



BISD[™]

District *of* Innovation

Birdville ISD Local Innovation Plan

Local Innovation Plan Committee Members

Champions: Dr. Darrell G. Brown and Dr. Elizabeth A. Clark

Name	Appointment
Dr. Darrell G. Brown	Superintendent
Dr. Elizabeth A. Clark	Associate Superintendent of Curriculum and Instruction
Skip Baskerville	Associate Superintendent of Human Resources, Governance and Support Services
Katie Bowman	Associate Superintendent of Finance
Mark Thomas	Communications Officer
Dr. Lorene Ownby	Executive Director, Elementary Education and Campus Support
Clarence Simmons	Executive Director, Secondary Education and Campus Support
Randy Sumrall	Executive Director, Technology
Dr. Rick Kempe	Executive Director, Student Services
Dr. David Holland	Director, Planning, Assessment and Research
Jaimie Smith	Director, Teaching and Learning
Dr. Laura Holt	Director, Special Education
Debbie Kneggs	Director, Federal, State and Local Programs
Paige Curry	Director, Human Resources
Kelli Montgomery	Director, Digital Learning
Donna Layer	Director, Guidance and Counseling
Dr. Linda Anderson	Director, Career and Technology
Crysten Caviness	Coordinator, Professional Learning and Curriculum Management
Julia Hyman	Coordinator, G/T and Advanced Academics
Jennifer Miller	Learning Resources Specialist
Carol Adcock	Coordinator, Online Learning/Advanced Studies
Tito Rodriguez	Executive Director, Birdville Education Foundation
Melissa Minix	Elementary Principal
Deborah Coulson	Elementary Principal
Jessica Sandoval	Elementary Principal
Ernie Valamides	Middle School Principal
Dr. Jennifer Klaerner	Middle School Principal
James Whitfield	Middle School Principal
David Hamilton	High School Principal
Carla Rix	High School Principal
Jason Wells	High School Principal
Julie Nguyen	President, Birdville ISD Council of PTAs
Teri Naya	ATPE President / Teacher

Deanna Davis	Teacher
Katherine Hitchcock	Teacher
Kristen Wheeler	Parent
Leesa Rocha	Parent

TEE Committee

Carol Adcock	Vickie Atchley
Fumiko Bates	Marty Blowers
Amanda Brewster	Kim Caltagirone
Carrie Chandler	Elizabeth Cumbie
John Davis	Susan Dean
Javier DeLeon	Cindy Dubuis
Stacey Edwards	Michell Edwardson
Brooke Evans	Stephanie Feltmann
Haley Fogarty	Shelley Freeman
Diana Grado	Amy Harley
Adam Hogg	Alessandra Hubbard
Allison Hudak	Debbie Kneggs
Sabrina Lindsey	Tara Link
Juanita Lopez	Jennifer Lucas
Cristina Martinez	Mark McAlister
Carrie McCaghren	Tobi McCain
Lisa McFaddin	Suzie McNeese
Dawnya Morrison	Keri Murrell
David Nelson	Julie Nguyen
Julie Orebaugh	Dawn Padilla
Jeremiah Pena	Taryn Perkins
Matthew Pitner	Erin Primm
Sherri Sawtelle	LaToya Sims
Brittany Smith	Paula Stephenson
Vanessa Sutton	Michelle Watrous
David Williams	Jason Winans
Chris Zimmer	

I. INTRODUCTION

House Bill 1842, passed during the 84th Legislative Session, permits Texas public school districts to become Districts of Innovation and to obtain exemption from certain provisions of the Texas Education Code. On May 26, 2016, Birdville Independent School District's Board of Trustees passed a resolution to initiate the process of designation as a District of Innovation (DOI). The purpose of passing the Resolution was to increase local control over District operations and to support innovation and local initiatives to improve the educational opportunities for the benefit of students, staff, and the community. In its Resolution, the Board clarified that it desired the District to develop a plan that would be in conjunction with the District's strategic plan. In addition, the District has no intent to be exempt from any existing laws relating to teacher contracts or teacher benefits.

