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[www.gisd.org](http://www.gisd.org)

## **DISTRICT OF INNOVATION PLAN**

**2023 - 2028**

## ***DISTRICT CONTEXT***

The Galveston Independent School District serves approximately 6700 students across 12 campuses. Galveston ISD is proud of the accomplishments of our hardworking students, outstanding teachers and staff, engaged and committed families and community members. Galveston ISD has four stellar elementary magnet programs recognized nationwide for the opportunities students receive. In addition, the district has realigned its middle schools through the creation of one fifth grade campus, one sixth grade campus and a seventh and eighth grade campus. Galveston participates in System of Great Schools which is an initiative supported by the Commissioner of Education for Texas. Galveston has seven of its 12 schools rated as an “A” or “B”. Administration has a set as a goal to have all 12 schools rated “A” or “B” by 2027.

The District engaged parents, students, staff, community, and business leaders to help develop a comprehensive plan to provide Galveston ISD direction in the areas of academic programs, facilities, long term, and short term needs.

The Local Innovation Plan that follows will allow us to have flexibility in the operation of the district and programs.

### ***Our Vision***

Island of Excellence – World of Opportunity

### ***Our Mission***

Educate, Engage, and Empower EACH student for a life of Excellence

### ***Our Strategic Objectives***

#### **Teaching and Learning**

GISD will implement viable and innovative curriculum and effective instructional programs that address the needs of all learners.

#### **Whole Child**

GISD will ensure the holistic needs of our students and families are met.

#### **Human Capital Management System**

GISD will recruit, develop, and retain exceptional personnel to assure a life of excellence for each and every student.

#### **Funding and Finance**

GISD will optimize resources for student success.

#### **Facilities**

Exemplary facilities will maximize current and future district-wide activities that support and enhance student excellence and district performance.

#### **Communications**

GISD will educate, engage and empower the GISD community to be well-informed.

### ***Student Achievement Objectives***

1. Increase the percent of third grade students who score Meets grade level or above on STAAR Reading from 49% to 75% by August 2027.
2. Increase the percent of third grade students who score Meets grade level or above on STAAR Math from 41% to 75% by August 2027.
3. Increase the percent of graduates who meet the college, career, or military readiness (CCMR) requirements from 55% to 75% by August 2027.
4. Galveston ISD will improve students' sense of belonging by increasing the number of students who indicate they are connected to a trusted adult on campus by 50% over the next five years.
5. Seventy-five percent of students will score Meets grade level or above on Science and Social Studies STAAR and EOC assessments by August 2027.

### ***HOUSE BILL 1842 (84<sup>th</sup> Session)***

House Bill 1842 allows Texas school districts to pursue the designation of 'District of Innovation,' a provision that enables traditional independent school districts to access many of the flexibilities that are currently available to open-enrollment charter schools. House Bill 1842 was also intended to generate greater flexibility, local control, and innovation to better meet the needs of Texas students. Through the development and approval of a 'Local Innovation Plan,' a district may obtain certain exemptions from the Texas Education Code to advance their local strategic priorities.

### **GISD District of Innovation Timeline**

October 25, 2022	Review of Current Plan shared in Teaching and Learning Team Meeting
December 1, 2022	Committee Review of Requirements of Plan
December 14, 2022	Board passed Resolution to Consider Designation of DOI
January 4, 2023	Board Curriculum Meeting – Public Meeting to Consider to the Development of District of Innovation Plan
January 5, 2023	District Innovation Plan Committee notified
January 6 – January 11	Proposed plan posted for Public Comment Period

January 10 – Proposed plan reviewed and discussed at District Principals’ Meeting

January 11 – District Innovation Committee feedback on proposed plan

January 18 – District Education Committee review of plan

January 19 – Plan posted on GISD website for 30 days and Notify Commissioner

February 21 –DEC Public Meeting to Consider and Approve Final Version of Plan

February 22 – Board Meeting to Adopt Plan

February 23 - Notify Commissioner of the plan’s adoption

## ***LOCAL INNOVATION PLAN***

### **Term**

The term of the Local Innovation Plan will begin on **February 27, 2023** and will end on **February 27, 2028**, unless terminated, amended, and/or renewed in accordance with the law.

