



M | **DISTRICT** *of* **INNOVATION**
PLAN

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Local Innovation Plan Advisory Committee Members

NAME	RELATIONSHIP TO MISD
Dr. André D. Spencer	Superintendent
Dr. Tajah M. Gross	Chief Equitable Innovation Officer
Angel Vidal	Chief Communications Officer
Rebecca Lott	Director, Partnerships and Wellness
Alejandro Gongora	Chief Academic Officer
Dr. Christopher Harvey	Interim Principal, Manor Senior High School
Janessa Trebatoski	TCHAT, Community Partner
Michael Perkins	Chief Schools Officer
Kendra Strange	Breakthrough-Community Partner
Sharon Vigil	Community in Schools-Community Partner
Dr. Bethany Logan	Director, Fine Arts
Becky Rivera	Coordinator, Partnerships and Wellness
Mayra Hernandez	Coordinator, Manor Mentor
Frank Ramirez	Principal, Manor New Tech High School
Michele McKinley	Executive Director, Special Programs
Ramon Diaz	Coordinator, Parent Engagement
Cleota Epps	Chief Human Capital Officer
Brandon Powell	Principal, Manor High School
Dr. Marcus Jones	Principal, Manor Middle School

Introduction

In the summer of 2015, the 84th Texas Legislature passed HB 1842, allowing public school districts to become Districts of Innovation and to gain exemption from certain provisions of the Texas Education Code. On Monday, April 18, 2016, the Manor ISD Board of Trustees unanimously passed a resolution to consider developing a Local Innovation Plan (LIP). At that time, the main driver for pursuing such a designation was to modify the school calendar so that all staff could engage in targeted professional development throughout the school year. The Local Innovation Plan that follows was initially developed and renewed to support innovation, equity and access to high quality A and B-rated school campuses

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

On July 14, 2016, the Manor ISD Board of Trustees took action to notify TEA of its intent to vote on adoption of a Local Innovation Plan. The following day, the draft LIP was posted on the district website for public comment. After 30 days, the comments were collected and sent to the District Advisory Team.

On August 15, 2016, the District Advisory Team met to discuss the public comments and provide their own feedback on the LIP. After careful review, the District Advisory Team took action to approve the LIP as it is written in this document. The Board of Trustees then approved the plan that evening at their regular board meeting.

Manor ISD will seek an additional renewal of the plan aligned to school actions to ensure all scholars receive equitable access to high quality A and B-rated schools. During the month of May, the draft LIP was posted on the district website for public comment. After 30 days, the comments were collected and sent to the District Advisory Team.

On May 20, 2021, IGNITE Manor ISD was the official launch to MISD Community Forums to discuss and share the Local Innovation Plan, goals for each specific category, and to engage stakeholders in an overview of exemptions that will be leveraged to take bold actions to expand school choice options and develop a talent pipeline of teacher and principal leaders. Another community forum was held on May 27, 2021 as an additional opportunity for school and community stakeholder engagement to further seek feedback, insights, and input. On June 21, 2021, the MISD Board of Trustees unanimously approved the renewal of the MISD Local Innovation Plan

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

Areas of Innovation

During the District Innovation Strand planning sessions, the items that members and community partners provided insight, collaboration and development of goals and action steps in the plan were classified into seven categories:

- Innovative Curriculum Design
- Innovative Instructional Models & Scheduling
- Innovative School Governance and Student Choice
- Parental Engagement
- Collaborative Community Partnerships
- Innovative Professional Learning Systems
- Alternative Teacher Certification Pathways & Talent Pipeline
- Evaluation Systems and Appraisals for School Leadership

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



Innovative Curriculum

Goal Statement:

With a diverse population of learners that continues to grow each year, the district seeks to expand its course offerings so that all students can get a head start on the path to the future that they desire, whether that be through dual-credit coursework, work-study programs, or an expanded vocational track.

