

**CLEAR CREEK INDEPENDENT SCHOOL DISTRICT
DRAFT 4**

District of Innovation and Exemptions from Provisions of the Texas Education Code

This plan is specific to the exemptions as outlined. House Bill 1842, Section 4, passed in the 84th Texas Legislative Session, provides an opportunity for Texas public school districts to modify state requirements at the local level to better meet the needs of the students served, in order for each student to develop his or her unique talents and interests. As a District of Innovation, Clear Creek ISD (CCISD) will be able to implement the CCISD Strategic Plan with the increased flexibility and the freedom necessary to personalize learning and ensure each student is prepared to assume the role as a productive citizen.

The Clear Creek Independent School District Strategic Plan is focused on meeting the needs and aspirations of each student. Initially developed by a diverse group of thirty teachers, administrators, parents, and school board trustees, the strategic plan has been shaped by over 1,000 teachers, parents, and community members to embody the hopes and dreams for the future. House Bill 1842 and the subsequent Texas Education Code, Subchapter 12A provide CCISD an opportunity to deepen the strategic plan in all aspects of district operations.

The foundational components of the CCISD Strategic Plan are as follows:

Mission Statement:

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

Beliefs

- We believe that people flourish only in a culture based on integrity.
- We believe that today's experiences are as valuable as tomorrow's opportunities.
- We believe that one's heartfelt passion creates limitless possibilities.
- We believe that trust is built on what we do, not just what we say.
- We believe that shared responsibility is essential to community success.
- We believe that each person bears the responsibility to create his or her future.
- We believe that each person possesses unique talents and creative ability.
- We believe that everyone deserves to be physically and emotionally safe.
- We believe that relationships are critical to meaningful teaching and learning.
- We believe that respect for diversity strengthens community.
- We believe that the measure of any community is the success of its children.
- We believe that each person deserves compassion and respect.

Objectives:

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning goals.
- Each student actively enriches and advances his or her community and greater society.

Strategies

- I. We will inspire learning through an array of personalized opportunities and experiences.
- II. We will provide support to meet the needs and aspirations of each student.
- III. We will ensure safe and nurturing learning environments.
- IV. We will ensure each student understands and is prepared to assume his or her role as a productive citizen.
- V. We will broaden and strengthen connections within our communities.
- VI. We will ensure mutual understanding and support through effective communication.
- VII. We will build capacity for organizational change.

Action Plans by Strategy and Timeline

STRATEGY I

We will inspire learning through an array of personalized opportunities and experiences.

Year 1	Year 2	Year 3	Year 4	Year 5	Action Plans
X					1. Curriculum and flexible scheduling that support student choice and personalized learning.
		X			2. Project based learning with appropriate assessment tools.

STRATEGY II

We will provide support to meet the needs and aspirations of each student.

Year 1	Year 2	Year 3	Year 4	Year 5	Action Plans
		X			1. Student mentorship opportunities at all levels.
X					2. A systematic approach for instructional and behavioral supports for each student.
		X			3. A process to ensure consistent enrichment opportunities for each student.

STRATEGY III

We will ensure safe and nurturing learning environments.

Year 1	Year 2	Year 3	Year 4	Year 5	Action Plans
X					1. Consistent district procedures for visitors on campus.
X					2. Consistent district procedures for student arrival and dismissal.
	X				3. An intentional culture of school safety.
	X				4. A Common Behavior Framework to focus on the social and emotional well-being of all students and staff.

X					5. Consistent training and drills for crisis response.
---	--	--	--	--	--

STRATEGY IV

We will ensure each student understands and is prepared to assume his or her role as a productive citizen.

Year 1	Year 2	Year 3	Year 4	Year 5	Action Plans
		X			1. Students develop the necessary character traits to apply themselves in any situation.
			X		2. A future-ready culture that fosters career exploration for grades 4-12 at all schools.
X					3. Effective use of technology while learning at school, home, and in the community.
X					4. Responsible use of technology while learning at school, home, and in the community.
		X			5. Internship opportunities that are strategically aligned to all endorsement areas for secondary students working with business and corporations.
	X				6. Experiential learning opportunities designed to address effective communication and interpersonal skills in the classroom and beyond.