During the months of April and May, the Board also had a Charter presented to them that included the goals, parameters, desired outcomes, and suggested committee members, with an opportunity for the Board to appoint additional representatives from the community. The Board was asked to approve the Charter in addition to approving the Resolution. Committee members are comprised of diverse leaders representing a cross-section of the District's various stakeholders, including teachers, principals, parents, community members, and administrators. The Committee met on the following dates:

- July 14, 2016 (1:00–4:00 PM)
- August 12, 2016 (1:00–4:00 PM)
- September 12, 2016 (TEE Committee)
- October 25, 2016 (Public Meeting @ Admin. Bldg.; 4:30–5:00 PM)
- November 10, 2016 (4:00–5:30 PM)

The Committee sought and considered input on the Plan through a series of strategies, including establishing a District website, Google documents for the purpose of getting feedback from the larger community, as well as surveys to teachers, parents, and high school students. Based on direction provided by the Board and input from various District stakeholders, the Committee proposes this Plan.

II. TERM

The term of the Plan is for five years, beginning at the start of the 2017–18 school year and concluding at the end of the 2022–23 school year, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The Committee will continually monitor the effectiveness of the Plan and recommend to the Board any suggested modifications to the Plan.

III. A COMPREHENSIVE EDUCATIONAL PROGRAM

The Plan's comprehensive educational program is guided by and aligned with the Board's Vision, Mission, Strategic Priorities, and Strategic Plan for the District.

A. Vision

The Board, with the adoption of the Birdville ISD (BISD) Portrait of a Graduate, has the following Vision to guide the District:

That all students be equipped with the knowledge, skills, and resources necessary to be empowered learners, global competitors, responsible citizens and innovative entrepreneurs.

B. Mission

The Board has adopted the following Mission to guide the District:

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

C. BELIEFS

The Board has adopted the following Beliefs to guide the District:

We believe that ...

1. *Human beings are complex with unique intellectual, social, emotional, and physical needs.*
2. *Every person is unique by design, with abilities, gifts and talents.*
3. *Every person has inherent value and unique potential.*
4. *All people are innately curious.*
5. *Relationships are an inherent human need.*
6. *Personal responsibility is essential and noble for all.*
7. *Family profoundly impacts who we become.*
8. *Character is developed through life experiences.*
9. *With a privilege comes responsibility and accountability.*
10. *A physically and emotionally safe environment encourages learning.*
11. *Learning is not limited by time or space.*
12. *Freedom is a universal desire to be promoted and preserved.*
13. *Values drive choices.*
14. *Change is constant.*

D. PARAMETERS

The Board established the following parameters as guidelines for how decisions would be made and approved these parameters in accordance with our beliefs, mission and objectives:

1. *We will make decisions in the best interest of students.*
2. *We will treat all people with dignity and respect.*
3. *We will model and expect personal responsibility.*
4. *We will practice responsible stewardship of our resources.*
5. *We will not compromise our commitment to excellence with integrity.*
6. *We will not give up on any student.*

E. STRATEGIES

The Board has adopted the following strategies for accomplishing our strategic vision, mission, and goals:

1. *We will craft a system of innovative learning approaches, patterns, and practices that respond to the unique needs, interests, and talents of all students.*
2. *We will ensure a culture of integrity, service, and community committed to excellence, innovation, and responsiveness.*
3. *We will leverage the use of time, resources, and space to address the needs and learning goals of our students and community.*
4. *We will expand and enhance unique learning opportunities through strategic partnerships both in and outside the District.*

