Plano ISD
District-Based
Improvement Committee

Monday, October 28, 2024

Welcome

COMMITTED TO EXCELLENCE
DEDICATED TO CARING
POWERED BY LEARNING
PLANO ISD PROUD

Agenda and Introductions

Welcome

- Staff Development Waiver and Plan
- BOY MAP Data Review
- District Improvement Plan Overview
- Dyslexia Program Update
- Career Education
- Technology Update

BOY MAP Data Review

Antoine Spencer

Why Measures of Academic Progress (MAP)?

40+ years

11 million

146 countries

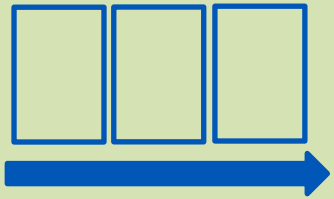
2 million

Linking Study to SAT & STAAR

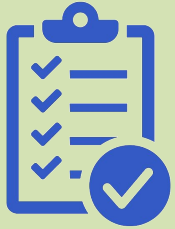
Three things you should know about MAP

Computer Adaptive

Designed Around a Learning Continuum



Predictive of Success on Future Assessments



The purpose of MAP is to identify where a student sits on a continuum of learning in order to guide instructional decisions.

How is MAP Scored?

- Rasch Unit (RIT)
- 100-350
- Equal interval scale
- Score based on level of difficulty of items

Fall MAP - Purpose

Beginning of Year (BOY)

MAP is utilized as a formative tool to understand where students are in the learning progression at the beginning of the year, and to guide planning, instruction, and interventions.

Collaborative Team Framework

<u>Who are your students?</u>
Build relationships; analyze historical data; consider student interests, readiness, strengths and needs.

New NWEA Norming Study

- Completed July, 2024
- Uses Spring 2023 STAAR data
- 47,303 students
- 278 schools
- 75 Texas school districts

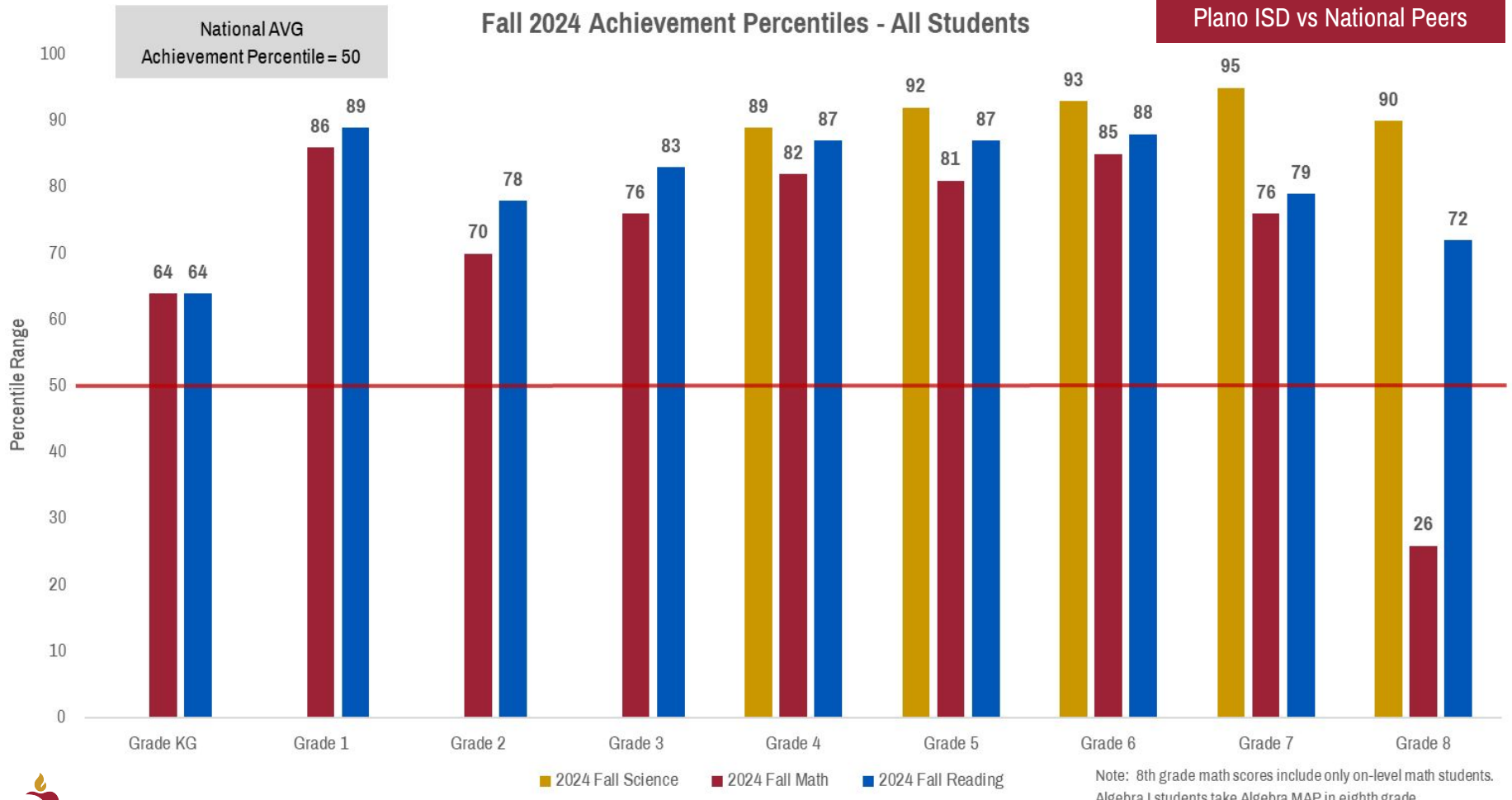
Fall MAP Achievement and Growth Percentiles