STRATEGY V

We will broaden and strengthen connections within our communities.

Year 1	Year 2	Year 3	Year 4	Year 5	Action Plans
			X		1. Engaged patrons.
X					2. Processes that develop and maintain meaningful relationships within PK-12 communities.
			X		3. Processes that match needs and resources to maximize community partnerships supporting students and the district.
			X		4. Service opportunities for all students to give back to the community.

STRATEGY VI**We will ensure mutual understanding and support through effective communication.**

Year 1	Year 2	Year 3	Year 4	Year 5	Action Plans
	X				1. A comprehensive communication plan inclusive of all stakeholders.
	X				2. Improved internal communication for all employees.
X					3. Resources to increase parent awareness of campus and district information.
		X			4. Resources to increase parent ability to support their children academically.

STRATEGY VII**We will build capacity for organizational change.**

Year 1	Year 2	Year 3	Year 4	Year 5	Action Plans
		X			1. A professional learning plan that provides varied and flexible opportunities.
			X		2. Enhanced employee mentorship programs.
		X			3. A district-wide system of Professional Learning Communities (PLC).
	X				4. Time and opportunities for job embedded professional learning.
	X				5. Reception, creation, and exploration of innovation.
		X			6. Leadership opportunities for all employees of CCISD.
X					7. An instructional coaching model to facilitate the building of teacher capacity.

On September 26, 2016, the CCISD Board of Trustees appointed the District Education Improvement Committee Planning Sub-Committee to serve as the District of Innovation District Advisory Committee (“Committee”) comprised of diverse leaders representing a cross-section of the District’s stakeholders including teachers, campus professionals, parents, and administrators. The Committee met on September 29, 2016; October 6, 2016; and October 13, 2016, to discuss and draft the Local Innovation Plan.

II. TERM

The term of the Plan is for five years, beginning November 28, 2016 and ending November 28, 2021, unless terminated or amended earlier by the CCISD Board of Trustees in accordance with the law. If, within the term of this Plan, other areas of operations are to be considered for flexibility as part of Texas Education Code, Subchapter 12A, the CCISD Board of Trustees will nominate a new committee to consider and propose additional exemptions in the form of an amendment. Any amendment adopted by the Board will adhere to the same term as the original plan. The District will not implement two separate plans at any one time.

Under Texas Education Code, Subchapter 12A, districts may identify certain requirements imposed by the Texas Education Code (TEC) “that inhibit the goals of the plan and from which the district should be exempted on adoption of the plan. . .” Because CCISD’s Strategic Plan and its local Innovation Plan are comprehensive and impact areas in the TEC, and because CCISD seeks to maximize local control of educational decisions for each student, CCISD seeks exemption from the following provisions of the TEC:

First Day of Instruction

Texas Education Code §25.0811

Currently

The first day of school may not be held prior to the fourth Monday of August.

Texas Education Code §25.0811

FIRST DAY OF INSTRUCTION. (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. A school district may:

- (1) begin instruction for students for a school year before the fourth Monday in August if the district operates a year-round system under Section [25.084](#); or
- (2) begin instruction for students for a school year on or after the first Monday in August at a campus or at not more than 20 percent of the campuses in the district if:
 - (A) the district has a student enrollment of 190,000 or more;
 - (B) the district at the beginning of the school year provides, financed with local funds, days of instruction for students at the campus or at each of the multiple campuses, in addition to the minimum number of days of instruction required under Section [25.081](#);
 - (C) the campus or each of the multiple campuses are undergoing comprehensive reform, as determined by the board of trustees of the district; and
 - (D) a majority of the students at the campus or at each of the multiple campuses are educationally disadvantaged.