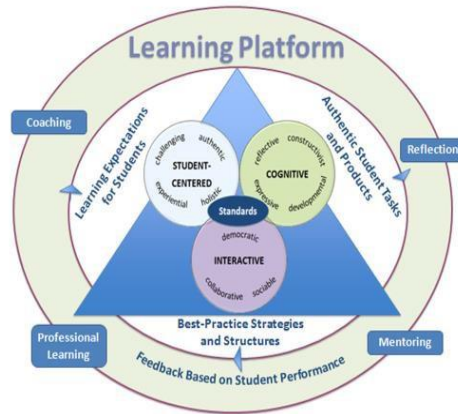
F. STRATEGIC PLAN

The Board recognizes that for students to succeed in their future, not our past, schools must go beyond what has historically been limited to a set of credits that comprise graduation requirements. Learning must be at the heart of what schools are about. Learning has to be viewed by the students as being relevant, purposeful, interesting, engaging, and authentic to what will be their future. Last, but certainly of critical importance, is the need to personalize learning so that the school experience is: responsive to what each student needs in order to be successful; thoughtful about what students find interesting; and aligned to their passions. The Board believes that while it is important to meet the credit requirements, there is a need to prepare students to be college, career, and life ready. All three of these are of equal importance and necessary for success. Accordingly, the District's Strategic Plan has an emphasis on learning and being a learner, character development based on guiding principles for its citizenry and the next generation of leaders and, of course, strengthening the District and community resolve to care for, support, and provide educational experiences that prepare Birdville ISD students for their future. In essence, the Strategic Plan is designed to create a learning system that is student-centered, collaborative, and cognitively challenging.

The Strategic Plan signals a transition from simply test preparation and a teaching platform, to a student-centered learning platform. The Strategic Plan emphasizes a commitment to established priorities for teaching and learning. Based upon the District's conceptual model, there are four key components necessary to build organizational capacity to make a shift from teaching to learning. These four components must be so embedded in the day-to-day core work that they drive everything that takes place in the classroom. These components include:

1. Establishing clear and explicit learning expectations for students;
2. Designing authentic student tasks and products;
3. Using best practice strategies and structures; and
4. Providing meaningful feedback based on formative assessments.

BISD Learning Platform



Until schools have the flexibility, time, and resources to move what happens in the classroom to support a new paradigm where learning is more the goal, then we are really only tinkering with the system. This is truly what is at the heart of transformation and innovative practice. It is not brick and mortar. It is not technology for technology's sake. The great divide in education is conceiving and adopting new conceptual frameworks of what it means to embrace learning for all students, and how to move a system from focusing strictly on teaching to focusing more on learning. In order to cross the divide, professionals must work collaboratively around creating and designing different tasks for students to do, in classrooms, that are intellectually stimulating and collaborative, with outcomes that are more authentic and not just based on standardized measures, with outcomes/results that truly are transferable to life, work, and one's personal intellectual pursuits. In essence, transformation must be conceived and captured in the work that we do, that students do, and somehow communicated in ways that can be replicated across the system and then ultimately measured in multiple and meaningful ways.

G. INNOVATION

To achieve the District's Vision and Mission, as well as to align the District's practices and operations with the District's Strategic Plan and Learning Platform, BISD needs the flexibility to exert local control, at both the District and campus levels, to:

- Promote innovative curricular approaches
- Promote innovative instructional pedagogical practices
- Promote blended learning and digital ethics
- Promote innovative use of learning time by modifying the school calendar and the use of learning time
- Promote innovative ideas regarding campus governance
- Promote innovative ideas regarding parental involvement
- Promote innovative ideas regarding community participation

In order to achieve these lofty goals, the District needs local flexibility in the areas listed above to improve student learning and ensuring that graduates are empowered learners, global competitors, responsible citizens, and innovative entrepreneurs. Subsequently, the District needs more latitude to expand the potential for providing more high-quality, meaningful professional learning opportunities for staff so that they can enhance their professional capacity and collaborate regarding best practices as they move to the new role of "teacher as the architect of learning."

The promotion of innovative curriculum and instructional pedagogical practices will help the District provide more engaging and challenging learning, using digital tools and systems so that learning is not confined to the four-walls of the classroom and students have a personalized pathway to meet their learning needs. Promoting innovative ideas regarding community participation, campus governance, and parental involvement will help build strong supports for students, schools, and the community by increasing community partnership which brings together education, business, and civic agencies so that every school, family and student will feel supported by, and connected to, the District.

Finally, modifications in the scheduling of the school year and the school day will provide the flexibility necessary to:

- Move from an emphasis on “seat time” to an emphasis on “learning time;”
- Try new innovative approaches that engage students in enriched and accelerated learning opportunities; and
- Allow more time for providing professional learning opportunities for staff.

Two key goals identified by the Committee as critical to achievement of the District’s Vision, Mission, strategic priorities and Strategic Plan are: 1) the innovative expansion of blended learning (critical to accomplishing the goals of the Raise Your Hand Texas *Raising Blended LearnersSM Initiative* demonstration site grant), and 2) early childhood programs (which support the pre-K grant the District received from TEA).

