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## **Clint Local Innovation Plan**

*Finalized May 23, 2017*

*Updated July 17, 2017 with  
Recommendations from TEA*

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## Local Innovation Committee Members

Campus	Teacher	Administration	Campus Support Staff	Parents/Community
Clint High School	Armando Rueda	Garrett Ritchey		
	Nancy Brown			
Clint Junior High School	Edna Reyes	Josie Angerstein	Jasmine Gallardo	Ivonne Alvarez
	Cesar Villanueva			Elizabeth McKenzie
W. D. Surratt Elementary	Yvonne Gomez	Melissa Williams	Saul Garcia	
	Samantha Tobias			
Clint Early College Academy	Carlota Basurto	Edmond Martinez		
	Alejandra Najera			
Ricardo Estrada Middle School	Robert Zamora	David Gonzalez		Monica Zambrano
	Karla Velador			
Frank Macias Elementary	April Morton	Dawn Davis		
	Kimberly Contreras			
C. T. Welch Elementary	Elianne Gray	Margie Flores		Salvador Garcia
	Gregorio Tovar			
Horizon Middle School	Erika Alaniz	Veronica Candelaria	Ivette Gomez	
	Heather Jurado			
Desert Hills Elementary	Ana Peden	John Marin		
	Sylvia Zamora			
Horizon High School	Angie Reynoso	Annette Loomis		Leticia Arellano
	Ivan Hernandez			
East Montana Middle School	Kimberly Antwine Montes	Kristopher Johnson		
	Teresa Pena			
Mountain View High School	Josias Perez	Hilda Dominguez		Jennifer Silva
	Lesie Cordova			
Montana Vista Elementary	Teresa Veliz	Cain Castillo		Lorena Sanchez
	Janice Mendez			
Red Sands Elementary	Martha Lopez	Jaime Hernandez		
	Gladys Reza			
DAEP	Rafael Cebollero	Barbara Pena		
Horizon Community Member				Samantha Corral
CO - Mentor Program		Thomas Dean		
CO - Mentor Program		Nadia Tellez		
CO - Secondary		Holly Garza		



## Background

In the summer of 2015, the 84<sup>th</sup> Texas Legislature passed HB 1842, allowing public school districts to become *Districts of Innovation* and to gain exemptions from certain provisions of the Texas Education Code. On February 23, 2017, the Clint ISD Board of Trustees unanimously passed a resolution to consider developing a District of Innovation (DOI) Plan. Ensuring that our schools are academically successful and providing the best instruction possible for our students was the main reason for pursuing such a designation. Due to the flexibility of the process, the plan could assist the District with meeting our Vision, Mission and Goals through the local control afforded by the District of Innovation Plan.

## Mission and Vision of Clint ISD

*The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for the student to maximize personal potential.*

### Annual Goals

*The District will be a model of high standards for student academic excellence.*

The District will ensure a safe well-disciplined positive learning environment for all students.

The District will operate efficiently being fiscally responsible.

The District will become the employer of choice in order to seek and retain effective personnel.

The District will include parents, community, and business members in the education of all students.

## Innovation Plan Priorities

Superintendent Juan I. Martinez's vision is that all Clint ISD schools prepare our students to be successful beyond Clint ISD – college and career ready. The District Advisory Committee created the District of Innovation Plan to ensure the District can meet its vision and goals in addition to the areas on the state's accountability standards, enhance opportunities for students, and create additional supports for them as well. The plan that follows was developed to support innovation and initiatives that benefit students, staff, parents, and the broader community.

On March 22, 2017, a Public Hearing was held during the regularly scheduled Clint ISD Board meeting to consider whether or not Clint ISD should develop a plan for designation as a District of Innovation. With the support of the Board and Superintendent, the District Advisory Committee was formed and appointed at the April 20, 2017 Board of Trustees meeting. The members were comprised of stakeholders from across the district and community. The Committee met throughout May 2017 to discuss the components of this DOI plan and sought input from the campuses throughout the process.