Why is Achievement Percentile Important?

- Percentage-based ranking of the achievement for the given term, with the same grade and same weeks of instruction
- This data shows how students in Plano ISD are performing compared to their national peers
- Percentile ranking of Plano ISD schools from a norms study that included millions of test events from nearly 1 million students from over 24,500 schools

Plano ISD vs National Peers

Fall 2024 Achievement Percentiles - All Students



Note: 8th grade math scores include only on-level math students. Algebra I students take Algebra MAP in eighth grade.

Why is Conditional Growth Important?

- Conditional Growth Percentile indicates how students in Plano ISD are growing compared to their peers who are statistically like them
- Measures growth in multiple periods for continuous monitoring; this data is Fall to Fall growth
- An academic year's worth of growth is measured by growth scores falling between the 45th and 55th percentile

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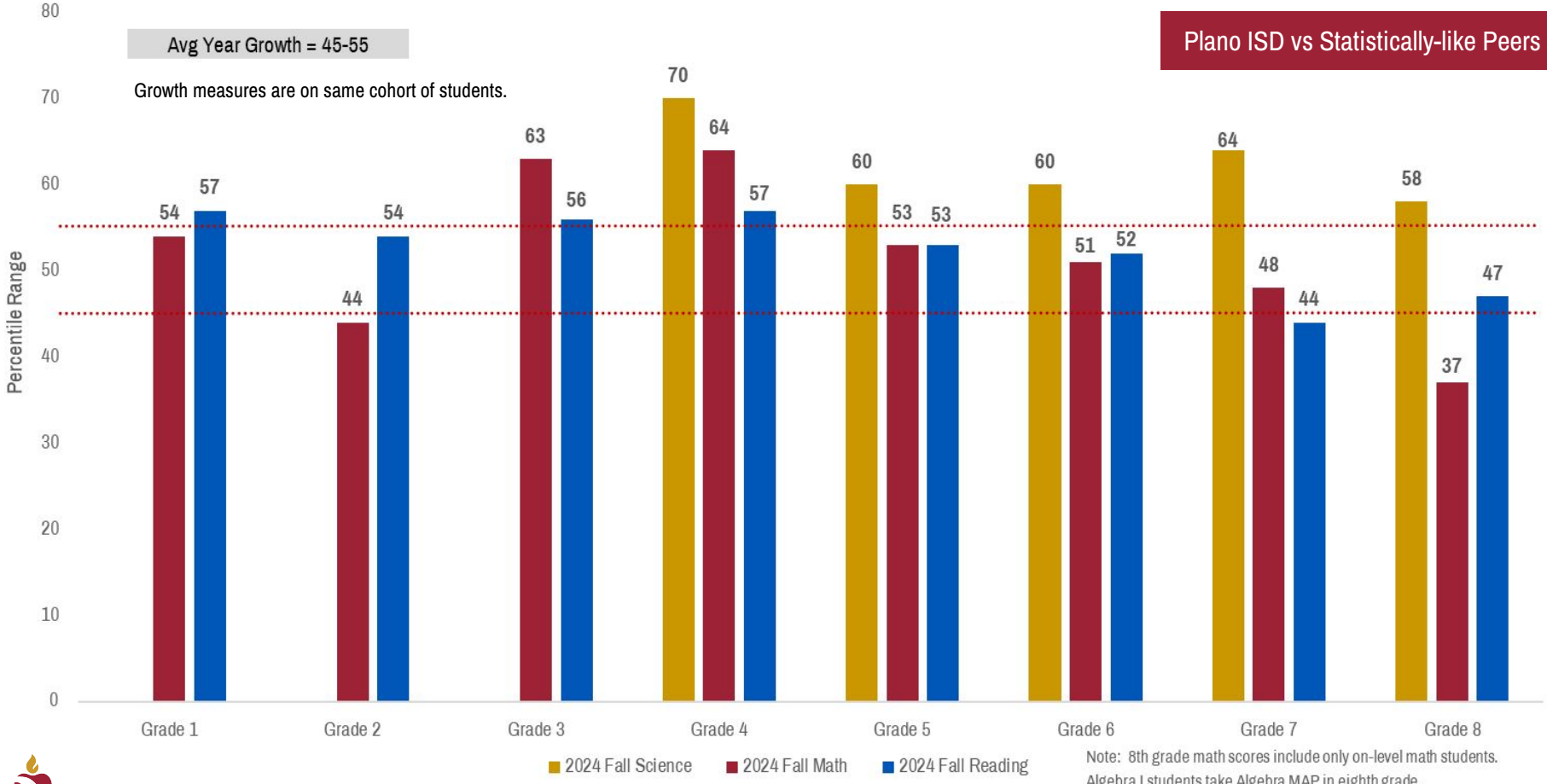
Fall 2024 Student Median Conditional Growth Percentiles - All Students

Plano ISD vs Statistically-like Peers

Avg Year Growth = 45-55

Growth measures are on same cohort of students.



Note: 8th grade math scores include only on-level math students. Algebra I students take Algebra MAP in eighth grade.

Fall MAP
On Track for CCR

Percent of Students Who Met "On Track Metric" based on Prediction to "Meets Grade Level"		
BOY 2024	Reading	Math
Grade K	63%	15%
Grade 1	54%	34%
Grade 2	50%	42%
Grade 3	60%	48%
Grade 4	58%	55%
Grade 5	66%	63%
Grade 6	68%	59%
Grade 7	71%	63%
Grade 8	71%	44%

MAP and College & Career Readiness

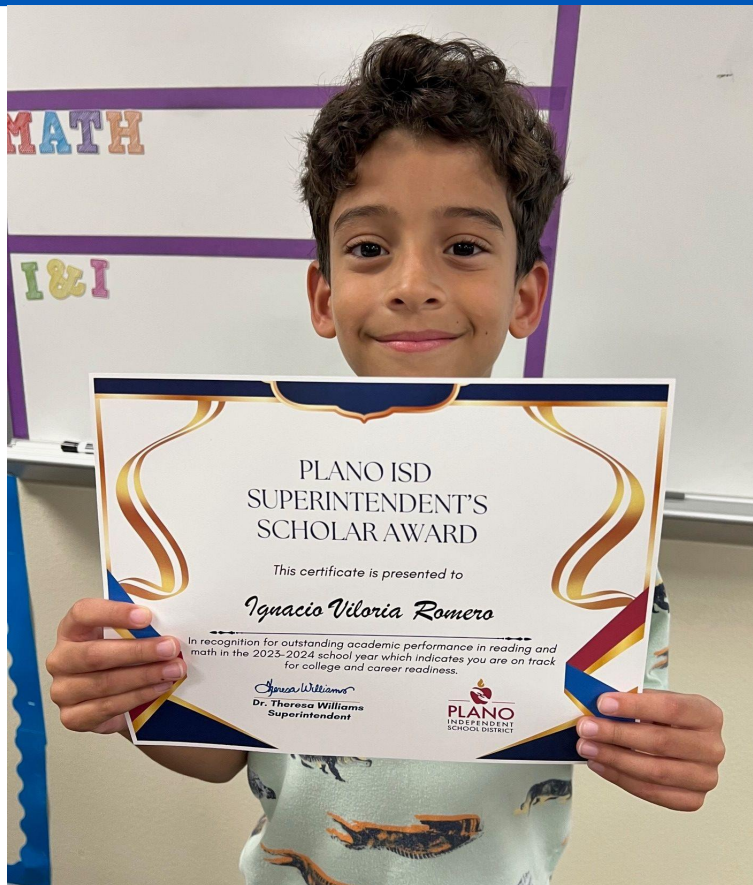
Notes:
Cut scores have changed with the new STAAR linking study that was released in August 2024.