IV. REQUIREMENTS OF THE EDUCATION CODE THAT THE LOCAL INNOVATION PLAN EXEMPTS THE DISTRICT FROM (UPON ADOPTION OF THE PLAN)

A. Minimum Attendance for Class Credit or Final Grade (TEC 25.092)

In order to provide engaging and challenging learning to all students, the District needs relief from Texas Education Code Section 25.092, which inhibits the goals of the DOI Plan by not allowing the District to issue class credit or a final grade for a class if a student is not in attendance an arbitrary percentage of the time that a class is offered. In other words, the law currently requires the District to award class credit to students based on “seat time” rather than based on content mastery. Exemption from this requirement will provide educational advantages to students of the District by promoting active learning through innovation in the methods, locations, and times instruction may be delivered to students, thereby accommodating students with legitimate scheduling conflicts, and reducing the number of dropouts/increasing the number of qualifying graduates.

One of the overarching goals in the Strategic Plan within the focus area is providing students with the curriculum, tools, resources, and pedagogy to achieve their full potential by taking ownership of their learning and setting high academic goals. This will be accomplished by designing and implementing more responsive learning environments, where blended and personalized learning opportunities are available. Blended learning, where instruction is delivered through a combination of time in class and time spent learning online, is only one example where exemption from Section 25.092 will likely foster greater innovation to promote active learning and improve student outcomes. In addition, exemption from this requirement will allow the District to not penalize students who miss class due to legitimate school activities and/or family issues that may prevent students from meeting the 90% clas

attendance rule, as long as mastery of content can be documented. This will address the social and emotional issues that the District often encounters when serving students who find themselves in situations that place them in alternative school.

Relief from Section 25.092 does not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League (UIL) rules. Moreover, opting out of Section 25.092 in no way limits or modifies a teacher's right to determine the finality of a grade in accordance with Texas Education Code Section 28.0214, nor does it restrict or alter a teacher's right to assign grades in accordance with Texas Education Code Section 28.0216.

B. First Day of Instruction (TEC 25.0811)

The Strategic Plan emphasizes the importance of responsive learning environments, students reaching their full potential, and the importance of students producing authentic work products that are indicative of high-level thinking and incorporate 21st Century skills. Texas Education Code Section 25.0811 inhibits these goals by prohibiting 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, which will allow teachers to better pace and deliver instruction before and after the winter break. Another important consideration is the fact that by delaying the start of school, summer activities are pushed later into June. Thus, things such as summer school, summer enrichment programs, and other sports activities are delayed because of starting school later. In addition, by having the flexibility to start and end the school year earlier, students will be able to enroll in college courses that start in early June, thereby increasing college and career readiness. Finally, for students transitioning from elementary school to middle school, and from middle school to high school, starting the school year earlier will promote social and emotional learning by giving those students additional time and support to enable them to adjust socially and emotionally to their new campus environments.

C. Length of School Day (TEC 25.082)

The Strategic Plan calls for innovativeness and responsiveness, as well as stresses the importance of collaboration. Districts have become so constrained by efforts to meet time requirements that are based upon a model of schooling that dates back to the 19th Century. Now that technology has become ubiquitous, students now have access to information and personalized learning pathways that expand learning beyond brick and mortar. No longer is learning time restricted by the number of hours in a school day. As long as students have access to the curriculum, learning time can actually be expanded depending upon connectivity and accessibility to alternate tools and resources. Using time differently can actually provide the coveted time that is necessary for different types of face-to-face interactions, such as student-to-student, student-to-teacher, and teacher-to-teacher. This recaptured time can be used in more innovative ways because instruction is delivered through different formats, using more prescriptive and personalized resources. The Texas Education Code Section 25.082 inhibits this plan by not allowing the District to have flexibility in moving from a "seat time" model to a "mastery learning-time model," which awards credit based on student mastery of the content as opposed to the student simply meeting class time/school day time requirements. By having more flexibility, the school day can be altered depending upon the needs of students and teachers.