(b) Notwithstanding Subsection (a), a school district that does not offer each grade level from kindergarten through grade 12 and whose prospective or former students generally attend school in another state for the grade levels the district does not offer may start school on any date permitted under Subsection (a) or the law of the other state.

Proposed

Determining a school district calendar that best meets the needs of students, families, and teachers is one of the most basic forms of local control. Annually, members of the District Education Improvement Committee (DEIC) develop draft calendars, gather feedback from each school community, and conduct a community vote. Exemption from the first day of instruction mandate may enable CCISD to begin the school year on an abbreviated week, easing the transition for students entering kindergarten, intermediate school, and high school. This added measure of flexibility will provide an element of autonomy and local control that has been long absent from the collaborative decision-making processes within the Clear Creek ISD. As part of the CCISD Local Innovation Plan, draft calendars will continue to be developed, shared, and feedback gathered from members of the CCISD school communities. Additionally, the District Education Improvement Committee will fully examine all input before making a final recommendation to the Superintendent. The CCISD Board of Trustees is committed to examining and carefully considering all input.

First Day of Instruction Action Steps

#	<i>ACTION STEPS</i>
1.	Form DEIC calendar subcommittee meeting at first DEIC meeting; calendar process and timeline discussed
2.	Develop sample calendars based upon established district calendar planning assumptions, including historic holiday preferences and flexibility
3.	Share annual calendar development process and information with district and campus leaders. Participate in the regional district meeting with San Jacinto College to review other area district and college calendars
4.	Convene DEIC Calendar Subcommittee meeting and meet regularly until draft calendars are developed
5.	Solicit campus input and preferences for calendar choices
6.	Share potential draft calendar options at regular DEIC Meeting; share a minimum of three final calendar proposals
7.	Deliver calendar proposals to the campus principals and members of the Department of Curriculum and Instruction
8.	Notify the staff of the online vote for calendar preference
9.	Request that each CIIC review calendars and reach consensus on the “calendar of choice” for that campus
10.	Post calendars online for community and staff voting
11.	Submit calendar choice form at DEIC Meeting for each campus calendar recommendation
12.	Reach consensus at DEIC for final calendar recommendation that best meets the needs of students, families, teachers and employees
13.	Recommend final calendar choice to Superintendent to be presented to the Board of Trustees

Minimum Minutes of Instruction, School Day

Texas Education Code §25.081, Texas Education Code §25.082(a)

Currently

House Bill (HB) 2610, passed by the 84th Texas Legislature, amended the Texas Education Code (TEC), §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 allowed schools to add minutes as necessary to compensate for 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 currently used by the elementary schools and intermediate schools. Additionally, Texas Education Code §25.082(a) requires that each school day be at least seven hours long including intermissions.

Historically, CCISD has had eight late arrival days for high school teachers to engage in professional learning collaboration. In addition, the calendar has allowed for ten professional learning days for teachers, dispersed throughout the year. Finally, this change to minimum minutes per day has adversely impacted the District's ability to offer Pre-Kindergarten to eligible students in morning and afternoon sessions. The District was granted a one-time waiver for the 2016-2017 school year to continue to offer half-day sessions that fall below the 210 minutes for each half-day session. The implementation of this new minute requirement will prevent the District from serving all students eligible for Pre-Kindergarten if a waiver is not granted in the future.

Texas Education Code §25.081

OPERATION OF SCHOOLS. (a) Except as authorized under Subsection (b) of this section, Section 25.084, or Section 29.0821, for each school year each school district must operate so that the district provides for at least 75,600 minutes of instruction, including intermissions and recesses, for students.

(b) The commissioner may approve the instruction of students for fewer than the number of minutes required under Subsection (a) if disaster, flood, extreme weather conditions, fuel curtailment, or another calamity causes the closing of schools.

(c) If the commissioner does not approve reduced instruction time under Subsection (b), a school district may add additional minutes to the end of the district's normal school hours as necessary to compensate for minutes of instruction lost due to school closures caused by disaster, flood, extreme weather conditions, fuel curtailment, or another calamity.