Under HB 1842, District of Innovation designations and their associated District of 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 DOI Plan to be adopted by the Board. Annually, the District Cabinet will review the need for the continued exemptions.

## Areas of Innovation

During the Committee's planning sessions, the items that members wished to see reflected in the plan were categorized into the following areas:

- Innovative Curriculum
- Instructional Methods
- Teacher Appraisal
- Parental Involvement for support to include areas such as Attendance Recovery

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

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, fine arts, or an expanded career and technical offerings. The courses are only the beginning, activities for students to showcase their learning will also be expanded. Relationships and learning happen beyond the classroom and the district will create activities for students in which teachers are involved as mentors or sponsors. Connections to students will assist in the daily instructional practices of our teachers. The committee reviewed and made recommendations for attendance recovery options which also serve to help our students instructionally.

During the 2016-2017 school year, each student was given their own mobile device and teachers were trained in various aspects of using those devices in the classroom to connect to students. Evaluation of the current practices and implementation of programs such as the Google Classroom and reading intervention strategies help guide the committee. In the four core areas, innovative curriculum will continue to be adopted. Students will continue to build background knowledge with planned activities such as robotics, Science Stratosphere, Career and Tech virtual learning, and other online resources.

The 2015 Bond will also allow for a 21<sup>st</sup> Century learning focus through new construction at W.D. Surratt, C.T. Welch Elementary, Horizon High School, and Mountain View High with a 21<sup>st</sup> Century Learning focus. The District, through the District of Innovation Plan, will continue to research, adopt and implement innovative curriculum and teaching strategies which will align with the 21<sup>st</sup> Century Learning movement.

The District Committee specifically looked at ways to improve College Readiness and students who are college ready. In anticipation for the new rating system, Clint ISD campuses have already began several initiatives to ensure our campuses are innovative which include:

Student Achievement, Student Progress and Closing Student Achievement Gaps	Postsecondary Readiness	Fine Arts/21st Learning
In-School Tutoring	Attendance Data Wall	All students with Chromebooks
Saturday school Tutoring	Perfect Attendance Awards	IPads for K-2
After-School tutoring	Attendance Incentives	Laptops 3-12
Clubs (reading, math, homework etc.)	Attendance Committee	Family Engagements Nights
Jump start summer school - August Intervention Program	Parent Breakfast for perfect attendance	Beginning of Year Orientation Nights
English Language Development time	Attendance Daily Tracking	CIS outreach program
Intervention time	Mentoring Program	Google Classroom
ELT (Extended Learning Time)	Response to Intervention - One-on-one student interventions	Dance Program in All Feeder Patterns
Response to Intervention - One-on-one student interventions	Endorsement Nights	Choir in All Feeder Patterns
Professional Learning Communities - Student data review and planning	Countdown to Zero - Student Graduation Program	District Honor Band
Campus Based Leadership Team (Vertical Alignment)	College Readiness Facilitators	Parental Engagement Program District-wide
Positive Behavior Intervention Support initiatives	SAT Testing for Students	Parental Engagement on a monthly basis
Read/Write software and training for all students and teachers	Expanded Dual Credit	Gifted and Talented Expose and Showcase
1:1 initiative - Mobile Devices for All Students	Masters for the Future for Dual Credit Teachers	District Community Nights
Targeted Programs for Reading Intervention	Advanced Placement Course Offerings	Targeted Reading Intervention Software ISTATON <ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• Balanced literacy</li> <li>• Reading Progress TRACKING</li> <li>• Achieve 3000</li> <li>• Imagine Learning</li> <li>• I-Read</li> </ul>
Data Walls at All Campuses	CTE Programs - Health Science Professions	
Walk-throughs and debriefs for teacher growth	CTE Programs - VET Tech Program	
Teacher Talks	CTE Programs - Electrical Trades	
Coaching Model for Increased Rigor in the Classrooms	CTE Programs - Firefighting Program	
Instructional Rounds	SAT Word of the Day	
Grade level Tier level goals	Communities In Schools - Staff for at risk students	
District Level Instructional Support		
New Teacher Mentors		