8th grade math scores include only on-level students. Algebra students take the Algebra MAP test.

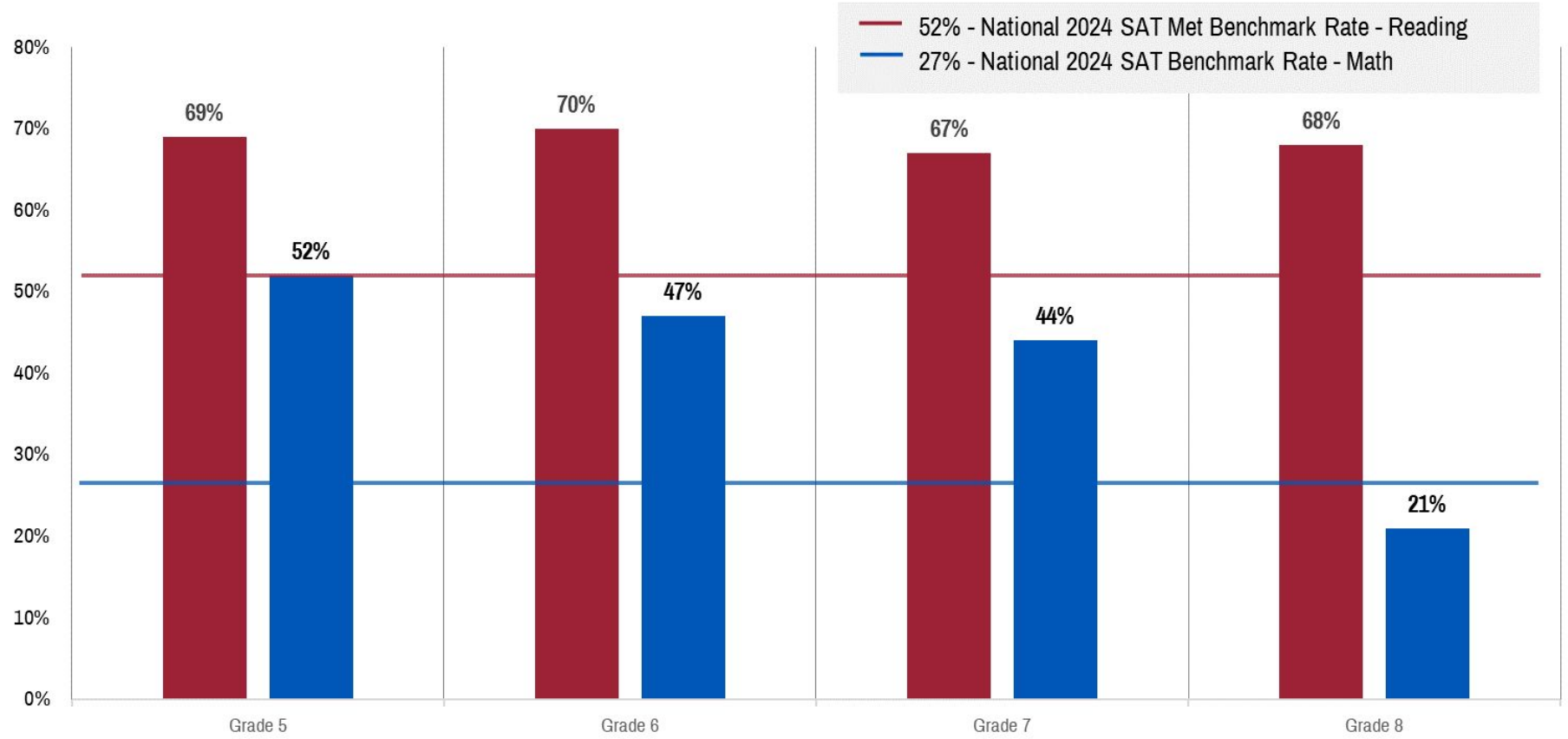
Celebrating Students “On Track”

