



DISTRICT OF **INNOVATION** | **renewal**
→ **PLAN** | **recommendation**
3.22.22

REACHING THE FUTURE BY DRIVING EXCELLENCE, **ONE STUDENT AT A TIME.**



SHARED VISION

DIVERSE
COMMUNITY

EXCEPTIONAL
EDUCATION



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President
Place 5



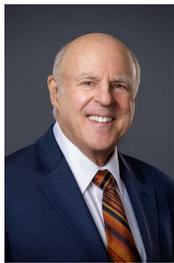
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District Leadership



Dr. Ricardo Lopez
Superintendent



Dr. Susana Russell
Chief Academics &
Leadership Officer



Dr. Brent Ringo
Chief Financial Officer



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General Counsel

Superintendent's Cabinet

Dr. Kimberly Caddell, Assistant Superintendent of Curriculum and Instruction

Dr. Gradyne Brown, Assistant Superintendent of Human Resources

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Cheryl Alexander, Executive Director of Leadership – Elementary

Dr. Kristin Wolfkill, Executive Director of Leadership - Elementary

Veronica Joyner, Director of Research, Assessment & Accountability

Districtwide Educational Improvement Council

Local Innovation Committee Members: 2021-2022

April Alaniz, Teacher Representative, Classical Center at Brandenburg

Christina Carrion, Teacher Representative, Kimberly Academy of Excellence

Amy Angel, Teacher Representative, Centerville Elementary

Yuri Castilleja, Teacher Representative, Parson PK Center

Patricia Anthony, Community Representative

Cathy Clifford, District Representative

Nathan Askins, Teacher Representative, Sachse High School

Julie Coleman, Staff Representative, Coyle Middle School

Juan Barajas, Teacher Representative, Back Elementary

Kenneth Connelly, Teacher Representative, North Garland High School

Tom Barnett, Teacher Representative, Jackson Technology Center

Eleazar Cordero-Valdez, Teacher Representative, Nita Pearson School

Jose Barreto, Teacher Representative, Ethridge Elementary

Kristi Coronado, Teacher Representative, Bussey Middle School

Ron Beck, Teacher Representative, Houston Middle School

David Cortez, Teacher Representative, Bradfield Elementary

Tracey Bergfield, Parent Representative

Loralie Culley, Teacher Representative, Luna Elementary

Araceli Borusqueta, Teacher Representative, Spring Creek Elementary

Lynn Daniel, District Representative

Da'on Boulanger-Chatman, Teacher Representative, Lakeview Centennial High School

Coebie Davis, Teacher Representative, Walnut Glen Academy of Excellence

Judy Campbell, District Representative

Jennifer Dayman, Staff Representative, Beaver Technology Center

Justin Campbell - Chick-fil-A NG, Business Representative

Larinda Derrick, Teacher Representative, Beaver Technology Center

Angela Carballo, Staff Representative, Jackson Technology Center

Joshua Diamond, Teacher Representative, Golden Meadows Elementary

Taylor Carn, Teacher Representative, Coyle Middle School

Austin Escobedo, Teacher Representative, Hickman Elementary

Michael Floyd, Teacher Representative, Club Hill Elementary

Sarah Frawley, Teacher Representative, Watson Technology Center

Shannon Galbraith, Teacher Representative, South Garland High School

John Gambill, Teacher Representative, Garland AEC

Fernando Garcia, Teacher Representative, Watson Technology Center

Bethany Godinez, Staff Representative, Shugart Elementary

Maria Gonzalez, Teacher Representative, Cisneros PK Center

Kenia Green, Staff Representative, Ethridge Elementary

Brittney Hager, Teacher Representative, Herfurth Elementary

Mitra Hami, Teacher Representative, Stephens Elementary

Sarah Harmon, Teacher Representative, Naaman Forest High School

Kareem Hart, Teacher Representative, Garland High School

Shelley Hood, Community Representative

Mitzi Howard, Teacher Representative, Armstrong Elementary

