



ELGIN ISD

ONE TOWN • ONE TEAM • ONE FAMILY



District of Innovation Plan
2021-2026

ELGIN ISD GRADUATE PROFILE



VISION
 Elgin ISD
 changes lives.

MISSION
 Elgin ISD ensures a high quality education that
 guarantees a life changing experience for all.



Reach

for College, Career and Military Readiness Skills practiced in Elgin ISD!



ELEMENTARY SCHOOL: LEARNING ABOUT WORK

All Elgin ISD scholars are engaged in CAREER AWARENESS learning activities that guide them to reach for the next level in their pathway to lifelong success

Pre-K/Kindergarten	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE
Identify different careers in the community	Identify a career of a family member or friend, what he/she likes about the job	Explain connection between school, college and career	Identify skills, strengths and how they apply to school success	Research, describe a possible career choice
Identify reasons people work and choose a career	Identify "tools" used in different professions	Explain career and choose an example in the community	Explain the importance of school & how higher education connects to interests and hobbies	Write about what each student needs to achieve college & career goals
Participate in Career Connected Field Trips	Identify a college of a family member or friend	Identify the value of work	Participate in project-based community connections	Write a letter to a local business or organization to learn more about that career
	Learn to volunteer and contribute to community			

INTERMEDIATE & MIDDLE SCHOOL: LEARNING FOR WORK

College and Career Pathways lessons inspire scholars at every age to identify and pursue their own strengths and passions through CAREER EXPLORATION

5TH GRADE	6TH GRADE	7TH GRADE	8TH GRADE
Apply college, career tools	Determine career prospects through interest and aptitude inventories	Participate in multiple interest and career inventories	Apply GPA to the application process for various colleges and universities
Understand personal strengths & interests	Explain interests and aptitudes in relation to career interests	Use results to select colleges, careers, and/or military branches	Determine career fit, begin four-year high school personal graduation plan
Identify career pathways that allow fulfillment of goals	Type a research paper about career interests (using sources)	Explore requirements for Early College and P-TECH plans	Attend Elgin Career Day at EHS
Complete a career interest survey		Understand High School Graduation Requirements including calculating GPA	Take the PSAT 8/9 and the TSI Reading, Writing and Math tests for early awareness of strengths and

HIGH SCHOOL: LEARNING THROUGH WORK

Scholars build necessary skills to graduate prepared to pursue a personalized path to achieve success through CAREER PREPARATION & TRAINING



9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Verify Personal Graduation Plan with Parents and Counselor based on personal career interests	Learn the college and career application process in Elgin ISD's Go Center	Participate in Work Based Learning Opportunities	Participate in Work Based Learning Opportunities
Consider Early College and P-TECH FREE College graduation plans	Explore FAFSA and the financial aid process	Articulate plans in relation to college, trade/vocational schools, military, and/or career plans	Apply for FAFSA in November of your Senior year
Prepare and take the TSI Math and the Reading and Writing tests if still needed	Explore post-secondary career choices based on interests and grade point tracking	Identify necessary post-secondary training and education for career	Apply to three colleges, universities, or trade schools
Explore how to choose a college or university	Volunteer in the industry	Participate in ACT/SAT Tutoring	Build skills through certification for use in career or military pursuits
		Initiate post secondary applications	



Reach!

for Age Appropriate Soft Skills Practiced in Elgin ISD!



ELEMENTARY SCHOOL: AWARENESS OF PERSONAL SOFTSKILLS

All Elgin ISD scholars are engaged in SOFTSKILL learning activities that guide them to reach for self awareness in their pathway to lifelong success

Pre-K/Kindergarten	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE
Learn basic manners and social skills	Practice respect for others	Working in collaborate teams	Practice awareness and how to act in different environments	Use goal setting strategies
Learn appropriate situational behavior	Practice sharing and taking turns	Practice communication needs and wants	Collaborate in projects and activities	Present projects, learning and ideas
	Identify different ways to ask for information	Practice taking ownership of ideas	Demonstrate how adaptability helps move learning and projects forward	Practice collaboration in teams where all participants are accountable
	Learn how to self-advocate			

INTERMEDIATE & MIDDLE SCHOOL: SOFTSKILLS PRACTICE

SOFTSKILL lessons inspire scholars at every age to identify and pursue their own strengths and passions through application of personal skills

5TH GRADE	6TH GRADE	7TH GRADE	8TH GRADE
Define and practice good citizenship	Demonstrate the appropriate use of casual and professional language	Practice using appropriate verbal, body language and dialect to demonstrate attentive listening	Identify professional dress for success
Practice presentation skills across a variety of learning situations	Practice giving and accepting feedback during personal and group learning	Demonstrate using productive professional language verbally and through writing	Practice using appropriate eye contact and how to share an effective hand-shake
Use time management strategies and skills	Present how feedback improves final products	Model personal responsibility using concepts such as good sportsmanship when winning or losing	Explore the concept of resilience and show how it produce a positive result from a negative situation
			Describe initiative and demonstrate strategies for how to use it to experience success