D. Teacher Certification CTE (TEC 21.003) (TEC 21.044)

The Strategic Plan specifies the importance of addressing the needs and learning goals of our students and community, as well as recognizes the necessity to expand and enhance unique learning opportunities for our students. TEC 21.003 inhibits this plan by not allowing the District to have flexibility in hiring teachers who do not meet the very specific and strict state certification requirements for non-core and core academic Career and Technical Education (CTE) courses. TEC 21.003 requires that a person employed by a school district must hold an appropriate certificate or permit issued by the appropriate state agency. Additionally, the education preparation requirements as listed for teacher certification in certain “applied STEM courses” as required by TEC 21.044 inhibits the District’s flexibility to hire certified teachers in high-demand, hard-to-fill CTE/STEM courses. These current certification requirements make it very difficult for the District’s ability to hire professionals with industry experience to teach CTE/STEM courses. In order to ensure that quality instructors are placed in every classroom and to provide more students the opportunity to take such courses and obtain professional certifications, and to enhance our ability to compete for teaching resources with industry expertise, the District seeks to establish its own local qualification requirements for such courses in lieu of the requirements set forth in the law.

The District will establish local qualification requirements and guidelines to have the option to issue a local teacher certification for any CTE non-core, CTE core academic and, or CTE/STEM course. Core academic CTE courses are as defined by TEA.

Relief from TEC 21.003 and TEC 21.044 does not in any way impact or alter existing teacher certification requirements for non-CTE courses. Moreover, the District’s local CTE teacher certification qualifications and guidelines will maintain the requirements for criminal background checks and classroom management training and preparation, including optional support as specified by the Texas Education Code. Nor does the District wish to be exempted from any existing law relating to teacher contracts or teacher benefits.

V. Objectives

1. Birdville ISD will use the DOI process to maximize learning for all students based on a mastery learning approach where exposure to content is limitless, not time bound or location specific.

Actions	Who is Responsible	Timeline	Deliverables
<p>1a. Develop and offer more online learning opportunities for acceleration (online and blended), intervention (blended only), credit recovery (online and blended) and enrichment, such as foreign language (online and blended) K–12.</p>	<p>Associate Superintendents for C&I; Finance; and HR, Governance and Support Services</p> <p>Executive Director for Technology</p> <p>Director of Digital Learning</p> <p>Director of Teaching and Learning</p> <p>Director of Federal, State, and Local Programs</p>	<p>Phase 1 will be between 2016–19 and consist of the following:</p> <ul style="list-style-type: none"> • Identify resource and software solutions • Train teachers • Develop courses at high school/college level • Establish website • Marketing <p>Phase II will be completed in 2020, or sooner if possible, and consist of:</p> <ul style="list-style-type: none"> • Extending to all middle school and elementary G/T <p>Phase III will be completed by 2021 and consist of:</p> <ul style="list-style-type: none"> • Extending to all elementary campuses 	<p>Course catalog (website) Framework for program that will:</p> <ul style="list-style-type: none"> ✓ Outline processes ✓ Determine what constitutes successful completion of courses ✓ Technical support ✓ Technology plan ✓ Staffing ✓ Funding ✓ Selection process for students ✓ Student access
<p>1b. Investigate and develop the best model for Birdville students who want to simultaneously complete high school while earning up to 60 post-secondary credit hours (early college high school or a virtual school of choice).</p>	<p>Associate Superintendents of C&I; Finance; and HR, Governance and Support Services</p> <p>Executive Director of Secondary Education & Campus Support</p> <p>Executive Director for Technology</p> <p>Director of Digital Learning</p> <p>Director of Teaching and Learning</p>	<p>Phase I will begin in 2016–17 and will consist of:</p> <ul style="list-style-type: none"> • Researching • Forming a Higher Ed partnership, considering the rigor and quality of coursework. • Investigate and provide list of which universities will accept course credits • Investigate GPA and course weighting implications and develop a plan for all high schools • Develop the appropriate model by following TEA guidelines and select location, if a face-to-face model is selected • Seek Board approval 	<ul style="list-style-type: none"> ✓ Model design ✓ Plan for implementation ✓ MOU approved by both partners