## Instructional Methods

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. This will require teachers who are not adopting the innovative methods to attend professional development to ensure they have the pedagogy to embrace the 21<sup>st</sup> Century Learning Program. Likewise, research shows that students have a higher success rate when they form bonds with their teachers. This being said, under the District of Innovation Plan, all teachers will be asked to sponsor or participate in a mentorship program, facilitate a club, or assist with community events which will help our students. These areas would be reflected on staff evaluations with the exemptions noted in the plan. The staff evaluations will correlate to the delivery of instruction in the classroom.

## Teacher Evaluations

During the 2016-2017 school year, TEA adopted the new T-TESS evaluation system. The system has multiple steps from goal setting to the final observation in the evaluation process. Teachers who have high levels of academic success and continue to perform at high levels can be exempted from being evaluated annually. The District DOI Committee, devised procedures so that our teachers do not have to be annually appraised. Likewise, the committee was tasked with creating procedures for staff who are not improving, showing student academic success or have below standard evaluations. These procedures will not only consist of a more in-depth process, but will also place teachers on support plans as needed. The District of Innovation plan seeks exemptions in these areas.

## Parental Involvement

As the District moves toward a future of innovation and high expectations, parental involvement and investment will be critical. Initiatives which support communication to and from families, increase opportunities for volunteering, and connecting parents to instructional and community resources will be implemented. The addition of activities for students will allow for parents to become more involved as well. The Academic Calendar is an area where parent feedback is important. The District will look at producing an alternative calendar which still remains within the required 75,600 minutes, but that has a start date which does not align with the law. Furthermore, alternative measures for attendance recovery will require extensive communication and support from parents as an integral part of the procedures the committee created.

## Exemptions Sought from the Texas Education Code

Once feedback was collected, staff reviewed the subchapters of the Texas Education Code and determined which codes would inhibit the implementation of the desired components of the plan. The District Advisory Committee discussed all of the possible exemptions and the committee narrowed them to the eight listed in the plan. On July 21, 2017 the Board of Trustees will take action to seek the District of Innovation and the exemptions listed below.

## First Day of Instruction - §25.0811

The District seeks to have relief from the first day of instruction before the 4<sup>th</sup> Monday of August. The District will obtain feedback from students, staff and community members before adjusting the first day of instruction to modify the first day of school under §25.0811. The District will start school prior to the fourth Monday in August as prescribed by the process in the appendix.

### *Benefit*

The benefit of moving the first day of instruction is the calendar will align with El Paso Community College. This will enable our dual credit students at the comprehensive high schools and the Clint Early College Academy to better align their calendars with the El Paso Community College calendar than in previous years. Also, the fall semester will have more days which will balance the semesters. Students in the fall semester will have a better chance of meeting the 90% attendance law as the adjusted calendar will have more days in the fall semester and students can be absent a few more days than the previous calendar.

## Professional Development - §21.451, §21.458

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

TEC §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 newly emerging data. The District will exercise local discretion in determining the areas of need, content, duration, and frequency for professional development for its instructional and non-instructional staff.

TEC §21.458 establishes 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. The District has a district level mentor in place to support the new teachers hired. The process for District mentorship is described in the appendix.

### *Benefit*

Adopting an innovative curriculum and ensuring that teachers have the calendar, time and resources available to be trained in that curriculum will ensure our students are successful both academically and socially. The innovative curriculum and teaching styles specified in the plan

will ensure our students can be prepared as our mission statement describes.

## Minimum Attendance for Class Credit or Final Grade - §25.092

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 wish to engage in service learning opportunities in the community. The process for awarding credit is listed in the appendix.