Last year, we initiated the “Superintendent Scholar Award” that was presented to all students who met the targets for being “on track” for college readiness in both reading and math.

*This year’s K-8 targets have been adjusted to reflect the new NWEA linking study and the RIT score needed to be “on track” for college readiness in Texas.



Percentage of Students on Track to CCR by Meeting MAP SAT Benchmarks

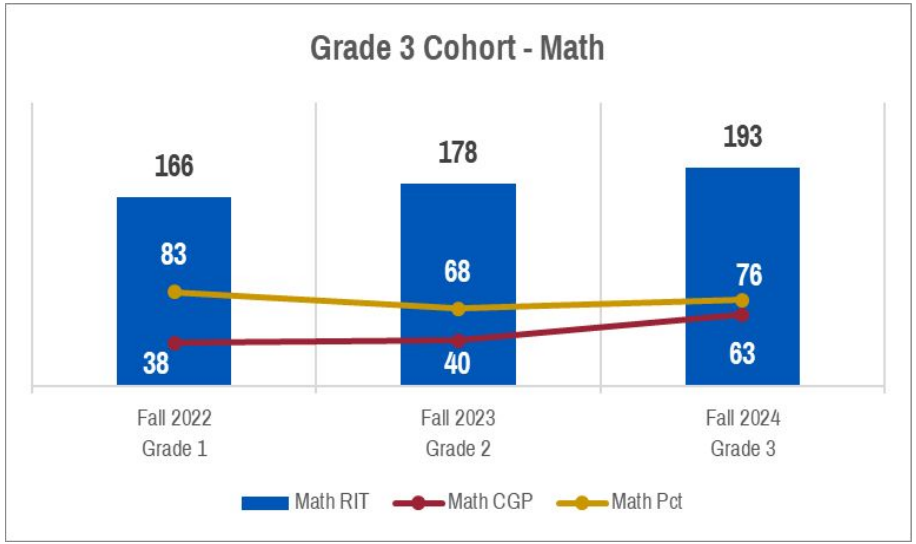


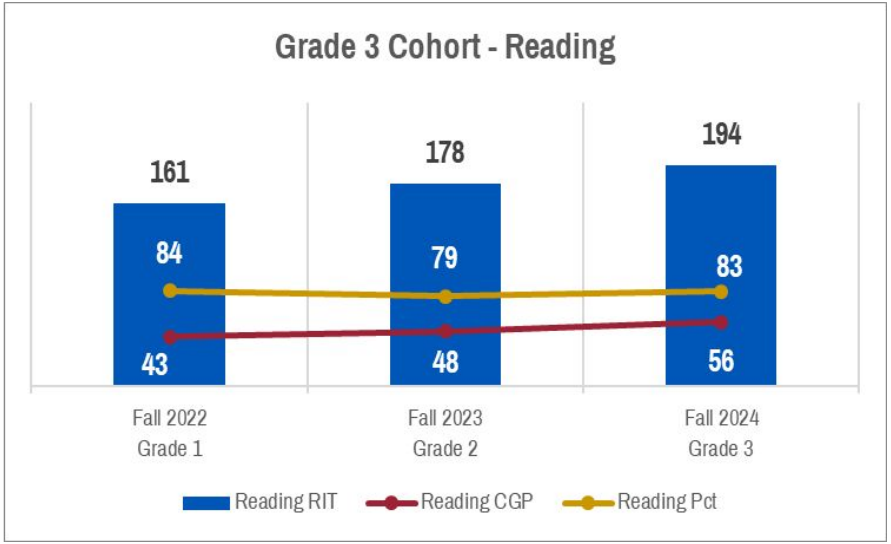
Will be used for Plano ISD CCMR Monitoring