(d) The commissioner may adopt rules for the application, on the basis of the minimum minutes of instruction required by Subsection (a), of any provision of this title that refers to a minimum number of days of instruction under this section.

(e) For purposes of this code, a reference to a day of instruction means 420 minutes of instruction.

Texas Education Code §25.082(a)

SCHOOL DAY. (a) A school day shall be at least seven hours each day, including intermissions and recesses.

Proposed

The flexibility to adjust minutes of instruction within a designated school day will assist with personalizing learning to better meet student needs. This flexibility 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 continue to offer Pre-Kindergarten to the maximum number of eligible students through half-day sessions.

As a component of the annual school district calendar development process, CCISD will carefully analyze the needs of students and employees to determine which dates should be modified. Modification to the length of certain dates will be recommended when there is a clearly identified purpose, such as professional learning, focused on meeting the needs of students and employees. It is recommended that future DEIC calendar sub-committees fully explore the flexibility found within this exemption by reviewing the current practice of modifying the length of school days and fully consider options that will provide the maximum benefits to students, teachers, and families. The action steps listed below represent the calendar development process which allows for input from all areas of the school district:

Minimum Minutes of Instruction Action Steps

#	<i>ACTION STEPS</i>
1.	Convene DEIC Calendar Subcommittee meeting and meet regularly until draft calendars are developed
2.	Solicit campus input and preferences for calendar choices
3.	Discuss needed lengths of days to best meet student and professional learning needs in the DEIC Calendar Subcommittee
4.	Recommend abbreviated for each draft calendar option presented
5.	Complete the calendar adoption process
6.	Monitor and evaluate the use of abbreviated or extended days
7.	Make annual recommendations for improvement based on student performance data

Minimum Attendance for Class Credit or Final Grade

Texas Education Code §25.083(b), Texas Education Code §25.092

Currently

State law currently requires students attend class 90% of the school days the class is offered in order to earn credit. The law currently requires the District to award class credit to students based on "seat time" rather than based on demonstrated mastery of the learning.

Texas Education Code §25.083

SCHOOL DAY INTERRUPTIONS. (b) The board of trustees of each school district shall adopt and strictly enforce a policy limiting the removal of students from class for remedial tutoring or test preparation. A district may not remove a student from a regularly scheduled class for remedial tutoring or test preparation if, as a result of the removal, the student would miss more than 10 percent of the school days on which the class is offered, unless the student's parent or another person standing in parental relation to the student provides to the district written consent for removal from class for such purpose.

Texas Education Code §25.092

MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE. (a) Except as provided by this section, a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

(a-1) A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered may be given credit or a final grade for the class if the student completes a plan approved by the school's principal that provides for the student to meet the instructional requirements of the class. A student under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit or a final grade under this subsection without the consent of the judge presiding over the student's case.

(a-2) Subsection (a) does not apply to a student who receives credit by examination for a class as provided by Section [28.023](#).

(b) The board of trustees of each school district shall appoint one or more attendance committees to hear petitions for class credit or a final grade by students who are in attendance fewer than the number of days required under Subsection (a) and have not earned class credit or a final grade under Subsection (a-1). Classroom teachers shall comprise a majority of the membership of the committee. A committee may give class credit or a final grade to a student because of extenuating circumstances. Each board of trustees shall establish guidelines to determine what constitutes extenuating circumstances and shall adopt policies establishing alternative ways for students to make up work or regain credit or a final grade lost because of absences. The alternative ways must include at least one option that does not require a student to pay a fee authorized under Section [11.158\(a\)\(15\)](#). A certified public school employee may not be assigned additional instructional duties as a result of this section outside of the regular workday unless the employee is compensated for the duties at a reasonable rate of pay.

(c) A member of an attendance committee is not personally liable for any act or omission arising out of duties as a member of an attendance committee.