### *Benefit*

During the 2016-2017 1:1 device initiative, our students have become accustomed to digital learning, creating projects, and working in a technology setting. The District has created Elementary, and Middle/High School alternatives for the 90% attendance rules that can be additional measures which capitalize on this learning modality. Only these approved measures will be allowed and offered to all students by the appropriate level which will enable our students to have more options to regain credits. We will have fewer students who have lost credit due to unforeseen reasons or medical issues.

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

Relief from codes §25.112, §25.113, and §25.114 will provide extensive opportunities for innovative instructional methods at all grade levels.

TEC §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, campuses implementing project-based learning utilize constant 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 this enriching instructional methodology. Additionally, class sizes can be organized so that student groups who need specialized assistance, such as English Language Learners, can have a reduced student/teacher ratio; remaining classrooms would absorb the other students. Exemption from §25.113 is sought as it pertains to §25.112. The procedures created by the District for class size waivers are described in the appendix.

### *Benefit*

The benefit for the class size waivers would be that students do not need to be moved once a new classroom has been set up due to the hiring of a teacher. Financially, resources could be allocated to other areas. The District Cabinet currently monitors the need for class size waivers and that practice would still ensure that our class ratios remain low to best support our students.

## Teacher Appraisal - §21.352

Campuses will offer innovative extra-curricular and instructional programs which will enable students to learn beyond the regular curriculum. Innovative programs such as STEM, coding, MicroSociety, robotics, and more will all be sponsored by district teachers. Likewise, campuses which receive an unsatisfactory rating from the state on the accountability standards will be placed on an improvement plan and teachers will not be allowed to have their annual appraisals waived. The ratings of the campus are directly tied to student performance and the instructional effectiveness of our teachers so it is imperative that we ensure high levels of teaching are monitored through evaluation.

The District seeks to have relief for teachers from the appraisal system under chapter §21.352 who have not shown academic success based on the District's guidelines to have an evaluation protocol specific to groups of teachers. Teachers who have shown academic success will be evaluated using a rotation system which was created by the committee. The District will create a plan which will align with the T-TESS system without implementing the full student growth module. This plan will include Student Learning Objectives and the data artifacts which would align to elementary, middle and high school. These procedures for evaluating teachers based on the aforementioned criteria are described in the appendix.

### *Benefit*

The teacher will work with their campus administrator to collaboratively develop data sources that support T-TESS goals using Student Learning Objectives, which are goals set by the teacher to drive instruction and support best practices. The goal of every teacher in Clint ISD is to show progress for all students, utilizing data to drive instruction, differentiate the curriculum, and provide appropriate intervention. The use of the Student Learning Objectives will be supported through a portfolio model which includes data artifacts. Teachers who are not showing academic success will be placed on the appropriate level of support by the administrative team.

## Appendix of Procedures for Exemptions



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**CLINT INDEPENDENT SCHOOL DISTRICT**

### **First Day of Instruction (TEC 25.0811)**

Texas Education Code Section 25.0811 prohibits the District from beginning instruction before the fourth Monday in August. Flexibility to begin instruction earlier in the calendar year will enable the District to be more responsive to students by balancing the amount of instructional time in the semesters and each nine weeks. This adjustment will allow teachers to better pace and deliver instruction during the first semester of school. The flexibility will allow students, who are in need of retest opportunities on state testing, additional instructional days prior to the retest opportunity in December. In addition, greater flexibility regarding the calendar will allow for the District to conclude school in May. This will provide summer school teachers and students the opportunity to plan and prepare a more targeted and focused academic setting for students during the month of June. Furthermore, this area will also allow for our learners to pursue college courses, enrichment programs, and summer employment. The adjustment of the calendar will also allow the flexibility in the school calendar to focus on professional learning days that can occur more frequently for teachers and staff. In addition, this will provide a higher level of targeted professional development without impacting teacher contract days.