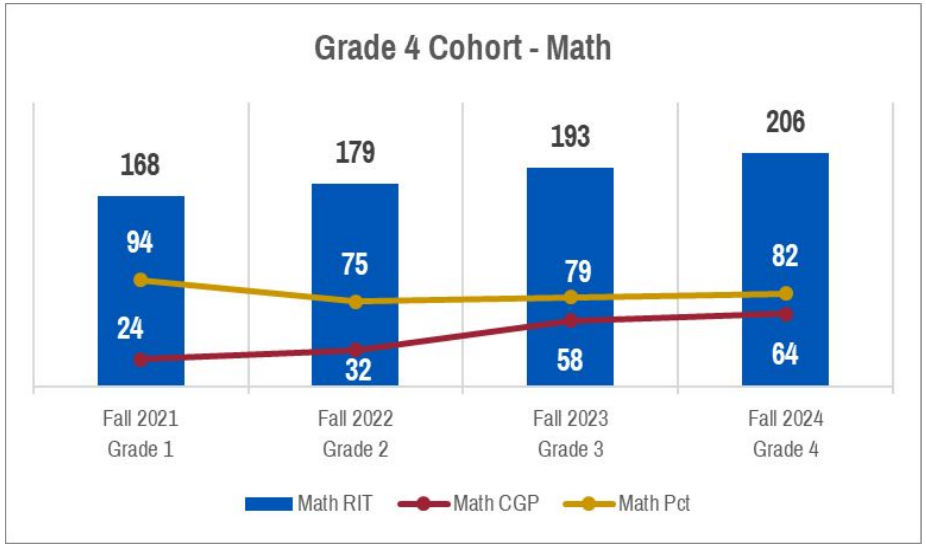
Note: 8th grade math scores include only on-level math students. Algebra I students take Algebra MAP in eighth grade.