(d) If a student is denied credit or a final grade for a class by an attendance committee, the student may appeal the decision to the board of trustees. The decision of the board may be appealed by trial de novo to the district court of the county in which the school district's central administrative office is located.

(e) This section does not affect the provision of Section [25.087\(b\)](#) regarding a student's excused absence from school to observe religious holy days.

(f) The availability of the option developed under Subsection (b) must be substantially the same as the availability of the educational program developed under Section 11.158(a)(15).

Proposed

The Minimum Attendance for Class Credit or Final Grade requirement is also referred to as the 90% rule. This requirement is an arbitrary percentage, where school districts award credit based on seat time rather than demonstrated mastery of the learning. The Local Innovation Plan would maintain a minimum attendance percentage for traditional classes, while allowing for flexibility in students demonstrating mastery of content through an innovative system and a more flexible pace.

CCISD will develop new systems for each student to demonstrate mastery. This exemption supports Strategy I of the CCISD Strategic Plan that states: “We will inspire learning through an array of personalized opportunities and experiences.”

Minimum Attendance for Class Credit or Final Grade Action Steps

#	<i>ACTION STEPS</i>
1.	Convene a representative committee to develop specific systems for innovative approaches to earning course credits.
2.	Examine different formats and instructional strategies, such as online coursework, blended coursework, dual enrollment, early college, performance tasks, community based learning, independent study, mentorships, and credit recovery for optimum student engagement
3.	Examine opportunities for students to demonstrate mastery of content-specific standards at all grade levels as practicable
4.	Design curriculum which allows flexibility in time, space, and pacing as well as the integration of performance tasks, including technology integration at every grade level
5.	Build a district-wide interactive database, connected to curriculum objectives, including technology TEKS required for every grade level, of lessons/activities, including rating and feedback forms
6.	Provide appropriate staffing to monitor and facilitate appropriate subject-based acceleration and personalized learning, considering learning styles and preferences
7.	Provide professional learning for teachers in the implementation of personalized learning tools and strategies
8.	Monitor student performance and make annual adjustments to improve

Student/Teacher Ratios and Class Size

Texas Education Code §25.111, Texas Education Code §25.112, Texas Education Code §25.113

Currently

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. These waivers requests have not been rejected by TEA. 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.

Texas Education Code §25.111

STUDENT/TEACHER RATIOS. Except as provided by Section 25.112, each school district must employ a sufficient number of teachers certified under Subchapter B, Chapter 21, to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance.

Texas Education Code §25.112

CLASS SIZE. (a) Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class. That limitation does not apply during:

- (1) any 12-week period of the school year selected by the district, in the case of a district whose average daily attendance is adjusted under Section 42.005(c); or
 - (2) the last 12 weeks of any school year in the case of any other district.
- (b) Not later than the 30th day after the first day of the 12-week period for which a district whose average daily attendance is adjusted under Section 42.005(c) is claiming an exemption under Subsection (a), the district shall notify the commissioner in writing that the district is claiming an exemption for the period stated in the notice.
- (c) In determining the number of students to enroll in any class, a school district shall consider the subject to be taught, the teaching methodology to be used, and any need for individual instruction.
- (d) On application of a school district, the commissioner may except the district from the limit in Subsection (a) if the commissioner finds the limit works an undue hardship on the district. An exception expires at the end of the school year for which it is granted.
- (e) A school district seeking an exception under Subsection (d) shall notify the commissioner and apply for the exception not later than the later of:
- (1) October 1; or
 - (2) the 30th day after the first school day the district exceeds the limit in Subsection (a).
- (f) If a school district repeatedly fails to comply with this section, the commissioner may take any appropriate action authorized to be taken by the commissioner under Section 39.131.
- (g) Expired.