HIGH SCHOOL: APPLICATION OF SKILLS

Scholars APPLY necessary skills to graduate prepared to pursue a personalized path to success

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Initiate goal setting and organizational activities to promote successful work behaviors	Present a self-created multi-media presentation using appropriate tone, volume, and non-verbal skills	Practice asking proper questions for desired end results	Practice and apply interview skills
Use eye contact and appropriate voice to demonstrate the ability to deliver an oral presentation	Practice interviewing for an organization or a job	Write college application essays	Participate in work related internships
Practice healthy discourse centered around self-reliance	Demonstrate personal financial literacy through use of bank accounts, income tax forms, and online financial tools	Demonstrate appropriate leadership skills, team activities, and personal behavior	Demonstrate how to recognize and prioritize important activities versus urgent activities
		Use critical thinking to analyze or apply new learning concepts	

ELGIN INDEPENDENT SCHOOL DISTRICT

“A DISTRICT OF INNOVATION”

What Is a District of Innovation?

During the 84th Legislative Session, House Bill 1842 (also known as the “Districts of Innovation” bill) was passed by the Legislature, giving traditional independent schools most of the flexibilities available to the state’s open enrollment charter schools. Essentially, an innovation plan allows a district to exempt themselves from many of the Texas Education Code (TEC) requirements, thus gaining greater local control. To be eligible to apply for this designation, a district must have “Met Standard” on the state’s accountability system.

The idea behind Districts of Innovation (DOI) is that a local school district may want to pursue specific innovations in curriculum, instruction, parent or community involvement, discipline management, school calendar, budgeting, or other areas. The developed innovation plan is expected to be unique to each school district, allowing for local values, needs, and goals to be incorporated into the plan.

Some areas where districts can gain flexibility include, but are not limited to: school start date, minimum minutes of instruction, class size ratio, student attendance rules, teacher certification and employment contracts, teacher appraisal system, certain purchasing contract requirements, and provisions related to student discipline. Requirements that cannot be exempted as part of the innovation plan include: District Governance, PEIMS reporting, criminal history checks, curriculum and graduation requirements, bilingual education, special education, pre-K programs, state assessment and accountability requirements, financial accountability, open meetings, and public records rules.

Elgin ISD took the first step in exploring this opportunity when the Board approved a resolution initiating the process on September 19, 2016. The Board then held a public hearing on October 17, 2016, to consider whether the district should develop an innovation plan, at which time the Board decided to move forward in the process. A committee made up of the District’s Executive Cabinet, Leadership Team, and District Advisory Council was appointed to develop an innovation plan. Once completed, the plan will have to be posted on-line for at least 30 days and the District Advisory Committee will be asked to approve it before it goes back to the Board for final approval. The term of the designation as a district of innovation may not exceed 5 years.

Timeline:

September 14, 2020	Elgin ISD Superintendent met with the District Advisory Council (DAC) to inform and explain what it means to be a District of Innovation (DOI) and the process to be followed to update our DOI plan if the Board of Trustees chooses to move forward.
September 21, 2020:	Elgin ISD Board of Trustees Adopts Resolution to remain a District of Innovation.
September 24, 2020:	Elgin ISD Superintendent met with the District's Leadership Team to review the current DOI plan and reminded them what it means to be a District of Innovation and the process to be followed to update our DOI plan if the Board of Trustees chooses to move forward.
October 14, 2020:	Elgin ISD Superintendent held a ZOOM meeting where all District employees were invited to attend. The Superintendent explained what it means to be a District of Innovation and the process to be followed to update our plan if the Board of Trustees chooses to move forward.
October 19, 2020	Elgin ISD Board of Trustees Holds a Public Hearing to consider whether the district should proceed with the process to remain a District of Innovation.
October 19, 2020	Elgin ISD Board of Trustees approves the innovation committee to develop the local innovation plan. The Committee includes the district's Executive Cabinet, Leadership Team, and DAC.
Oct. 20 – Nov. 6, 2020	Begin work on the innovation plan, with contributions and participation from committee members.
November 9, 2020	Develop and synthesize innovation plan for DAC approval.
November 10, 2020	Post innovation plan for 30 days.
December 14, 2020	Present the proposed innovation plan to the Board of Trustees for final approval.

