c))
- X §37.008 (7) Disciplinary Alternative Education Programs

Chapter 44 –Fiscal Management

Subchapter B – Purchases; Contracts

- §44.031 Purchasing Contracts
- §44.0331 Management Fees Under Certain Cooperative Purchasing Contracts
- §44.0352 Competitive Sealed Proposals
- §44.042 Preference to Texas and United States Products
- §44.043 Right To Work
- §44.047 Purchase or Lease of Automated External Defibrillator

Subchapter Z – Miscellaneous Provisions

- §44.901 Energy Savings Performance Contracts
- §44.902 Long-Range Energy Plan to Reduce Consumption of Electric Energy
- §44.903 Energy-Efficient Light Bulbs in Instructional Facilities
- §44.908 Expenditure of Local Funds

Chapter 45 – School District Funds

Subchapter G – School District Depositories

- §45.205 Term of Contract
- §45.206 Bid Or Request for Proposal Notices; Bid and Proposal Forms
- §45.207 Award of Contract
- §45.208 Depository Contract; Bond
- §45.209 Investment of District Funds

Other

Please list any additional exemption required for your Innovation District Plan:

- X §21.202 (Probationary Contract Required)
- X §25.036 District Transfer Policy
- X §28.004 Local School Health Advisory Council and Health Education Instruction