**The Clint ISD administrative team will conduct the following process each year to complete a calendar that will best serve the students, staff and community:**

1. When possible align draft calendar with UTEP and EPCC's calendar.
2. Check the testing dates with the Texas Education Agency.
3. When possible, align draft calendar with neighboring districts.
4. Identify holidays and try to align with the neighboring districts and colleges.
5. Consult with principals for feedback.
6. Cabinet reviews and discusses to ensure compliance with teacher contract days at 187 days and student instructional minutes at 75,600.
7. Cabinet decides on the proposed first day of school.
8. Create 2 to 3 draft calendars.
9. Present drafts to site based committee for input.
10. Cabinet reviews prior to going out for employee vote.
11. Share draft calendars with district staff for voting.
12. Draft calendar with the majority vote will be proposed to the school board for final approval.



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**CLINT INDEPENDENT SCHOOL DISTRICT**

**Professional Development (TEC §25.451) - Policy: DEAA (LEGAL)**

Approximately twenty-five percent of Clint ISD’s teachers have no more than five years of experience in the classroom and another twenty-six percent have six or more years’ experience. With a diverse population mainly comprised of English Language Learners and Economically Disadvantaged students, the district’s educators must be well-equipped to meet the unique needs of each student. Ensuring we can provide options for professional develop will help increase our teachers’ skill set.

Adopting an innovative curriculum and ensuring that teachers have the calendar, time and resources available to be trained in that curriculum will ensure our students are successful both academically and socially. The innovative curriculum and teaching styles specified in the plan will ensure out students can be prepared as our mission statement describes.

**The Clint ISD staff will support our teachers based on their level of experience and content knowledge as described in the chart below:**

New Teachers to Profession  
1 hr./week min.

Staff:

- New Teacher Mentors
- Assistant Principals
- Curriculum Coaches
- Instructional Coordinators

2<sup>nd</sup> Year Teachers  
1 hr/every two weeks min.

Staff:

- New Teacher Mentors
- Assistant Principals
- Curriculum Coaches
- Instructional Coordinators

Veterans New to District  
Change of subject/grade-level  
30 min/week, first 6 weeks

Staff:

- Instructional Coordinators
- Assistant Principals

- Times spent supporting teachers can be adjusted at the discretion of the campus administration.
- Teachers new to CISD, regardless of experiences, will follow the New Teacher Academy orientation process.
- Professional development for new teachers to the profession will be provided by new teacher mentors at prescribed, research-based times throughout the year.
- Professional development will be provided to all mentors, (Inst. Coord, Curr. Coaches, APs) to allow them to complete a research based mentor training program that integrates national and state standards.



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CLINT INDEPENDENT SCHOOL DISTRICT

### **Minimum Attendance for Class Credit or Final Grade (TEC §25.092)**

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. The District has created Elementary, and Middle/High School alternatives for the 90% attendance rules that can be additional measures. Only these approved measures will be allowed and offered to all students by the appropriate level.

### **Clint ISD will conduct the following process each year to award credit through alternative means:**

Attendance measures (interventions) for parents and students to assure compliance with 90% attendance state law based on level of school:

#### **Elementary:**

- Portfolio (compilation of student work)- campus developed
- After school attendance – 1hr (60 min). Students must bring work to the Afterschool program.
- Cross-Curricular Project – campus developed and approved by the administration
- Saturday School- 8:00 a.m. -11:00 a.m.
- Friday (Homework/Make-up) Club- afterschool release time until 5:00 p.m. No transportation will be provided. Students must bring work to the Friday Club.
- Mentorship CIS/Counselor – Send after 3<sup>rd</sup> absence (excused or unexcused).

#### **Middle/High School:**

- Mentorship CIS/counselor – Send after 3<sup>rd</sup> absence (excused or unexcused)
- Extended Activity (Community Event with academic focus) – campus developed in cooperation with parent and approved by the administration.
- Saturday School- 8:00 a.m. -11:00 a.m.
- Extended Day (Before and After School) - 1 hour (60 minutes). Students must bring work to the Afterschool program.
- Credit Recovery- District approved credit recovery program
- Cross Curricular Project- campus developed and approved by the administration.