### ***School Start Date***

#### **Exemption**

Texas Education Code Section 25.0811 specifies that “a school district may not begin instruction for students for a school year before the fourth Monday in August.”

#### **Benefits of Exemption**

To better balance the school year such that the number of days in each semester is relatively equal and each six weeks period is approximately six weeks in length, the District seeks flexibility to begin the school year within the week of the third Monday in August. Beginning the school year earlier may also incur the following advantages:

- More instructional days in advance of standardized assessments, such as Advanced Placement and STAAR exams;
- Additional instructional time after the last official day of school for students retaking a STAAR exam over the summer;
- Completion of fall semester exams before dismissing for Winter Break;
- Opportunity for students to take advantage of the full array of summer dual-credit offerings at institutions of higher education; and
- More balanced distribution of instructional time for one-semester coursework, as students who currently take a one-semester course in the fall have fewer instructional days to master course content than students who take the same one-semester course in the spring.

## Implementation Guidance

When planning the student and staff calendars, the District shall ensure the following:

- Changes to the student and staff calendars specified in this proposal must not go into effect until the 2023-2024 school year.
- Upon adoption of the Local Innovation Plan, the public must be notified that the school year may start earlier than the fourth Monday in August in the following school year.
- Winter Break should serve as the midpoint of the school year.

## ***Teacher Contracts***

### Exemptions

Texas Education Code Section 21.401 states "a contract between a school district and an educator must be for a minimum of 10 months service which is a minimum of 187 days of service." If a school district anticipates providing less than 180 days of instruction for students during a school year, the district may reduce the number of days of service required by Section 21.401 proportionately. A reduction by the district does not reduce an educator's salary.

### Benefits of Exemptions

If adjustments are made to decrease the number of days for students while meeting the State's required 75,600 instructional minutes for students, the District would be able to decrease proportionately the number of teacher contract days without decreasing salaries.

This will assist with the District's effort to recruit and retain teachers.

## Implementation Guidance

When creating the instructional calendar, the District will insure that students meet or exceed the State's minimum 75,600 minutes of instruction and where the District may reduce the number of days for students and teachers; teachers' salaries will not be reduced.

## ***Teacher Certification***

### Exemptions

Texas Education Code Sections 21.003 and 21.053 limit the District's ability to hire instructors for hard-to-fill and high-demand courses when high quality, certified teachers are not available in:

- Languages Other Than English

- Career and technical education (CTE) and
- Dual-credit

### Benefits of Exemptions

To staff hard-to-fill and high-demand positions in the areas of career and technical education and dual-credit coursework in grades 9 through 12 and Languages Other Than English, the District seeks flexibility to recruit, select, and place instructors who do not hold a certificate or permit required by these statutes when high quality, certified teachers are not available. Flexibility on teacher certification in these areas may also incur the following advantages:

- Ability to hire credentialed postsecondary instructors to teach dual-credit courses to students in grade 9 through 12;
- Ability to hire instructors with industry experience that align to career and technical pathways offered to District students in grades 9 through 12; and
- Opportunity to increase the number of career and technical and dual-credit course offerings to students in grades 9 through 12.
- Opportunity to staff schools needing teachers of Languages Other Than English

To staff schools creatively by allowing existing teachers to teach elective courses outside of their standard certification areas that tap their passions and fulfill student interests.

### Implementation Guidance

When developing parameters for hiring instructors in career and technical education and dual-credit coursework or Languages Other than English who do not have the requisite certificate or permit, the District shall ensure the following:

- The District must first consider high quality, certified teachers.
- The District must follow all Federal and State guidelines related to Bilingual and Special Education.
- The District must establish criteria for selection of high quality, non-certified candidates.
- The District must implement a rigorous on-boarding and training program for newly-hired, non-certified instructors. The program must emphasize support in classroom management and effective instructional practice.
- Non-certified instructors hired under this provision must be evaluated under the Texas Teacher Evaluation and Support System (T-TESS)
- The District must ensure that the Human Capital Management Division meets with principals who hire teachers under this category the first semester to conduct a performance review regarding teachers' status.

## ***Minimum Attendance for Class Credit***

TEC 25.092 states that 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.