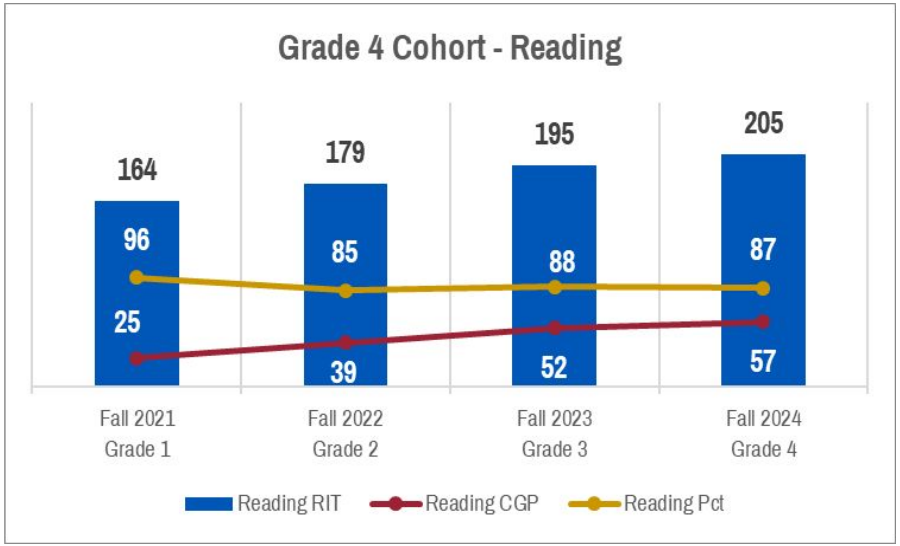
Fall MAP
Growth by Cohort

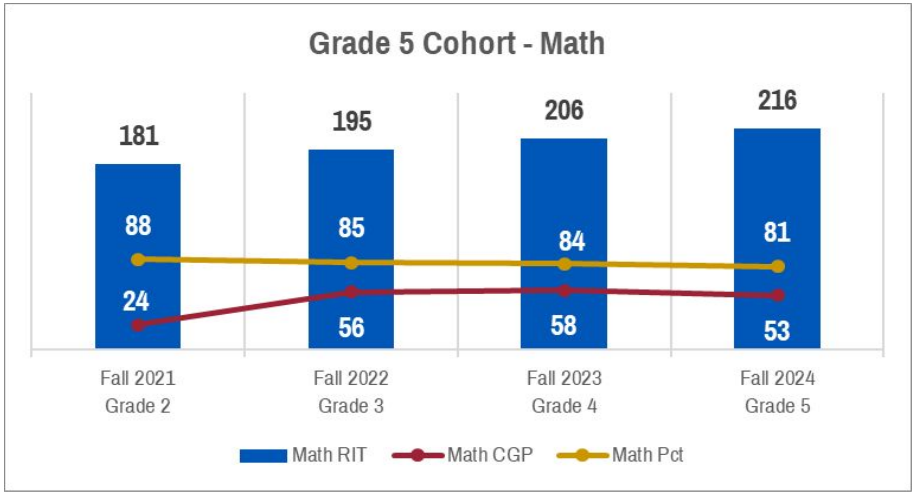
Cohort Data:
Tracking the same group of students over time.

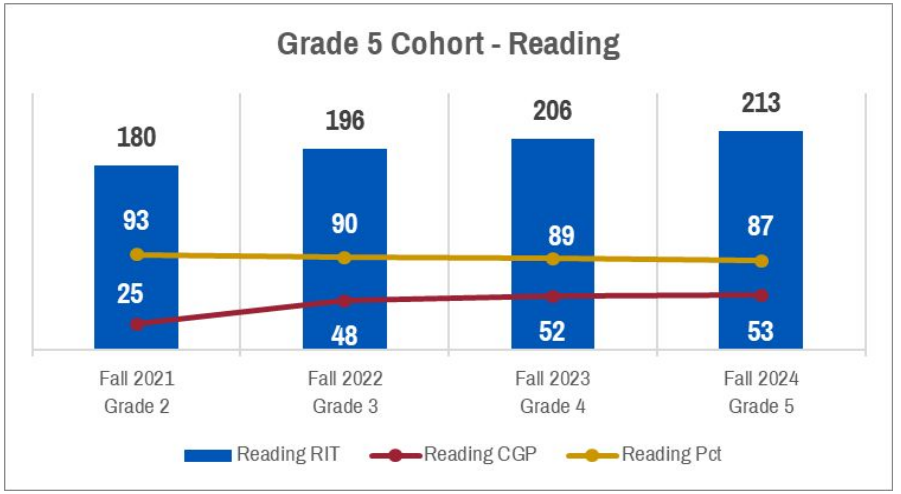





Grade 4 Cohort - Math
168
179
193
206
94
75
79
82
24
32
58
64
Fall 2021
Grade 1
Fall 2022
Grade 2
Fall 2023
Grade 3
Fall 2024
Grade 4
Math RIT
Math CGP
Math Pct


Grade 4 Cohort - Reading
164
179
195
205
96
85
88
87
25
39
52
57
Fall 2021
Grade 1
Fall 2022
Grade 2
Fall 2023
Grade 3
Fall 2024
Grade 4
Reading RIT
Reading CGP
Reading Pct


Grade 5 Cohort - Math
181
195
206
216
88
85
84
81
24
56
58
53
Fall 2021
Grade 2
Fall 2022
Grade 3
Fall 2023
Grade 4
Fall 2024
Grade 5
Math RIT
Math CGP
Math Pct