#### **Additional Procedures:**

- When students get to below 90% attendance they must have an intervention plan.
- Students should not have more than one intervention plan per semester excluding extenuating circumstances.
- Campuses will run weekly attendance reports to assure for 90% attendance
- Campuses will meet with parents regularly about attendance issues
- Campuses will send warning letter for loss of attendance after 3<sup>rd</sup> absence.
- Campuses will send an Electronic Message at the beginning of the year to alert parents about TEC 25.092.



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**CLINT INDEPENDENT SCHOOL DISTRICT**

### **Class Size Waivers (TEC §25.111-25.113)**

The Texas Education Code does not allow for more students in grades Kinder through 4<sup>th</sup> grades than 22 without an approved waiver. Clint ISD has used waivers, in the past, instead of hiring teachers. As one student enrolls in a class, it may put the district over TEC §25.112 causing the financial burden of hiring a teacher. The exemption would not be put in place to increase all teacher class loads, but enable the district to add one or two students without waivers to the state.

The benefit for the class size waivers would be that students do not need to be moved once a new classroom has been set up due to the hiring of a teacher. Financially, resources could be allocated to other areas. **The Clint ISD administrative team will conduct the following process each year to approve class size waivers in order to serve the students, staff and community:**

The District will elect to change the minimum class size, for grades K to 4, from 22:1 to 24:1.

1. Any requested class size waiver(s), for grades K through 4, over 22:1 and under 25:1 will be taken to the District's Cabinet for review and approval then,
2. The requested waiver above the 22:1 would be presented to the District Site Based Decision Making Committee for approval, then
3. Once the Cabinet and District Site Based Committee approve waivers, the Board of Trustees will be informed of the additional classes and students.
4. Parents will not be notified of the increased class size unless it is 25:1 or more.
5. The District feels that increasing class sizes by 1 or 2 students was in the best interest of the student, parents, families and the District.
6. The District felt that sending notice to parents, for changes under 25:1 was more confusing than helpful.



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**CLINT INDEPENDENT SCHOOL DISTRICT**

### **Teacher Appraisal Process (TEC §21.352)**

Adopting an innovative curriculum will align to the A-F Rating system. Campuses will offer innovative extra-curricular and instructional programs which will enable students to learn beyond the regular curriculum. Innovative programs such as STEM, coding, MicroSociety, robotics, and more will all be sponsored by district teachers. Likewise, campuses which receive an unsatisfactory rating from the state on the accountability standards will be placed on an improvement plan and teachers will not be allowed to have their annual appraisals waived. The ratings of the campus are directly tied to student performance and the instructional effectiveness of our teachers so it is imperative that we ensure high levels of teaching are monitored through evaluation.

### **Ensuring that teachers have the appropriate appraisals would be detailed by the following:**

The requirement for an employee to be appraised annually may be waived if the employee meets the following criteria:

- The employee is on a term contract;
- The employee is evaluated by the T-TESS;
- The employee is rated at least “proficient” in all domains and criteria;
- The employee is not new to the campus;
- The employee has completed three consecutive years of service in the District; and
- The employee agrees in writing.

### ***Teachers who are not eligible for waivers restrictions will be the following:***

- *New to grade level*
- *New to content area*
- *New to campus*
- *If the campus on the state accountability rating system the campus does not meet the overall standard set forth by the TEA*
- *If a teacher is on a leave of absence during is not appraised for that school year, he or she shall automatically be evaluated the year the teacher returns.*

### **T-TESS Goal Setting**

Goal setting shall take place on a yearly basis. Goals collaboratively developed by the teacher and administrator shall be aligned with the Texas Educator Performance Standards.

### **Less-Than Annual Appraisals**

In accordance with DNA (LOCAL), certain teachers are eligible for less-than-annual appraisals. The District will develop a formal rotation so that eligible teachers will be evaluated at least once every three years.