DISTRICT OF INNOVATION COMMITTEE

The following groups of people have been selected to serve on the District of Innovation Committee:

- 1) Executive Cabinet
- 2) Elgin ISD Leadership Team
- 3) District Advisory Committee

EXECUTIVE CABINET*	TITLE
Dr. Jodi Duron	Superintendent
Dr. Peter Perez	Deputy Superintendent
Dr. Shannon Luis	Assistant Superintendent for Academics
Debra George	Chief Financial Officer
Brian Page	Chief Technology Officer
Al Rodriguez	Assistant Superintendent for Human Capital

EISD LEADERSHIP TEAM	TITLE
Rainey Lann	Executive Director of Facilities and Construction
Bobby Vasquez	Director of Purchasing and Organizational Planning
Dr. Bonita Homer	Director of Special Education
Dr. Sheila Guzman	Director of Bilingual Education

Teresa Hill	Director of Program Support and Guidance
LeShell Reeves	Director of Curriculum
Caroline Johnston	ACE Program Director
Natalie Weber	Federal/State Programs Director
Deb Mahone	Grant Projects Director
Cynthia Pawelek	Director of Assessment and Accountability
Jens Anderson	Athletic Director/Head Football Coach
Rick Reyes	Elgin High School Principal
Bobby Block	Elgin ECHS/PTECH Principal
Michelle Ruthven	Phoenix High School Principal
Riza Cooper	Elgin Middle School Principal
Bobby Joe Truhill	Elgin Intermediate School Principal
Dr. Sarah Borowicz	Neidig Elementary School Principal
Amanda Phillips	Booker T. Washington Elementary School Principal
Sarah Farias	Elgin Elementary School Principal
Alejandro Guerra	Director of Transportation
Elizabeth Guajardo	Director of Food Service

DISTRICT ADVISORY COMMITTEE	TITLE
Executive Cabinet*	(See Names Above)*
Dr. Bonita Homer	Director of Special Education
Natalie Weber	Federal/State Programs Director
Sherilyn Kisamore	Administrative Assistant
April Wallace (High School)	Parent
Morgan Louvier (Elementary)	Parent
Amanda Fowler (Elementary and Intermediate)	Parent
Valerie Navejas	Parent
Amy Miller	Community Member
Rev. Samuel Blanco	Community Member
Rafael D La Paz (Family Health Center)	Business Representative
Vacant	Business Representative

DISTRICT ADVISORY COMMITTEE (CONT.)	CAMPUS
Kimberly Rodman (Teacher)	Elgin Elementary School
Rebecca Core (Teacher)	
Mary Grimm (Non-teaching Professional)	

Kristy Clowdus (Teacher)	Neidig Elementary School
Idalia Banda (Teacher)	
Steven Payne (Non-Teaching Professional)	
Adriana Hernandez (Teacher)	Booker T. Washington Elementary School
Shelbi Swenson (Teacher)	
Linda Tamez (Non-Teaching Professional)	
Sylvester Salinas (Teacher)	Elgin Intermediate School
Sara Garcia (Teacher)	
Mary Del Rosario (Non-Teaching Professional)	
Sarah Curtis (Teacher)	Elgin Middle School
Chelsea Tigert (Teacher)	
Elizabeth Hodges (Non-teaching Professional)	
Kristy Birch (Teacher)	Elgin High School
Julissa Kyle (Teacher)	
Michael Arthur (Non-teaching Professional)	
Sergio Barragan (Teacher)	Phoenix High School

The Plan:

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<p><u>21.003 Teacher Certification</u></p>	<p>The district will always first seek to hire a certified and highly qualified teacher; however, greater flexibility is needed for high-demand and hard-to-fill positions.</p> <p>Specific to CTE, HB5 and the expanded career pathways and graduation endorsements call for greater flexibility in hiring professionals in certain trades and vocations.</p> <p>Some out-of-state certified teachers are still required to complete Texas certification requirements.</p>	<p>The district will establish its own local qualification requirements for high-demand and hard-to-fill positions. Specifically:</p> <ul style="list-style-type: none"> ▪ Industry-based experts, such as Computer Science, will not be required to obtain a teaching certificate. ▪ Other high-demand or hard-to-fill positions must hold a Bachelor’s Degree and will be required to obtain a teaching certificate within three-years of their employment. The three-year period for those hired after January 1 would not start until August of that year. ▪ Any teaching positions that would typically earn a stipend would waive that stipend until certification is obtained.

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<p><u>21.102 Probationary Contracts</u></p>	<p>Probationary period may not exceed one year for an employee new to the district but who has been employed for at least five of the eight years in public education.</p>	<p>The District will have the option to extend the probationary period for an additional year to allow more time for training/support for struggling teachers before considering nonrenewal of the probationary contract or offering a term contract.</p>

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>21.404 Planning and Prep Time</u>	Currently certain grade-level teachers are required to attend PLC's after school one day per week so as not to violate the 450 minute/every two weeks planning time requirement.	Give campuses discretion to hold PLC's one day per week during the conference period versus after school. This could be a decision of the campus advisory committee.