James Iorio, District Representative

Kristina Ivory, Teacher Representative, Keeley Elementary

April Izard, Staff Representative, Roach Elementary

Blake James, Teacher Representative, Vernal Lister Elementary

Nicole Jeter, Teacher Representative, Montclair Elementary

Laura Johnson, Staff Representative, Toler Elementary

Evan Jones, Teacher Representative, Shorehaven Elementary

Belinda Katz, Teacher Representative, Sewell Elementary

Narden Khalil, Teacher Representative, Roach Elementary

Elizabeth Kiertscher, District Representative

Patrece King, Teacher Representative, Lyles Middle School

Demas Lamas, Teacher Representative, Sellers Middle School

Sarah LeFan, Teacher Representative, Freeman Elementary

Sherese Lightfoot, District Representative

Edgar Macarty, Teacher Representative, Abbett Elementary

Lori Malone, Teacher Representative, Dorsey Elementary

Martha Mann, Teacher Representative, Handley Elementary

Pebbles Martin, Staff Representative, South Garland High School

Juana Martinez, Teacher Representative, Weaver Elementary

Carol Mays, Teacher Representative, Rowlett High School

Lindsay McCrary, Staff Representative, Sellers Middle School

Liz McDorman, Teacher Representative, Hudson Middle School

Heather Medlock, Teacher Representative, Daugherty Elementary

Lisa Miller, Teacher Representative, Giddens-Steadham Elementary

Maria Muriel, Teacher Representative, George Washington Carver Elementary

Jair Padilla Reyes, Teacher Representative, Schrade Middle School

April Parker, Teacher Representative, Parkcrest Elementary

Rebecca Parscale, Teacher Representative, Classical Center at Vial

Amy Patterson, Teacher Representative, Austin Academy of Excellence

Alberto Perez, Teacher Representative, Rowlett Elementary

Felicia Phillips, Teacher Representative, Heather Glen Elementary

Nicole Reeves, Teacher Representative, Liberty Grove Elementary

Jaylen Reid, Teacher Representative, Hillside Academy of Excellence

Jorge Rivera, Community Representative

Connie Rodriguez, District Representative

Lisbet Rodriguez, Parent Representative

Anita Roland, Staff Representative, Shorehaven Elementary

Nicole Scott, Parent Representative

Dawn Shaw, Teacher Representative, Memorial Pathway Academy

Mary Shelton, District Representative

Jake Shirley, Staff Representative, Northlake Elementary

Dylan Simpson, Teacher Representative, Toler Elementary

April Smith, Teacher Representative, Gilbreath-Reed Career & Technical Center

David Smith, Community Representative

Jake Smith, Teacher Representative, Webb Middle School

Paige Smith, Teacher Representative, Glen Couch Elementary

Joey Snelson, Teacher Representative, Davis Elementary

Alison Staples, Staff Representative, Lakeview Centennial High School

Deana Starnes, Teacher Representative, O'Banion Middle School

Derek Storey, Teacher Representative, Caldwell Elementary

Becky Sweet, District Representative

Denay Taylor, District Representative

Sara Tinsley, Teacher Representative, Shugart Elementary

Dan Tran, Parent Representative

Sharonda Turner, Teacher Representative, Cooper Elementary

Samantha Ward, Teacher Representative,
Bullock Elementary

Allison Weis, Teacher Representative,
Southgate Elementary

Xelina Welsh, District Representative

Travis Wright, Teacher Representative,
Northlake Elementary

I. Introduction

The 84th Texas Legislature passed House Bill 1842 in 2015, providing public school districts the opportunity to become Districts of Innovation, giving public schools some of the flexibility that charter and open-enrollment schools in the state currently have. To qualify, an eligible school district must adopt a five-year innovation plan according to the Texas Education Code.