Action Steps	Timelines	Responsible Division/Dept.	Resources/Links/Tools	Measure for Success/Progress
Develop Innovative courses beyond the TEA approved list to increase scholar access to unique learning opportunities that are board approved	Annually	Chief Academic Officer(CAO)	Scholar Innovative Course Survey	Scholar Innovative Course survey response Expansion of Course Guide

				% of scholars that select innovation courses during choice process
Integrate Study Abroad opportunities into core academic program for scholars	Annually	Chief Academic Officer(CAO)	Study Abroad Educational Research and Grant Funding	Study Abroad Program pilot developed
Develop partnerships and alliances with universities outside of Texas for Dual Enrollment, Course and Credit opportunities	Annually	Chief Academic Officer(CAO)	Course of Studies for each College/University	Articulation agreements in place

Instructional Methods

Goal Statement:

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

Action Steps	Timelines	Responsible Division/Dept.	Resources/Links/Tools	Measure for Success/Progress
Establish STEM, Tech Prep, and other innovative curriculum models to personalize learning and instruction	2021-2026	Chief Schools Officer (CSO) Chief Academic Officer(CAO) Chief Equitable Innovation Officer (CEIO)	Systems of Great Schools Resources	List of potential partners
Develop partnerships and/or articulation agreements with colleges and universities outside of Texas for Dual Credit enrollment to include virtual college certification course and degree programs	2021-2026	Chief Academic Officer(CAO) Chief Schools Officer (CSO)	Systems of Great Schools Resources	



Governance of Campuses

Goal Statement:

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

Action Steps	Timelines	Responsible Division/Dept.	Resources/Links/Tools	Measure for Success/Progress
Create the District of Innovation (DOI) calendar to explore extended school year options and to designate sections for design of innovative curriculum	Annually	Chief Schools Officer (CSO), Chief Academic Officer(CAO), Chief Equitable Innovation Officer (CEIO)	School Effectiveness Framework	DOI calendar created
Create flexible scheduling options to personalize learning for every scholar(i.e. evening courses outside of the traditional school day hours)	Annually	Chief Academic Officer(CAO) Chief Equitable Innovation Officer (CEIO)	System of Great Schools Framework	Flexible Master Scheduling configurations
Collaborate with school action partners and organizations to support the design of innovative school instructional models to expand school choice options (i.e. Cyber Schools, All	Annually	Chief Academic Officer(CAO) Chief Equitable Innovation Officer (CEIO)	System of Great Schools Framework Annual Portfolio Plan	Increase in the number of seats at A/B rated school campuses

School)				
Develop Innovative Leadership Academy training for school leadership teams	2021-2026	Chief Academic Officer(CAO) Chief Schools Officer (CSO) Chief Equitable Innovation Officer (CEIO)	NISL	Innovative Leadership Academy Initiated
Implement Scholar Based Budgeting Model	2021-2026	Chief Financial Officer Chief Equitable Innovation Officer (CEIO)	Budget Process and Guidance	Board Approved Budget



Parental Involvement

Goal Statement:

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

Action Steps	Timelines	Responsible Division/Dept.	Resources/Links/Tools	Measure for Success/Progress
Provide supplemental parent, family, and community outreach in the form of professional learning, community /school events, and family literacy services to increase family/school partnerships and student achievement.	Annually	State/Federal Programs Department Parent Engagement Department	Communication Department. Links to Parent Engagement Workshops Calendar and Events.	Adequate Data recording for parent participation promoting student achievement.
Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate	Annually	CEIO Consultants Parent Engagement Coordinator	Parent Involvement Action Network ESC Region 13 ESC Region 16	Clearly define roles and support for Parent Liaisons Gather input from Parents, Faculty, and

with, and work with parents as equal partners utilizing the Harvard Parent Institute framework.			Harvard University Parent Institute	staff.
Title 1 A Components Two meetings will be held in the first semester with families to inform them about Title I requirements and as well as the family engagement programs. Parents will help develop Campus Title 1 Compact.	Annually	CEIO Parent Engagement Coordinator Principals Parent Liaison Campus Parents	Title 1 Federal Guidelines	All Title 1 Campuses will be in compliance for the 2021-22 Academic School Year.
Create a Parent Engagement Survey. Administer a Whole Child Survey.	2021-2023	Chief Communications Officer The Whole Child Director Parent Engagement Coordinator Parent Liaisons	Standard Survey in collaboration with Region 13 districts with modifications.	Identify strengths and growth opportunities. Survey results will be reviewed, goals set, and develop components for CIP and DIP in relation to the Whole Child.