Texas Education Code §25.113

NOTICE OF CLASS SIZE. (a) A campus or district that is granted an exception under Section 25.112(d) from class size limits shall provide written notice of the exception to the parent or person standing in parental relation to each student affected by the exception. The notice must be in conspicuous bold or underlined print and:

- (1) specify the class for which an exception from the limit imposed by Section 25.112(a) was granted;

- (2) state the number of children in the class for which the exception was granted; and
 - (3) be included in a regular mailing or other communication from the campus or district, such as information sent home with students.
- (b) The notice required by Subsection (a) must be provided not later than the 31st day after:
- (1) the first day of the school year; or
 - (2) the date the exception is granted, if the exception is granted after the beginning of the school year.

Proposed

CCISD continues to grow, adding 500 to 700 new students each year. With this growth in student enrollment, CCISD remains committed to meeting the needs of each student. Because of the nature of student enrollment growth, it is necessary to apply for class size waivers despite the fact that new staff are assigned to campuses with highest projected growth. CCISD believes that class size plays a positive role in the classroom, but this must be balanced with the timing of adding the best qualified teaching candidates.

As part of the CCISD Local Innovation Plan, the District will maintain the 22:1 student to teacher ratio in Kindergarten through 4th grades and will continue to follow the process of thoughtful planning, assignment of teachers to the schools with growing student enrollment, reviewing staffing ratios, and making decisions in the best interests of students while taking into consideration the financial capacity of the District. In the event that class sizes exceeds the 22:1 ratio, in Kindergarten – 4th grade, a TEA waiver will not be necessary, but the Superintendent will submit a request to the Board of Trustees for approval. Additionally, parents will be informed of all efforts relative to class size. This exemption provides CCISD local control over class size ratios, without the unnecessary step of seeking a waiver from the Texas Education Agency.

Student Teacher Ratios and Class Size Action Steps

#	<i>ACTION STEPS</i>
1.	Survey campus enrollment, staffing ratios, and class sizes at the beginning of each school year and monitor throughout
2.	Reassign available staff to relieve classrooms with student enrollments exceeding 22:1
3.	Assign substitute and paraprofessional staff to support students and teachers
4.	Review campus enrollment, staffing ratios and class sizes with the Superintendent
5.	Review staffing ratios to determine if additional staff can be hired and if the timing of a new hire is in the best interests of students
6.	Seek approval from the CCISD Board of Trustees for approval for classes exceeding 22:1
7.	Notify parents of class sizes exceeding 22:1 and explain plans to meet student needs

District-Level Planning and Decision-Making

Texas Education Code §11.252

Currently

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.

Texas Education Code § 11.252

DISTRICT-LEVEL PLANNING AND DECISION-MAKING.

(a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators adopted under Sections 39.053(c)(1)-(4). The district improvement plan must include provisions for:

- (1) a comprehensive needs assessment addressing district student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29;
- (2) measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment;
- (3) strategies for improvement of student performance that include:
 - (A) instructional methods for addressing the needs of student groups not achieving their full potential;
 - (B) methods for addressing the needs of students for special programs, including:
 - (i) suicide prevention programs, in accordance with Subchapter O-1, Chapter 161, Health and Safety Code, which includes a parental or guardian notification procedure;
 - (ii) conflict resolution programs;
 - (iii) violence prevention programs; and
 - (iv) dyslexia treatment programs;
 - (C) dropout reduction;
 - (D) integration of technology in instructional and administrative programs;
 - (E) discipline management;
 - (F) staff development for professional staff of the district;
 - (G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and
 - (H) accelerated education;
- (4) strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

- (A) higher education admissions and financial aid opportunities;
 - (B) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56;
 - (C) the need for students to make informed curriculum choices to be prepared for success beyond high school; and
 - (D) sources of information on higher education admissions and financial aid;
- (5) resources needed to implement identified strategies;
 - (6) staff responsible for ensuring the accomplishment of each strategy;
 - (7) timelines for ongoing monitoring of the implementation of each improvement strategy;
 - (8) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance; and
 - (9) the policy under Section 38.0041 addressing sexual abuse and other maltreatment of children.
- (b) A district's plan for the improvement of student performance is not filed with the agency, but the district must make the plan available to the agency on request.
- (c) In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan.
- (d) At least every two years, each district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.
- (d-1) Expired.
- (e) The district-level committee established under Section 11.251 shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives. District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. This section does not create a new cause of action or require collective bargaining.
- (f) A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.

