

Campbell Independent School District District of Innovation Plan

Utilizing HB 1842, passed during the 84th Legislative Session, Campbell ISD will gain more local control in several areas outlined in this plan. HB 1842 allows traditional public schools to have some of the same flexibility that public open enrollment charter schools have through local decision-making. Campbell ISD will use this opportunity to design plans based on the needs of our students and community.

The CISD District of Innovation plan will span five years, beginning February 16, 2017 and ending February 16, 2022. The plan may be amended at any time as recommended by the committee and approved by the CISD Board of Trustees.

The District of Innovation Plan Committee includes the following:

Mark Keahey	Superintendent
Crystal Shirley	Business Manager
Stephenia Erwin	Elementary Principal
James Daugherty	Secondary Principal
Jamey McPherson	Elementary Teacher
Doyle Long	Secondary Teacher
Christy Andrzejewski	Parent
John Spradling	Paris Junior College
Dr. Mark Reid	Texas A&M University – Commerce

The District of Innovation Plan provides an avenue for the Campbell ISD to make decisions in certain areas that will ultimately have a positive and lasting effect on the students and serve the best interests of the community.

Areas addressed in the plan on the following pages include:

- Educator Certification
- Teacher Contracts
- First and Last Day of School
- Class Size
- Designation of Campus Behavior Coordinator

Timeline

Thursday, November 17, 2016, Board Room

6:00pm Special Board Meeting

- Board of Trustees consider resolution to hold a public meeting to discuss the possibility of using HB 1842 to develop a District of Innovation plan

6:10pm Public Hearing

- Public hearing to explain and discuss the possibility of becoming a District of Innovation

6:30pm Regular Board Meeting

- Consider the pursuit of a District of Innovation plan
- Name the District of Innovation plan committee

Wednesday, December 14, 2016, Board Room

2:00pm, Initial meeting of the District of Innovation Committee

Thursday, January 5, 2017, Board Room

4:00pm, 2nd meeting of the District of Innovation Committee

Tuesday, January 10, 2017 – February 16, 2017

8:00am, Post the District of Innovation plan on district website (minimum 30 days)

Thursday, January 19, 2017, Board Room

6:30pm, Regular Board Meeting

- Announce posting and discuss District of Innovation plan

Thursday, February 16, 2017, Board Room

2:00pm, 3rd meeting of the DOI Committee including Public Meeting on DOI plan

4:00pm, District Site Base Committee Meeting

Thursday, February 16, 2017, Board Room

6:30pm, Regular Board Meeting

- Consider action on the District of Innovation plan

Friday, February 17, 2017

- Notification to Commissioner of Education by letter

The Plan

I. Educator Certification

(TEC 21.002, TEC 21.003, TEC 21.053, TEC 21.057, DK LEGAL, DK LOCAL, DK EXHIBIT)

Challenge

Campbell ISD works to deliver scheduling and course offerings that provide variety as well as college and career preparation. In doing so, as a small district, there are struggles with budgetary limitations and locating educators who are certified in enough areas to provide the variety of course offerings our students deserve.

The current certification requirements inhibit the District's ability to hire professionals with industry experience to teach Career and Technical Education (CTE) and Science, Technology, Engineering, Arts, and Mathematics (STEM) courses.

TEC Code Implications

TEC 21.003 requires that a person may not be employed as a teacher by a school district unless the person holds an appropriate certification 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 of Educator Certification.

Innovative Strategy

Decisions of certification will be handled locally. For grades 6-12, in all subjects except Special Education and ESL/Bilingual, the campus principal may submit to the superintendent a request for a local certification that will allow a certified teacher to teach one subject in a related field for which he/she is not certified. For non-CTE courses, the standard by which subjects are considered "related" to the teachers' field of certification are outlined below. This list is taken from Federal law that was enacted by NCLB.

Related Field Standard

- **English** – Reading, Speech, Journalism, and any other course accepted by SBOE for graduation credit in English
- **Reading/Language Arts** – English, Speech, and Journalism
- **History** – Geography, Government, Economics, Political Science, and any other course accepted by SBOE for graduation credit in History.
- **Economics** – Government, History, Geography, Political Science, and any other course accepted by SBOE for graduation credit in Economics.
- **Geography** – History, Economics, Government, Political Science, and any other course accepted by SBOE for graduation credit in Geography.
- **Civics and Government** – History, Economics, Geography, Political Science, and any other course accepted by SBOE for graduation credit in Civics or Government.