Actions	Who is Responsible	Timeline	Deliverables
	Director of Federal, State, and Local Programs	Phase II will begin in 2017–18 and will consist of: <ul style="list-style-type: none"> • Staffing • Budgeting • Marketing • Recruiting students Phase III will begin in 2018–19 and will consist of: <ul style="list-style-type: none"> • Program implementation 	
1c. Investigate, design and implement elementary schools of choice, such as: <ul style="list-style-type: none"> • Early Childhood Center • G/T Academy • Non-Graded School/competency-based • STEM/STEAM • Fine Arts Academy • Humanities • Language Immersion 	Superintendent and Cabinet Executive Director of Elementary Education & Campus Support Executive Director of Student Services Director of Transportation Director of Human Resources Director of Teaching and Learning	Phase I will begin in 2017 and will consist of: <ul style="list-style-type: none"> • Plan and Implement STEM/STEAM elementary campuses in the Richland feeder cluster (Mullendore, Snow Heights, Holiday Heights, Cheney) that align and support the STEM-Certified campus at North Richland Middle School. • Investigate possibility of moving these schools to a Schools of Choice model • Investigate other elementary school choice options • Investigate possible summer camps of choice options Phase II will begin 2018–20 and will consist of: <ul style="list-style-type: none"> • Develop a plan that includes school choice options • Work in conjunction with Facilities Management and a possible Bond Committee to design appropriate facilities that support the program options • Approve a District plan that would include elementary schools of choice 	✓ District Schools of Choice plan, which includes: <ul style="list-style-type: none"> ○ Processes ○ Structures ○ Facilities ○ Scheduling ○ Staffing ○ Budgeting ○ Transportation ✓ Teacher training

Actions	Who is Responsible	Timeline	Deliverables
		Phase III will begin in 2021 and will consist of: <ul style="list-style-type: none"> • Implementation of elementary schools of choice models 	

2. Birdville ISD will embrace, implement, and support innovative approaches that expand the opportunity for students and staff to personalize and enrich learning based on a multi-tiered indicator system that goes beyond state accountability measures.

Actions	Who is Responsible	Timeline	Deliverables
2a. Investigate and develop a plan to purchase a Data Management System that has the following functionality: <ul style="list-style-type: none"> • Personalizes the learning progression of students/staff based upon multiple metrics • Groups students/staff based upon multiple metrics for programming purposes • Facilitates the construction and use of dynamic dashboards that inform the personalization of learning pathways for students/staff • Integrates with Skyward and Munis so that student and staff information can be utilized more effectively and efficiently 	Superintendent & Cabinet Director of Teaching and Learning Director of State, Federal and Local Programs Director of Digital Learning	Phase I will be completed in 2016–17 and will include the following: <ul style="list-style-type: none"> • Developing a vision, rationale, and goals for a Data Management System • Installing a Data System for Student/Staff Learning • Establishing a Task Force • Developing Requirements • Selecting a vendor • Budgeting • Training Phase II will begin in 2017–18 and will consist of: <ul style="list-style-type: none"> • A synchronous plan of implementation 	<ul style="list-style-type: none"> ✓ Request for Proposal ✓ Selecting appropriate software packages ✓ Budgeting ✓ Board approval ✓ Installation ✓ Training and Implementation Plan that includes parents and other District stakeholders

Actions	Who is Responsible	Timeline	Deliverables
<p>2b. Develop a Community-Based Accountability System that includes indicators of student success, including the following:</p> <ul style="list-style-type: none"> • Indicators that support Birdville ISD’s Portrait of a Graduate and Strategic Plan • Authentic assessments that reflect real-world applications, such as Project-Based Learning and Capstone products • Student participation in community-based service learning projects • Measures for student creativity and innovation 	<p>Superintendent and Cabinet</p> <p>Director of Planning, Assessment, and Research</p>	<p>Involve community members, parents, and stakeholders across the District in the planning and development process.</p> <p>This will be completed and approved by the Board in the Summer of 2018 for implementation in 2018–19 school year.</p>	<ul style="list-style-type: none"> ✓ Community-based Accountability System and Indicators ✓ Training for community members, parents, and stakeholders across the District
<p>2c. Develop learning modules for students and staff that can be installed into a Learning Management System and/or Online Virtual School</p>	<p>Associate Superintendent for C&I</p> <p>Director of Teaching and Learning</p> <p>Director of State, Federal, and Local Programs</p> <p>Executive Director of Technology</p> <p>Director of Digital Learning</p>	<p>Phase I will begin in 2016 and will continue each year</p>	<p>Learning modules based on the following:</p> <ul style="list-style-type: none"> ✓ Curriculum for student use based on a cycle of development ✓ Learning opportunities for teachers based on the District Learning Platform, teachers’ professional goals, and other established priorities and certifications ✓ Catalog of available courses ✓ Training for students and parents