Why would Garland ISD want to become a District of Innovation? The goal is to gain greater local control in decision-making to benefit our students and staff, to have increased autonomy from state mandates that govern educational programming, and to be empowered to innovate. Innovation does not necessarily mean ambitious new initiatives beyond the school district's current strategic plan. Instead, this plan allows Garland ISD the privilege and the flexibility to exercise more creative local control over existing quality programs without some of the statutory constraints in place now. Districts are not exempt from statutes that address curriculum, assessment, and graduation requirements nor are they exempt from academic and financial accountability.

This plan is specific to the exemptions as outlined. The district will follow the Texas Education Code in all other areas. For the past five years, Garland ISD has implemented six exemptions, two of which are no longer applicable and obsolete due to changes in law and or policies. The current local innovation plan expires on April 11, 2022. The term of the district's designation shall not exceed five calendar years; thus the district would be expected to return to compliance with all specified areas of the Texas Education Code §102.1315 (issued under the Texas Education Code, §§12A.001-12A.009) and nullify all current exemptions.

Garland ISD recognizes that an approved renewal term would last for an additional five years; however, it reserves the right to amend the local innovation plan as needed. If granted a renewal, the district would organize a dedicated Local Innovation Committee to explore the possibilities of implementing additional allowable exemptions and amending the existing intervention plan.

II. Innovation Plan Timeline

Step	Date Completed
Board Consideration for Local Innovation Committee	Jan. 11: Discussion to use DEIC Committee for District of Innovation Renewal Process
Board resolution to approve Local Innovation Committee and Intent to Renew District of Innovation plan	Jan. 25: Board of Trustees Meeting; action required to approve Local Innovation Committee and intent to pursue District of Innovation Plan renewal process
Local Innovation Committee (DEIC) Special Meeting	Feb. 2: public meeting to review the existing plan and discuss the obsolete exemptions and public comments; receive public comments on the existing plan and vote to renew the plan
Plan posted online for 30 days	Feb. 11: final plan posted on District website till Mar. 12; public notice posted in Dallas Morning News
Commissioner notified	Feb. 11: Notice of Intent to Renew sent to TEA
Board approval for adoption	Mar. 22: two-thirds or more vote to approve
Notice of Adoption sent to Commissioner	Mar. 23: notice of Adoption Renewal sent to TEA
Post Plan on District Website	Mar. 23: post approved plan of District website; send TEA a copy of the link posting.

III. Term of Plan

As outlined by the Texas Education Agency, the term of the Innovation Plan is five years. The plan will commence with the adoption at the March 22, 2022 Board of Trustees Regular Meeting and conclude on March 22, 2027, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The District Educational Improvement Committee (DEIC), in conjunction with the district leadership, will monitor the effectiveness of the plan and recommend to the Board any suggested modifications, as needed.

IV. A Comprehensive Educational Program

An exceptional education has long been the focus of our district. Our top responsibility is to provide a rigorous, innovative educational experience that prepares all students for college and careers, along with developing meaningful relationships between schools, families, and the community in a safe and secure environment.

◆ **Mission Statement**

The Garland Independent School District exists as a **DIVERSE COMMUNITY** with a **SHARED VISION** that serves to provide an **EXCEPTIONAL EDUCATION** to ALL of its students.

◆ **Vision Statement**

Reaching the future by driving excellence, one student at a time.

◆ **Values**

- We believe every student can learn.
- We know every student deserves our best.
- We value and celebrate all cultures.
- We respect all students, families, staff and communities.
- We demonstrate ethical behavior.

Education Transforms Lives

Based on the District’s mission, vision and values, the Garland ISD Board of Trustees and Superintendent Dr. López have created specific objectives to establish and define district academic targets.

◆ **Goal and objectives through 2024-25**

Goal statement: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Ten objectives have been identified to achieve this goal. Expand each objective below for details or [download the Print Version-Student Achievement Quick Reference Scorecard \(PDF\)](#).