### **Reinstatement of T-TESS Appraisal**

For teachers on an appraisal waiver, the principal or appraiser may reinstate a complete T-TESS appraisal by filling out the T-TESS appraisal reinstatement notice and presenting the completed form to the teacher in a formal conference. This will be based on a minimum of two walk-through observations and conferences. No complete T-TESS appraisal will be started after March 1. The district will use mentoring for teachers in need of assistance, new teachers, and teachers with minimum gains.

In the event that the principal or appraiser has concerns about a teacher's performance after March 1, the teacher shall be notified on the T-TESS appraisal reinstatement notice form and the complete T-TESS appraisal shall be in effect for the following school year. Upon making this decision, the principal or appraiser shall continue to make regular walk-through observations (including documentation and conferencing) and provide assistance, as necessary. A teacher who requests reinstatement of the complete TTESS appraisal must do so by November 1.

### **Student Learning Objectives**

The use of student learning objectives plus value added practices (data sources), focused on teacher and student growth through teacher reflection on instructional practices and impact on student growth, will be utilized for teacher evaluation. The teacher will use the approved data sources listed below to show growth and reflect on instructional practices that support student learning and T-TESS goals.

#### Teacher Appraisal Process §21.352

Current: Texas Education Code requires the commissioner to adopt a recommended appraisal process and criteria on which to appraise the performance of teachers. The criteria must be based on observable, job-related behavior, including: (1) teachers' implementation of discipline management procedures; and (2) the performance of teachers' students. In appraising teachers, each school district shall use the appraisal process and performance criteria developed by the commissioner.

Clint ISD Procedure: The district is seeking flexibility within the recommended appraisal process and performance criteria for teachers and staff evaluated using the appraisal system Texas Teacher Evaluation and Support System (T-TESS). The district seeks to continue to utilize T-TESS as the teacher appraisal instrument, while seeking exemption from the Student Growth Measure. Data provided from district and campus local assessments will continue to be utilized following the current district assessment model.

#### Assessments:

The teacher will work with their campus administrator to collaboratively develop data sources that support T-TESS goals using Student Learning Objectives; which are goals set by the teacher to drive instruction and support best practices. The goal of every teacher in Clint ISD is to show progress for all students, utilizing data to drive instruction, differentiate the curriculum, and provide the appropriate intervention. The use of the Student Learning Objectives will be supported through a portfolio model which includes data artifacts approved by the Committee.

#### Elementary Data Sources:

- District Assessments, 9 week assessments
- Star 360 Math
- District Adopted Reading Inventories,
  - I-Station, I-Read, Imagine Learning, System 44, Star 360 Reading, DRA and EDL
- Campus Based Formative Assessments
- State Assessments
  - TELPAS and STAAR, Fitness Gram, STAR Chart
- Campus Wide Initiatives
  - Kagan Strategies, Talk Read Talk Write, PBIS, Balanced Literacy, 7 Pasos

Middle and High School Data Sources:

<i>Assessment</i>	<i>Core Tested</i>	<i>Core Non-Tested</i>	<i>Non-Core</i>
Portfolios (Teacher and Student)	X	X	X
Pre/Post Tests	X	X	X
Unit Assessments	X	X	X
AVID Binders	X	X	X
Campus Selected Standardized Measures	X	X	X
TSI Passing Rates/Growth Measures	X		
AP Exam Passing Rates	X	X	X
Dual Credit Completion Rates	X	X	X
End-of-Course Scores	X	X*	X*
Project Based Learning Activities	X	X	X
TELPAS Scores	X	X	X
Documentation of Cross-Curricular Collaboration*	X	X	X

Other Assessment Data Sources:

RTI Screeners

JROTC Certifications

CTE Industry Certifications

Competitions Participation – UIL Events, Fine Art Events, JROTC Events

Hands-On Application Assessments – SPED projects, CTE projects, Art Projects...