- **Science** – Life Sciences, Physical Sciences, Biology, Earth Science, Life/Earth Science, Physics, Chemistry, and any other course accepted by SBOE for graduation credit in Science.
- **Arts** – Art, Music, Theatre Arts, Dance, and any other course accepted by SBOE for graduation credit in Fine Arts.
- **Mathematics** – Engineering, Statistics, Accounting, and any other course accepted by SBOE for graduation credit.

The district will establish local qualification requirements for CTE and STEM courses in lieu of the requirements set forth in law. Flexibility to establish its own CTE and STEM certification requirements affords the district the following advantages: 1) Industry professionals to teach specialized courses, 2) Greater number of CTE and STEM course offerings resulting in more opportunities for students, 3) Realistic requirements for professionals transitioning from industry to teaching, and 4) Ability to employ part-time professionals to teach CTE and STEM courses. Individuals seeking local certification in CTE and/or STEM subject areas will be required to demonstrate knowledge and proficiency in the subject areas of interest. Knowledge and proficiency may be demonstrated by documenting industry/professional certifications and/or successful industry work experience.

The principal will specify in writing the reason for the request and document what credentials the individual possesses that would qualify the individual to teach the proposed subject. The superintendent will act on each request and report this action to the Board of Trustees at the first board meeting following the approved assignment.

Activities for Success

To assist the teacher that holds the enacted local certificate, lesson plans for the uncertified teacher will be created in partnership with certified teachers in the same field, whenever possible. Said teachers will have access to Education Service Center Curriculum Specialist for planning assistance. The educators holding local certifications will also be encouraged and offered opportunities to network with teachers in other districts for the purpose of planning. Locally certified CTE and STEM teachers, who are otherwise not certified teachers, will be provided training in instructional delivery methods, classroom management, meeting the needs of special needs students, lesson planning, and understanding the Texas Essential Knowledge and Skills.

II. Teacher Contracts (TEC 21.102(b), DCA LEGAL)

Challenge #1

Teacher quality is a direct reflection of student success. Student performance on required assessments is not always available until after the district makes recommendations for teacher contract renewals. The law, TEC 21.102(b), does not allow sufficient time to evaluate a teacher's effectiveness as related to student outcomes on state assessments.

TEC Code Implications

TEC 21.102(b) specifies that an experienced teacher new to a district cannot have a probationary contract period that exceeds one year if the person has been employed as a teacher in public education for at least five of the previous eight years. In TEC Subchapter C Probationary Contracts, Section 21.101, “teacher” is defined as a “principal, supervisor, classroom teacher, school counselor, or other full-time professional employee who is required to hold a certificate issued under Subchapter B, or a nurse.”

Innovative Strategy

Campbell ISD will offer one year probationary contracts for up to two years for experienced teachers, new to the district that have been employed as a teacher in public education for at least five of the last eight years. Most commonly for Campbell ISD, “teachers” will encompass the positions of principal, classroom teacher, school counselor, and school nurse.

Challenge #2

A large number of individuals experienced in CTE areas have the knowledge and experience to teach high school students in particular trades. However, it is often difficult to find these individuals who are also certified educators. Campbell ISD desires to offer a variety of opportunities for students to gain career ready skills through Career and Technical Education course work leading to certifications and employment.

Innovative Strategy

The district will award Chapter 21, full-time or part-time contracts to locally certified individuals who are hired to teach CTE or STEM subjects.

Activities for Success

Campbell ISD will notify educators new to the district, with experience as described above, that they will be on a probationary contract for up to two years. They will be aware that student performance will be reviewed when the Board of Trustees is considering contract renewals. Supervisors will have the option to request the “experienced teacher” be offered a term contract after only one year on a probationary contract.