Community Participation

Goal Statement:

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

Action Steps	Timelines	Responsible Division/Dept.	Resources/Links/Tools	Measure for Success/Progress
<p>Examine current parent and stakeholder engagement survey instruments</p> <p>Redesign a parent and community survey which aligns with the adopted strategic goals and initiatives.</p> <p>Review feedback, identify needs, and prioritize areas of growth and for opportunities</p> <p>Disseminate plans to address parent and community needs and priorities.</p>	<p>Annually</p> <p>2022-23</p> <p>Two times a year (TBD)</p> <p>Two times a year (TBD)</p>	<p>Communications Division</p>	<p>Google Surveys</p>	<p>Survey Results</p>
<p>Host Superintendent Stakeholder Advisory Council Meetings to disseminate information about strategic initiatives and provide timely information to garner input, and to identify</p>	<p>Annually</p>	<p>Superintendent</p> <p>Communications Department</p> <p>Cabinet Members</p>	<p>Campus Improvement Plan</p>	<p>Minutes and follow up on feedback</p>

opportunities to cultivate strong partnerships.				
Design Community Partnership Model to coordinate school-community partnerships and bridge communication with leadership teams, specialized instructional support personnel, parents, families and members of the community.	2021-2022	The Whole Child Department Parent Engagement Coordinator Parent Liaisons GEAR UP Coordinators AVID Leaders Social Workers Counselors	Community Schools Model Asset Community Mapping- Philip Tyrone	Community Schools Model in place
Schedule Superintendent Focus Groups with the following stakeholders: <ul style="list-style-type: none"> • Parents • Employees • Students (Elem, Middle, High School) • Community Partners 	Quarterly	Superintendent Chief Communications Officer		Input from participants Survey feedback Following meetings

Exemptions Sought from the Texas Education Code

Once feedback was collected, Local Innovation Plan (LIP) Advisory committee members reviewed the subchapters of the Texas Education Code and determined which codes would inhibit the implementation of the desired components of the plan. On June 21, 2021, the Board of Trustees will take action to seek the District of Innovation designation for Manor ISD including the following Texas Education Code exemptions.

School Uniforms - §11.162

§11.162 Relief from code § 11.162 allows the district to establish and apply consistent and equitable uniform practices to support a conducive learning environment, along with a positive climate and culture.

Teacher Certification - §21.003, §21.044, §21.053

Goal Statement:

In order to increase the amount of course offerings and expand high quality school options and create innovative instructional methods, the district will need flexibility in the area of teacher certification requirements, which are governed by §21.003, §21.044, and §21.053. In lieu of these requirements, the district will establish its own local qualification procedures. Freedom from the latter requirements will make it possible to hire certified industry professionals, change in career professionals and postsecondary faculty instructors not TEA certified to develop a more diversified candidate pool to teach dual-credit, STEAM, and vocational/CTE courses, thereby increasing the number of students able to receive access to high quality instruction from leading industry experts.

Action Steps	Timelines	Responsible Division/Dept.	Resources/Links/Tools	Measure for Success/Progress
Create an exception for Middle School Teachers teaching Pre-Advanced Placement High School courses	On-going	Chief Human Capital Officer	Proposed language for teacher exceptions	Approved Teacher Exceptions; Increase in teacher/talent pipeline
Create an exemption (local certification plan) to hire career and/or industry certified leaders for Career Vocational /CTE, and/or dual enrollment course options, etc.	On-going	Chief Human Capital Officer	Proposed language for teacher exceptions	Approved Teacher Exceptions; Increase in teacher/talent pipeline

Appraisal and Professional Development System for Principals - §21.3541

§21.3541 Relief from code §25.3541 would provide flexibility in adjusting the currently implemented T-PESS appraisal systems to specifically address student performance and growth measures closely aligned with district student achievement outcomes. Additionally, the district intends to personalize the T-PESS rubric to be more aligned to school leader roles, responsibilities, performance expectations and reflective leadership practices.

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

Goal Statement:

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

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

§21.451 prescribes staff development requirements. The district seeks relief from this provision's oversight by the campus-level committee established under §11.253 so that staff training can remain flexible and responsive to emerging data, transition to newly adopted curriculum and assessments, and implementation of high quality instructional materials.

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

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

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

§25.0812 states the last day of school should not be scheduled prior to May 15. The district seeks relief from this section to expand equitable access for students to participate in study abroad programs, academic enrichment, and other advanced learning opportunities to meet the diverse academic needs of all scholars.