- [Objective A: Early Literacy \(Reading\)](#)
- [Objective B: Early Literacy \(Writing\)](#)
- [Objective C: English Language Acquisition](#)
- [Objective D: Scientific Understanding](#)
- [Objective E: Mathematical Proficiency](#)
- [Objective F: Post-secondary Readiness \(SAT Exams\)](#)
- [Objective G: Post-secondary Readiness \(AP Exams\)](#)
- [Objective H: Student Management](#)
- [Objective I: Graduation Outcomes](#)

The work of the board and the district will continue as departments and campuses collaborate to develop action plans and data reporting steps. As these efforts advance and data points are collected, updates will be provided and shared so that progress on key performance indicators can be monitored.

V. GISD Ready Outcomes

The GISD Ready initiative transforms teaching and learning to ensure we meet the needs of 21st-century learners and that graduates are prepared for success in a globally competitive workforce. The 21st-century learner is a critical thinker with technology and literacy skills who communicates, collaborates, adapts, and perseveres. In order to realize the vision of success outlined in the district Strategic Plan, the following profiles illustrate the necessary traits, characteristics, and skills for each group:

- The learner
- The teacher
- The leader

GISD READY

LEARNER OUTCOMES



CRITICAL THINKING
Analyze, evaluate, synthesize information and arguments, interpret information, and draw conclusions.



COMMUNICATION
Interact, collaborate and publish with peers, experts and others to produce original work and solve real world problems.



ADAPTABILITY
Construct, investigate and embrace new ideas.



TECHNOLOGY SKILLS
Utilize technology to assess, interpret and understand complex information.



PERSEVERANCE
Show resilience in maintaining and meeting established goals.



LITERACY SKILLS
Use language to stimulate the imagination, enhance thinking, to communicate, and to construct meaning.



COLLABORATION
Interact productively in personal, work and community contexts.

GISD READY TEACHER OUTCOMES



COMMUNICATOR

Communicates clear, relevant class expectations, procedures and timely information regarding student growth.



INSTRUCTIONAL DESIGNER

Engages students in relevant, meaningful and rigorous learning experiences that include their interests, abilities, aptitudes and goals.



OPTIMIZER

Leads and supports students' use of digital learning assets and ethics to research, create and disseminate learning beyond the classroom walls.



COLLABORATOR

Establishes and maintains effective relationships with and between colleagues and students for the purpose of co-construction of products and sharing of ideas.



LEARNER

Goes beyond the district requirements for professional learning, exhibiting an inherent desire to be a life-long learner.



RELATER

Builds relationships with students to ensure a safe, supportive learning environment.



CULTURE DEVELOPER

Creates an environment where students actively participate and are free to take risks in learning. Cultivates and celebrates a strong awareness of and a sensitivity to cultural differences.

GISD READY LEADER OUTCOMES



VISIONARY

Establishes a collective vision that garners support and commitment from all stakeholders.



CULTURE DEVELOPER

Creates and enhances a collaborative environment conducive to teaching and learning.



CAPACITY BUILDER

Assesses the organization's abilities and plans activities aimed at increasing personnel potential.



INSTRUCTIONAL LEADER

Assesses current instructional needs and provides professional development to support academic achievement.



STUDENT ADVOCATE

Uses district and community resources to ensure student, social, emotional and academic needs are met.



COMMUNICATOR

Communicates specific, timely feedback to all stakeholders through a variety of media.



COMMUNITY LIAISON

Engages stakeholders in the decision-making process of the campus and actively participates in school/community events.

In order to realize the full potential of our GISD Ready Outcomes, the Board’s Vision, the District Mission, and the Strategic Plan Goals, alignment of local practices and operations require flexibility in local control.