III. First and Last Day of School (TEC 25.0811, EB LEGAL)

Challenge

Campbell ISD allows the District Site Based Decision Making Committee to make suggestions for planning the annual school calendar and recommendations for calendar choices on which the district staff votes. Historically, the preference has been for the calendar to be set for the first semester to be completed prior to the Christmas break. It is also desirable for the fall and spring semesters to be as equal in length as possible to allow semester-long or one-half credit courses to have ample time for students to master the Texas Essential Knowledge and Skills of each course. Without the ability to start school earlier than allowable by law, the public school year often overlaps with the beginning of the college

summer session. Students desiring to enroll in summer college courses, which begin in early June, would have that ability.

Maximizing instructional time prior to state assessments, allocating time for appropriate planning, and managing student focus and behavior are each affected by the school calendar.

TEC Code Implications

TEC 25.0811 states that a school district may not begin instruction for students for a school year before the fourth Monday in August. The TEC allows no flexibility in the design of annual calendars to fit the needs of the community or the wishes of the local Site Based Decision Making Committee and local Board of Trustees, both comprised of local citizens and representing the interests of the community.

Innovation Strategy

Campbell ISD, with input from the Site Based Decision Making Committee and approval of the Board of Trustees, will set the school start date in a manner that is considered best for students and preferred by stakeholders.

In order to allow for more effective planning time and to curb student burn out and misconduct, the district will consider extended breaks at appropriate intervals.

As long as the state requires a defined number of minutes of instruction for the year, Campbell ISD will measure the daily instructional time from the first bell to the last bell which is currently 465 minutes during a full day and 255 minutes per day on early release days.

Activities for Success

The following will be considered annually when setting the school calendar: aligning the start date with community and parent needs, increasing student attendance, balancing instructional time between the semesters, maximizing instructional time prior to state assessments, aligning with college semesters, and meeting community needs and wishes.

IV. Class Size

(TEC 25.111, 25.112, 25.113, EEB LEGAL)

Challenge

Occasionally, Campbell ISD class size in Kindergarten – Fourth Grade may exceed the 22:1 student to teacher ratio. The challenges related to class size include:

- Timing for the waiver application process and parent notification is challenging.
- Revenue limitations impede the hiring of additional professional staff.
- The mobility rate within our district causes the ratio to be compromised and then once the waiver process is complete, the ratio may rapidly come back into compliance.

TEC Code Implications

TEC 25.112 requires Kindergarten – Fourth Grade classes to be kept at a 22:1 student to teacher ratio. When a class exceeds this limit, the district's Board of

Trustees must approve a request for a waiver within 30 days after the class size was exceeded. A waiver request must be filed with the Commissioner of the Texas Education Agency.

Besides the waiver, it is required that a letter be sent home to each parent in the section that exceeds the 22:1 ratio informing them the waiver has been submitted.

Innovation Strategy

Campbell ISD will attempt to keep class sizes in Kindergarten – Fourth Grade at or below the 22:1 student to teacher ratio required by law. However, the district reserves the right to exceed the 22:1 ratio. The superintendent will report to the Board of Trustees when the ratio exceeds 22:1 and parents will be notified when the ratio reaches 25:1.

Activities for Success

The district commits to providing support staff to assist students and teachers in classrooms exceeding the 22:1 ratio. The district will also consider hiring additional professional staff when the 25:1 ratio is reached. Both the campus administrator and the teacher must approve a class ratio exceeding 25:1.

V. Designation of Campus Behavior Coordinator (TEC 37.0012)

Challenge

The Campbell ISD elementary and secondary campuses are located in a common facility where both of the principals, the student services coordinator, and the school counselor are located. In this setting, it is beneficial for each of these staff members to work with the social and emotional development of the students, which includes changed behavior through disciplinary action.

TEC Code Implications

TEC 37.0012 restricts local decision making by requiring one person to be designated as the Campus Behavior Coordinator. This requirement limits the campuses from allowing the person most suitable to address the children's needs to make disciplinary decisions.

Innovation Strategy

Campbell ISD will not name one campus behavior coordinator per campus. Rather, the district will allow decisions to be made based on the needs of the individual student and situation to determine the most appropriate professional staff member to work with the student to promote social and emotional growth.

Activities for Success

Campus principals will guide this process by having frequent discussions about appropriate disciplinary decisions and procedures. The focus will remain on the social and emotional learning of the students. Staff members will also be provided training opportunities to ensure successful implementation of disciplinary techniques. Also, assignments to the Disciplinary Alternative Education Program will remain the responsibility of the campus principal.