

DISTRICT OF INNOVATION COMMITTEE MEETINGS

Fort Bend ISD

The goal of the District of Innovation Committee is to develop a local innovation plan in accordance with Section 12A.003 of the Texas Education Code. The following guide is intended to facilitate productive and focused conversations at three committee meetings that result in a plan to present to the Fort Bend ISD community that is aligned with Fort Bend ISD’s Mission, Vision, and the Board’s Core Beliefs and Commitments.

Meeting 4: Wednesday, January 18, 2017

Provide committee members with review about Design Process and Teams; provide committee with an opportunity to provide formative theme-based guidance; provide committee members with an opportunity to engage as subcommittees focused on the continued development of themes.

Task	Notes
<ul style="list-style-type: none"> • Welcome • Complete Sprint to Solutions process • Finalize subcommittee proposals to be considered for the Local Innovation Plan • Subcommittee proposal presentations • Form Local Innovation Plan Writing Development Team • Next steps to prepare for Academic Advisory Committee presentation on Feb. 8, 2017 • 30-Day public comment period <p>Board consideration in March 2017</p>	<ul style="list-style-type: none"> • Dr. Shelby McIntosh, from K12 Insight, facilitated the meeting with Debbie Esterak present to serve as Legal Counsel. Ginger Carrabine and Beth Martinez, district staff, continued to serve as facilitators and resources for the committee. • Local Innovation subcommittees finalized and presented proposals to be considered as part of the Local Innovation Plan as well as potential exemptions for the plan. • Four subcommittees presented proposals to the Local Innovation Committee. • Subcommittee 1 presented information related to: <ul style="list-style-type: none"> • Reducing class size resulting in a smaller teacher to student ratio and considering creating a model that differs based on non-Title One schools, Title One schools, elementary, middle school and high school. • Lessening restrictions surrounding student absence notes such as increasing the ease of submission by accepting electronic submissions of excuse notes and working with students with extenuating circumstances. • Increasing online learning opportunities for students while considering

becoming an accredited Online Learning District.

- The subcommittee shared that their information was not necessarily related to an exemption for the Local Innovation Plan, but rather to be shared with district staff for consideration and potential use with district policy, procedures, and strategic planning.
- Feedback and questions from other committee members included cost to the district if we reduced class size and they asked about funding sources that could be used at this time and in the future. Additionally, committee members discussed the challenges that some campuses have regarding attracting and retaining staff. Regarding the online learning opportunities, the group agreed that this would be a viable alternative to the brick and mortar setting and some students need a non-traditional means of satisfying graduation requirements. Concerns included costs associated with technology, equity and access, application procedures, and staffing implications to monitor instruction.
- **Subcommittee 2** shared information specific to:
 - Creating an instructional school calendar conducive to balanced instructional days for each semester.
 - Providing flexibility in allowing FBISD to choose its own first day of school resulting in opportunities for more consistent course instruction.
 - Making decisions in the best interest of students regarding the end of the school year as some high school students are pursuing post-secondary education and need to take college level course work during the summer.
 - Allowing for more professional development opportunities for teachers which supports the district goal to develop and retain effective teachers that inspire learning.
 - Including teacher work days at the end of the nine week terms to allow opportunities for grading, report cards, lesson planning, etc.
 - Providing transition/orientation time for students transitioning from pre-kindergarten to kindergarten, grade 5 to grade 6, and grade 8 to grade 9 to allow the students to become familiar with the school, establish routines and receive support as necessary to be prepared for academic success.
 - Questions and discussion among the group surrounded the school calendar and school day, the current difficulty for students and teachers with fewer instructional days in the first semester and the end of the school year with respect to the problems students encounter while trying to enroll in summer college coursework. The group also discussed the need to improve professional development opportunities for staff while providing more campus autonomy. Finally, a lengthy discussion occurred about the need for some type of transition time for students. Group members shared that the

traditional orientation is not enough for some students to acclimate. Questions were asked about how a campus would provide staff and support for students reporting to school earlier for the transition period. The group agreed that the district would have to review the matter.

- **Subcommittee 3** presented the following:
 - Teacher certification- At times the district has difficulty filling certain teacher positions, especially for Career and Technical Education (CTE) courses, and there was a need for flexibility with CTE teacher certification requirements.
 - Length of class times and variations of bell schedules (master schedules)- provide opportunities for schools to have more discretion according to the needs of their students.
 - Minimum attendance requirements- allow opportunities for opting out of these requirements for class credit or final grade while considering online learning, blended learning, accelerated learning, and other non-traditional ways of meeting the needs of all students.
 - Professional Development- provide differentiated professional development for teachers while considering the needs of the students/campuses and using student data to inform decisions for professional learning.
 - Feedback from the group included discussion around online learning and being cautious as some students do not fit the profile of an online learner as they need face-to-face instruction and support from the teacher to ensure mastery of the content. Group members shared that many students would benefit from online learning, especially for accelerated instruction and for some who would benefit from flexible schedules. Comments about professional development included the need to make it more relevant and to allow campuses to differentiate training and to let teachers decide how many hours they needed which resulted in questions and concerns about the need to have minimum standards to ensure consistency with teacher training.
- **Subcommittee 4** presented the following:
 - The need for career pathways to address the challenge of attracting and retaining effective teachers. By developing career pathways, such as a standard or enhanced pathway, the teachers could have more choice with professional development and their roles and responsibilities at the campus.
 - Consideration of requiring teachers to have a certain number of hours in the subject that they teach to ensure adequate content knowledge.
 - Improve the mentoring program to provide adequate support for classroom teachers, especially first and second year teachers.
 - Review teacher salary and consider incentives.
 - Opportunity for a district alternative teacher certification program allowing the district to partner with industry and community professionals resulting in

	<p>highly skilled business and industry employees to become certified to teach.</p> <ul style="list-style-type: none"> • Improve remote and online learning opportunities for students by including a qualified monitor in the classroom for students. • Determine ways to encourage parents to support parent teacher organizations. • The subcommittee reported that their recommendations were not directly related to an exemption and may not be included in the Local Innovation Plan but the group wanted district staff to consider the information for strategic planning, policy, and regulations. • Discussion and questions surrounded the need to include rigorous criteria to ensure teachers have adequate training and support for content knowledge. Further, discussion occurred about the difficulty some students have with remote learning and the need to improve the practice for the students and teachers. The subcommittee wants the District to review the possibility of career pathways, teacher appraisals and the mentoring program. <ul style="list-style-type: none"> • Subcommittees discussed the proposals and determined that some recommendations would not be part of the Local Innovation Plan because they were not directly related to the exemptions, but would be shared with District staff to be considered for future policies or regulations. Additionally, the subcommittee members asked that all of the information presented be considered for strategic planning and shared as applicable with department and campus leaders for consideration. • The Writing Development Team subcommittee was formed and members include: <ul style="list-style-type: none"> • Kristin Adams, Mandy Antolini, Chris Hill, Glenda Macal, Karrie Washenfelder, • Alternates: Qaisar Q Iman, Walter Benavides • Facilitators: <ul style="list-style-type: none"> • FBISD Staff-Ginger Carrabine and Beth Martinez • Debbie Esterak (Legal Counsel) • The Writing Development Team meeting was scheduled for January 20, 2017 to discuss writing the draft Local Innovation Plan based on the Local Innovation Committee subcommittee proposals and committee discussions.