### Benefits of Exemptions

Through the allowances of the District Local Innovation Plan, the district will create alternative methods for students who need greater flexibility with school attendance and coursework completion to earn their credits. Flexibility on waiving 90 percent of the days allows the following advantages:

- Ability to consider the unique personal circumstances, challenges, and academic programming needs of affected students.
- Ability to develop local assessments/protocols for awarding credit to include demonstration of mastery of course content.

### Implementation Guidance

When developing parameters for awarding credit or a final grade for a class, the District shall ensure the following:

- The District has developed guidelines for identifying students with hardships.
- The District has clearly defined options for students to be able to be awarded credit that have been developed by a team of individuals that represent grades K – 12.

## ***Instructional Minutes***

Texas Education Code §25.081: For each school year, a school district must operate so that the district provides at least 75,600 minutes of instruction, including intermissions and recesses.

### Benefits of Exemptions

In order to provide teachers much needed time to plan horizontally and vertically, the District seeks flexibility to incorporate districtwide release time for teachers for the purpose of planning and professional learning. Release time allows the following:

- Opportunities for teachers to meet and plan across campuses/content areas/grade levels without incurring substitute costs

- Opportunities for teachers to participate in professional learning without incurring substitute costs

### Implementation Guidance

When building in the instructional minutes, the district will include minutes that will allow for six early release days so that teachers will have time to participate in planning and professional learning throughout the school year. The District will ensure the following:

- Professional learning will support district initiatives.
- Three of the six days will be used for the purpose of campus specific professional learning or planning based on campus data.
- District professional learning needs will be determined by district performance data.



## **District of Innovation Committee Members**

Molly Allmond	Magnet Programs
Elizabeth Bennett	Academic Programs
Sherman Beafneaux	Attendance
Vikki Curry	Assistant Superintendent
Jennifer Douglas	Child Nutrition
Gabriel Flores	Parent
Jean Fullen	Human Capital Management
Jerry Gibson	Superintendent
Eric Mueller	Special Initiatives
Elizabeth Murphy	Parker Elementary
Matthew Neighbors	Executive Director for Secondary
Mary Patrick	Homeless Liaison
Jeff Paysse	Bilingual/ESL
Joseph Pillar	Ball High School
Dyann Polzin	Human Capital Management
Jeff Post	Executive Director for Elementary
Alice Prets	Oppe Elementary
Julia Ramirez	Rosenberg Elementary
Cheryl Rutledge	AIM
Annette Scott	Student Support
Lea Walker	Parent

## 2022-2023 DEC Members

<b>Campus</b>	<b>Representative</b>	<b>Role</b>
<b>AIM</b>	Cheryl Rutledge	Principal
	Amy Lakich	Counselor
<b>AUSTIN</b>	Tracy Thurman	Social Studies Team Leader
<b>BALL</b>	Christopher Shinn	Teacher
	David Wasserstrom	Teacher
<b>BURNET</b>	Judy Muren	Teacher
<b>CENTRAL</b>	Bradley Steinert	Teacher
	John Leon	EL Coordinator
<b>CRENSHAW</b>	Traci Camp	Principal
	Kelli Acosta	Interventionist
<b>DAEP</b>	Manuel Garza	Principal
<b>MORGAN</b>	Sara Giambelluca	Principal
	Cheryl Smiley	Instructional Specialist
<b>OPPE</b>	Alice Prets	Principal
<b>PARKER</b>	Sara Spence	Counselor
	Dana Thomas	Teacher
<b>ROSENBERG</b>	Dena Calnan	Teacher
	Brook Olm	Teacher
	Lesley Rosales –(Alternate)	
<b>WEIS</b>	Amy Burke	ELAR Instructional Coach
	Jessica Eatman (Alternate)	
<b>SUPPORT CENTER</b>		
	Molly Allmond	Magnet Coordinator
	Dyann Polzin	Human Capital Management
	Jessica Edwards	Special Education
	Jeff Paysse	Bilingual/ESL
	Mary Patrick	Special Programs/ECH/Homeless/ Foster Care
	Vikki Curry	Assistant Superintendent T & L
	Annette Scott	Assistant Superintendent SS
	Jerry Gibson	Superintendent