Actions	Who is Responsible	Timeline	Deliverables
2d. Construct a Professional Learning Center that will provide professional learning to staff including the following features: <ul style="list-style-type: none"> • a classroom of the future • examples of digital/blended learning • collaboration space for staff • storage • flexible meeting/training rooms • flexible hours 	Board and Superintendent	Phase I will be completed in 2016 which will consist of an approved concept design and funding source. Phase II will be completed in 2016 which will consist of selecting an architectural firm. Phase III will be completed in 2017 which will be the completion of the facility.	<ul style="list-style-type: none"> ✓ Concept design work ✓ Bidding process and approved architectural firm with a completed set of drawings ✓ Facility

3. Birdville ISD will operate efficiently to maximize resources and empower teachers to address student-identified needs that produce optimal learning.

Actions	Who is Responsible	Timeline	Deliverables
3a. Establish mini-mester course offerings to coincide with the conclusion of the Dual Credit College Schedule	Department of Advanced Academics Executive Director of Secondary Education & Campus Support	Spring and Summer of 2017	<ul style="list-style-type: none"> ✓ Course Catalog ✓ Process which includes: <ul style="list-style-type: none"> ✓ Staffing ✓ Funding ✓ Registration ✓ Resources ✓ Plan for GPA and course weighting implications
3b. Develop a plan to support teachers in implementing a school of choice that is non-graded and based on mastery with pathways for elementary students to progress through a standards-based curriculum based on mastery rather than seat time or chronological age (Mastery vs. Seat time)	Associate Superintendent of C&I Director of Teaching and Learning Director of State, Federal, and Local Programs	Phase I will begin in 2017 and will consist of: <ul style="list-style-type: none"> • Investigate mastery models in elementary and secondary schools Phase II will begin 2018–20 and will consist of: <ul style="list-style-type: none"> • Develop a plan that includes a mastery school choice option, possibly with a secondary option 	Proposed plan which includes: <ul style="list-style-type: none"> ✓ Process of selecting students ✓ Campus(es) ✓ Definitions of success/mastery ✓ Professional learning ✓ Purchase of a data system that allows for tracking

Actions	Who is Responsible	Timeline	Deliverables
	Executive Director of Elementary Education & Campus Support Executive Director of Secondary Education & Campus Support	Phase III will begin in 2021 and will consist of: <ul style="list-style-type: none"> Implementation of a mastery elementary school of choice model, possibly with a secondary option 	student mastery of standards ✓ Use of student data for progression ✓ Transportation ✓ Funding ✓ Staffing
3c. Establish alternate start times for high schools, including Shannon High School, as a pilot in the Raise Your Hand Texas <i>Blended Learning InitiativeSM demonstration site grant</i>	Superintendent and Cabinet Executive Director of Secondary Education & Campus Support Blended Learning Initiative Grant Team	Phase I will begin in 2016–17 and will consist of: <ul style="list-style-type: none"> Develop plan Phase II will begin in 2017–18 and will consist of: <ul style="list-style-type: none"> Implementation at Shannon High School Phase III will begin in 2018–19 and will consist of: <ul style="list-style-type: none"> Establish alternate start times for all other BISD high schools 	Program Plan Includes: <ul style="list-style-type: none"> ✓ Transportation ✓ Food Service ✓ Staffing ✓ Master Schedule
3d. Establish local qualification requirements and guidelines to have the option to issue a local teacher certification for any CTE non-core, CTE core academic and, or CTE/STEM course	Superintendent and Cabinet HR Director CTE Director	Spring of 2018	Guidelines

Amended by the District Site-Based Decision-Making Committee: November 13, 2017
 Approved by the Board of Trustees: December 14, 2017