Proposed

CCISD 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:

District Level Planning and Decision-Making Action Steps

#	<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.	Develop annual plans 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 the Community Based Accountability System

Campus-Level Planning and Decision-Making

Texas Education Code §11.253

Currently

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.

Texas Education Code §11.253

CAMPUS PLANNING AND SITE-BASED DECISION-MAKING. (a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students.

(b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections 11.251(b)-(e).

(c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the achievement indicators adopted under Sections 39.053(c)(1)-(4) and any other appropriate performance measures for special needs populations.

(d) Each campus improvement plan must:

- (1) assess the academic achievement for each student in the school using the achievement indicator system as described by Section 39.053;
- (2) set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Subchapter A, Chapter 29;
- (3) identify how the campus goals will be met for each student;
- (4) determine the resources needed to implement the plan;
- (5) identify staff needed to implement the plan;
- (6) set timelines for reaching the goals;
- (7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;
- (8) include goals and methods for violence prevention and intervention on campus;
- (9) provide for a program to encourage parental involvement at the campus; and
- (10) if the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - (A) student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - (B) student academic performance data;
 - (C) student attendance rates;
 - (D) the percentage of students who are educationally disadvantaged;
 - (E) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and
 - (F) any other indicator recommended by the local school health advisory council.

(e) In accordance with the administrative procedures established under Section 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting,

curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs.

(f) This section does not create a new cause of action or require collective bargaining.

(g) Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

(h) A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

Proposed

CCISD 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:

#	<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.	Develop annual plans for improvement through the CIIC 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

High School Diploma and Certificate/Course Sequence

Texas Education Code §28.025(b-2)

Currently

Action by the 83rd Session of the Texas Legislature and the rule-making authority of the Texas State Board of Education imposed pre-requisite requirements for high school students taking English IV. Effective August 2016, all students entering high school in the 2014-2015 school year are required to take English I, II, and III, prior to taking English IV. This is an unnecessary and problematic requirement that adversely impacts students seeking to recover credit and graduate in a timely manner or those students seeking to accelerate their high school program to graduate early.

HIGH SCHOOL DIPLOMA AND CERTIFICATE. (b-2) In adopting rules under Subsection (b-1), the State Board of Education shall provide for a student to comply with the curriculum requirements for an advanced English course under Subsection (b-1)(1) taken after successful completion of English I, English II, and English III.

Proposed

Consistent with the CCISD Strategic Plan, students will be able to enroll in courses that meet their needs, selected graduation plans and endorsements. Students and their parents will annually review their course selections and determine which courses and which course sequences best meet the needs of each student. Annual guidance will be provided to students and their parents regarding course selections and timing of courses based on graduation plans and endorsements, without the limitations of unnecessary prerequisite course requirements.

Action Plan for the CCISD Course Sequence

#	<i>ACTION STEPS</i>
1.	Initiate high school course selection.
2.	Review graduation plans and endorsement selections of each student.
3.	Assist students and parents in making course selections that meet the individual needs of each student leading to high school graduation and college or career readiness.

Assessment Program

Texas Education Code §39.022

Currently

“Assessment should inform accountability, but the present practice of one-shot, high-stakes assessment has failed the test.” (*Creating a New Vision for Public Education in Texas*, p 2). The State of Texas Assessment of Academic Readiness (STAAR) does not meet the needs of students, families, and teachers. The STAAR and standardized assessments, in general, are designed to rank students. Under this design there will always be students who are rated below average, average, or above average. This assessment design flies in the face of the persistent myth that if students and teachers work harder they can improve on STAAR. Regardless of the amount of effort put forth to learn and teach, there will always be students who fail to meet the minimum performance standard on STAAR. STAAR does not measure student learning or measure the mastery of the Texas Essential Knowledge and Skills (TEKS), but rather tests a limited portion of TEKS inconsistently each year.