VI. Innovations

Certain requirements of the Texas Education Code inhibit the District’s ability to fully meet our local needs. Therefore, GISD seeks exemption from the following permissible provisions of the Texas Education Code (TEC) as allowed in the statute:

- School Start Date
- Teacher Certification
- Teacher Appraisal System
- Campus Behavior Coordinator Provisions

School Start Date (TEC §25.0811a) (EB LEGAL)

Current Statute:

The Texas Education Code states a school district may not begin student instruction before the fourth Monday of August. For many years this was the rule; however, districts had the option of applying for a waiver to begin earlier, even as early as the second Monday in August. The start-date waiver was eventually removed when the legislature determined school districts should begin the first semester no earlier than the fourth Monday of August, with no exceptions. The current process allows no flexibility in the design and balancing of instructional semesters to meet the needs of students or the wishes of the local Board of Trustees, who represent community interests.

Proposed Local Innovation/Flexibility:

Garland ISD will determine the local starting date of the first semester in its annual calendar creation process. The annual calendar will be submitted to the Board of Trustees – in accordance with district policy, procedure and practice.

Teacher Certification (TEC §21.003) (TEC §21.0031) (TEC §21.051) (TEC §21.053)(DBA and DK LEGAL)

Current Statute:

In the event, a district cannot locate a certified teacher for a position or a teacher is teaching a subject outside of their certification, the district must submit a request to the Texas Education Agency. TEA then approves or denies this request. Parents must be notified in writing whenever a teacher does not have the required certification.

Proposed Local Innovation/Flexibility:

With a Career and Technical Center and innovative courses and programming, local decisions about teacher certification would provide a better opportunity to offer innovation in course selections for CTE courses, dual credit courses, and high demand/hard-to-fill teaching vacancies. Moreover, doing so ensures we will meet future vacancy needs. By obtaining an exemption from existing teacher certification requirements, the district will have the flexibility to hire

community college instructors, university professors, industry experts with a minimum of three years experience, or internal applicants seeking assignments outside of their traditional certification area. This will enrich applicant pools in specific content areas and afford more students the opportunity to take courses that align with their career paths.

Teacher and Administrator Appraisals (TEC §21.352) (TEC§21.3541) (19 TAC 150.1001) (DNA LEGAL)

Current Statute:

The Texas Teacher Evaluation and Support System (T-TESS) and the Texas Principal Evaluation and Support System (T-PESS), are implemented in Garland ISD. While these systems are designed to meet the needs of the entire state, these systems also require state standardized test scores to be used as the primary evaluation measure for both teachers and administrators. This will prove challenging and possibly inequitable when determining what measure will be used for teachers who do not teach core content, state-tested subjects.

Proposed Local Innovation/Flexibility:

The district has invested time and training into using the T-TESS and T-PESS appraisal system. We propose that we continue to utilize T-TESS and T-PESS, without the value-added measure, as it is currently being used. This change would improve equity and team building, in addition to teacher retention.

Campus Behavior Coordinator Provisions (TEC §37.0012) (FO LEGAL & LOCAL)

Current Statute:

Senate Bill 107 requires the designation of a campus behavior coordinator on each campus. This designee is responsible for maintaining student discipline and the implementation of Chapter 37, Subchapter A.

Proposed Local Innovation/Flexibility:

Our approach to discipline is more collaborative, with multiple administrators providing emotional and social support to students. Exemption from this requirement increases the opportunity for campus collaboration in regards to student discipline, as outlined in the GISD Student Code of Conduct and campus discipline plans.

Adoption of Plan

Garland ISD has met all of the process requirements outlined by the TEA and the Commissioner of Education to renew the designation as a District of Innovation. The local Innovation Plan was approved by the DEIC Committee by majority vote, with the opportunity for public comment provided during the February 2, 2022 meeting.

The Notice of Intent to Renew was sent to the TEA Commissioner on February 11, 2022. This included the intended adoption date and the location of the posted Local Innovation Plan.

A copy of the Local Innovation Plan has been posted on the District's website and will remain for the required 30 days prior to approval by the Board of Trustees.