Action Steps	Timelines	Responsible Division/Dept.	Resources/Links/Tools	Measure for Success/Progress
Provide targeted days for cycles of Data Driven Instruction(DDI) integrated into yearly academic calendars	Annually	Chief Academic Officer(CAO)	School Effectiveness Framework	Board Approved Academic Calendar

Minimum Attendance for Class Credit or Final Grade - §25.092

Goal Statement:

If the district is to be able to implement innovative instructional methods such as virtual classrooms, blended learning, and work study opportunities, it will need an exemption from the 90% “seat time” attendance rule as set forth in §25.092. Relief from this Section will also inhibit barriers for students who need flexible schedules to meet core academic, work based learning, internship, dual enrollment matriculation course requirements at community colleges/universities and other career technology industry certification scheduling requirements. Additionally, this exception would allow for the expansion of accelerated course offerings in nontraditional hybrid or blended learning instructional models. Students would also receive access to participation in community based internships and community service opportunities would allow for students to receive hands.

Action Steps	Timelines	Responsible Division/Dept.	Resources/Links/Tools	Measure for Success/Progress
Identify internship opportunities and dual career pathway and endorsement programs and aligned partnerships	Annually	Career Technology Education (CTE) Department Chief Schools Officer (CSO) Chief Academic Officer(CAO)	CCMR Framework	Partnership agreements with industry partners that align with each endorsement pathway
Identify Work Based Learning Coordinator (WBL) to serve as liaisons between students and industry	2022-2023	Career Technology Education (CTE) Department Chief Schools Officer (CSO)	CCMR Framework	Modifications to job descriptions

partners		Chief Academic Officer(CAO)		
Create performance and success criteria for MISD Work Based Learning (WBL) Work Study Program	2022-2023	Career Technology Education (CTE)Department Chief Schools Officer (CSO)	CCMR Framework	Signed expectations document by student interns /industry partners
Evaluate career technology program pathways and adjust/expand programs of study accordingly	Ongoing	Career Technology Education (CTE) Department Guidance & Counseling Department Chief Academic Officer(CAO)	CCMR Framework	Career Technology Pathway Program evaluation

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

Relief from codes §25.111, §25.112, §25.113, and §25.114 will provide extensive opportunities for innovative instructional methods at all grade levels. §25.111 requires districts to maintain an average student-teacher ratio of at most 20:1 in average daily attendance (§25.114 prescribes a 45:1 student-teacher ratio limit for physical education).

However, in order to implement lecture-style instructional courses, large-group physical education classes such as yoga, or flexible project-based learning groupings, the district would need to exceed the ratios at certain campuses, particularly at the new Senior High School.

§25.112 sets a limit of 22 students per kindergarten through fourth grade classroom. While it's often cited that small class sizes improve academic performance, school campuses implementing project-based learning, design thinking, project lead the way and other instructional models utilize small group instruction, which is also a key driver of improved learning outcomes. An exemption from the 22 student limit will allow for more students to access rigorous instructional programs and methodologies. Additionally, class sizes can be organized so that student groups who need specialized learning, such as English Language Learners and Special Needs learners, receive access to a reduced student/teacher ratio; remaining classrooms would absorb the other students. Exemption from §25.113 is sought as it pertains to §25.112.

Behavior Management - §37.0012

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

Goal Statement:

Action Steps	Timelines	Responsible Division/Dept.	Resources/Links/Tools	Measure for Success/Progress
Build structures that promote supportive adult-student and peer-peer quality connective relationships.	2022-2023	Chief Equitable Innovation Officer (CEIO) Truancy Department	https://casel.org/wp-content/uploads/2020/07/SEL-RQADMAP.pdf	Each MISD student will have a secure-base adult that will make contact with them each week.
Establish a tiered Positive Behavior Intervention System (PBIS)	2022-2023	Chief Equitable Innovation Officer Chief Schools Officer (CSO) Chief Academic Officer(CAO) The Whole Child Department	https://tier.tea.texas.gov/about	Completion of a district-wide PBIS Tier 1 framework to be implemented at all campuses.
Develop and Implement a new Specialized Instruction Framework designed to meet the needs of all scholars receiving specialized services	2022-2023	Chief Equitable Innovation Officer Special Populations Department		Reduction in disproportionality in disciplinary placements for special education students and African American males in special education