If these concerns were not enough, the latest STAAR implementation during the 2015-2016 school year was an even greater cause for concern. The current assessment contractor for STAAR, the Educational Testing Service (ETS), did not provide reliable deliveries of confidential student testing materials, routinely erred in the scoring of student answer documents, and was unable to adequately support the implementation of the entire STAAR testing processes. STAAR can no longer be viewed as a reliable measure of student learning in CCISD and Texas.

Texas Education Code § 39.022

ASSESSMENT PROGRAM. The State Board of Education by rule shall create and implement a statewide assessment program that is knowledge- and skills-based to ensure school accountability for student achievement that achieves the goals provided under Section 4.002. After adopting rules under this section, the State Board of Education shall consider the importance of maintaining stability in the statewide assessment program when adopting any subsequent modification of the rules.

Proposed

“For assessment to be of any value, it must move from the present “autopsy” model to one that more resembles a “daily check-up,” which continuously identifies student strengths, interests, motivations, accomplishments, and other information necessary so that teachers can design the learning experiences that will best meet each student’s needs” (*Creating a New Vision for Public Education in Texas*, p 2).

“Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers so that more customized learning experiences may be provided in a timely way. Well-conceived and well-designed assessments should also be used to reveal to parents, the school, the District, and the community to which the desired learning is occurring and what schools are doing to continuously improve” (*Creating A New Vision for Public Education in Texas*, p 19). CCISD believes in accountability and seeks a reliable student assessment system that is meaningful to students, parents, teachers, and the community. Through the CCISD Local Innovation Plan the STAAR will be replaced by assessment instruments that report student growth over time.

Students in grades three through eight will be administered interim assessments, such as the Measures of Academic Progress (MAP) or similar assessments, in mathematics and reading

three times throughout the school year. These assessments will be administered to each student, to document and inform the individualized learning plans for each student. The advantages of interim assessments are to measure the growth of each student over time regardless of on, above, or below grade level performance, engage students and families in goal-setting, and inform instruction using valid, reliable, and real-time data. A science assessment instrument will be identified and implemented at the elementary, intermediate, and high school levels. This assessment approach is consistent with the Every Student Succeeds Act (ESSA).

Students at the high school level will demonstrate college or career readiness in English Language Arts, Algebra I, and Biology through one or more of the following assessment instruments: Advanced Placement test; an SAT Subject Test, a Preliminary SAT, a preliminary ACT, or successful completion of subject specific courses in dual credit or Advanced Placement, or an appropriate career readiness assessment.

Action Plan for the CCISD Assessment Program

#	<i>ACTION STEPS</i>
1.	Form a local assessment committee to review available assessments that can be used to support learning, inform teachers, and provide meaningful information for students and their parents.
2.	Instruct the committee to use these assessment system characteristics as a guide: (a) assessment of only a modest number of high-import curricular aims; (b) provision of clear descriptions of each assessed curricular aim; (c) inclusion of enough items to measure each student's mastery of each assessed curricular aim; and (d) creation and distribution of resources to support teachers' use of the formative assessment process
3.	Recommend assessments to Board of Trustees for consideration.
4.	Develop the calendar for local assessments and distribution of reports.
5.	Provide professional learning for all teaching staff on using assessment results for personalizing student learning.
6.	Communicate assessment changes to parents and the community explaining the reasons for the change and the benefits.
7.	Refine the Community Based Accountability System to include local assessments to be used in place of state assessments.
8.	Expand the assessment system to include artifacts of student learning to be presented, collected, and stored to demonstrate mastery of standards
9.	Administer assessments at designated times throughout the school year.
10.	Report student performance on assessments to students, parents, and teachers confidentially reporting individual strengths and weaknesses.
11.	Provide campus level and district level reports of performance on assessments to community.
12.	Provide campus level and district level reports of performance on assessments to the Texas Education Agency.