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>21.0811 and 25.0812 First and Last Day of School</u>	Currently, state law requires that students may not start school before the 4 th Monday in August or end before May 15 th .	The District will gain local control to develop an annual calendar with flexible start and end dates that best meets the needs of the students and local community. This allows us greater opportunities to personalize learning and instructional models for students as well as offering greater flexibility for professional development that is timely and meaningful for the employee.

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>25.112 Class Size</u>	State law requires that class sizes maintain a 22:1 ratio in grades K-4.	As a growing district, it has become a yearly need to apply for a class size waiver. While maintaining the guidelines of the current law plays a positive role in the classroom, this must be balanced with logistics, space, and financial capabilities of the district. With this exemption, the district would have the flexibility and discretion, in the best interest of students, to increase class sizes of up to no more than 24 students per K-4 classrooms without filing a waiver with the state. Beyond the 24-threshold, waivers and/or additional staff (assuming funding available) would be considered.

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>21.401 Minimum Service Required</u>	Currently, state law requires that an educator employed under a 10-month contract must provide a minimum of 187 days of service. Elgin ISD increased the number of minutes per instructional day, and would like the option to reduce the number of days required for service.	The District will gain local control to reduce the number of days of service without reducing an educator's salary

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>21.458 Teacher Mentors</u>	Current state law requires that teacher mentors have three or more years of experience in the field.	This law limits the number of teachers who are allowed to serve as mentors and/or restricts teachers with exceptional skill or experience in the subject matter to support and mentor novice teachers. This is a need for EISD because of our rapid growth as a district.

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>25.092 Minimum Days of Attendance</u>	Current state law requires that students be in attendance a minimum of 90% of the school days to receive credit.	While Elgin ISD strongly believes in the value of students attending school on a daily basis, there may be other ways to allow students to show mastery of a given course despite unforeseen circumstances that caused their attendance to fall below the 90% barrier. Exemption of this provision provides for greater local control to individualize the learning needs for each student.

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>37.0012 Designation of Campus Behavior Coordinator</u>	Current state law requires that a person at each campus designate a campus behavior coordinator to notify parents of disciplinary action taken against their child.	Flexibility in this regard would allow our Assistant principals to serve in this capacity (as they have historically done) and notify parents of disciplinary actions taken against their child. A campus behavior coordinator is not necessary with the current structure of our campus organizational charts.

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>37.105 Removal of Unwanted Visitors</u>	Current state law requires that a guest (parent or visitors) attending a school event must be given a warning before he/she is ejected. Upon ejection, the guest must also be given notice of how he/she can appeal the ejection.	Elgin ISD would allow designated staff members the authority to remove parents or visitors whose behavior is deemed inappropriate without warning or written notice.

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>22.004(i) Group Health Benefits for School Employees</u>	Under state law, a school district may not make group health coverage available to its employees after the district implements the program of coverages provided under Chapter 1579 of the Texas Insurance Code. This provision allows no flexibility in the design of group health insurance benefits to fit the needs of all district employees. It also prohibits the district from procuring group health insurance benefits that may provide better coverage for its employees at a lower cost.	The District would like to maintain local control of the group health benefits allowing the district to be flexible and responsive to the needs of current and future staff.

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>21.451(b) Staff Development Requirements</u>	(a) Current law mandates that staff development for educators must be predominantly campus-based.	With the number of new to the profession and/or new to the district teachers entering Elgin ISD, there is a required “on-boarding” suite of professional development training that all new teachers to Elgin ISD must attend. Also, based on the district’s Strategic Plan, there are a number of district-wide initiatives that require training of all teaching staff. The flexibility to conduct district-wide trainings for a large number of new teachers annually and for all teachers of district-wide initiatives would allow Elgin ISD to more efficiently use its financial, human, and material resources to equip and develop a highly effective teacher workforce.

TEXAS EDUCATION CODE PROVISION	CURRENT STATE REQUIREMENT	DISTRICT RECOMMENDATION
<u>11.251-11.253 Planning and Decision Making Process</u>	(a) Current law dictates the district and campus planning and decision-making process, including the development of district and campus improvement plans as well as the configuration of such committees involved in the decision-making process.	Site-based decision-making has existed in Texas for over 30 years. The original intent of campuses and classroom teachers making informed decisions has been replaced with a list of compliance measures that have removed meaning and relevance from the district and campus decision-making process. The requirements in content and format for the district and campus improvement plans have shifted an otherwise important planning process into a bureaucratic process that detracts from the importance of thoughtful planning and implementation. Therefore, the District recommends returning Site-Based Decision Making back to the local district, providing us

		the autonomy to align our district and campus plans to the vision, mission, beliefs, goals, and relevant components of our District Strategic plan and planning process.
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