Grade 5 Cohort - Reading
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Fall 2021
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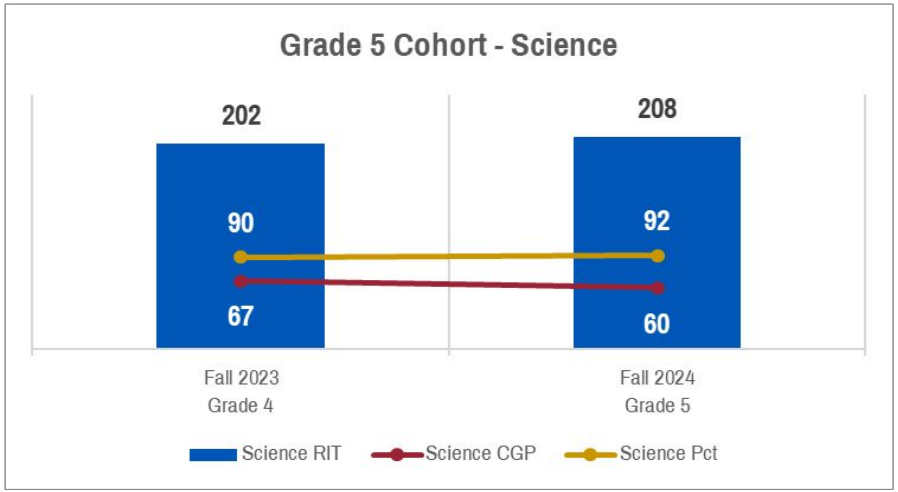
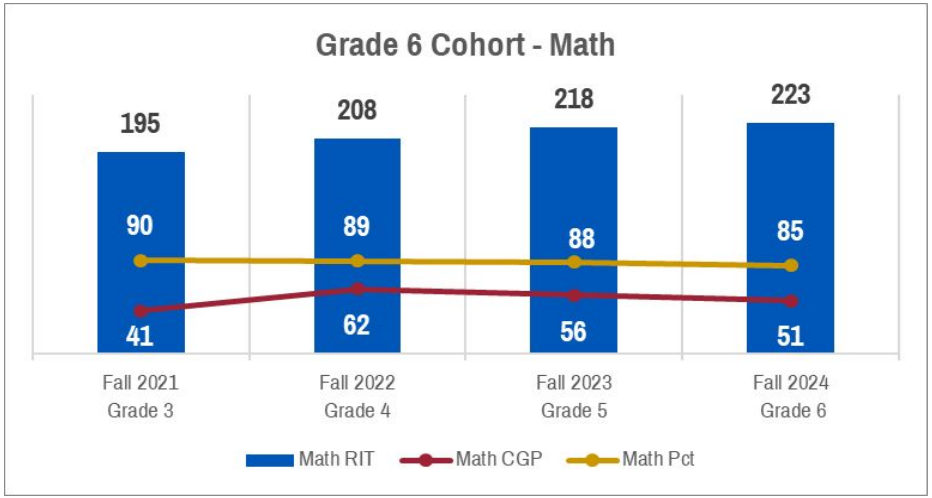
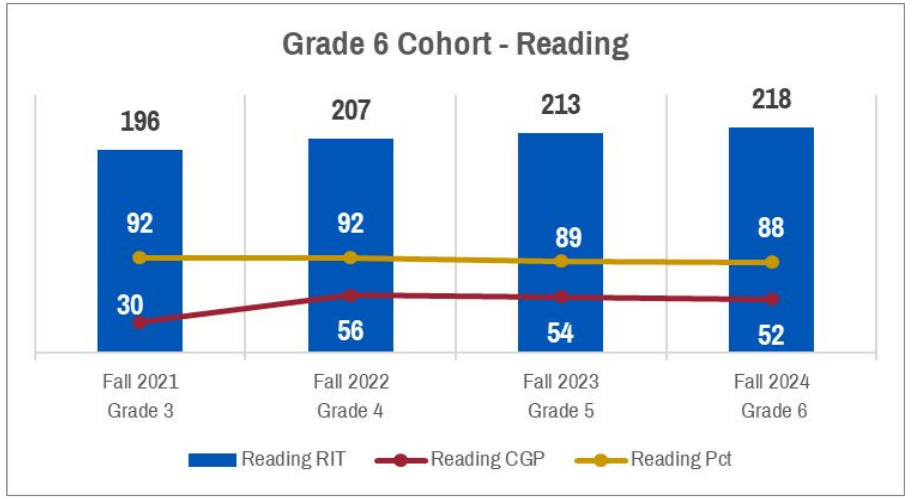

Grade 5 Cohort - Science
202
208
90
92
67
60
Fall 2023
Grade 4
Fall 2024
Grade 5
Science RIT
Science CGP
Science Pct


Grade 6 Cohort - Math
195
208
218
223
90
89
88
85
41
62
56
51
Fall 2021
Grade 3
Fall 2022
Grade 4
Fall 2023
Grade 5
Fall 2024
Grade 6
Math RIT
Math CGP
Math Pct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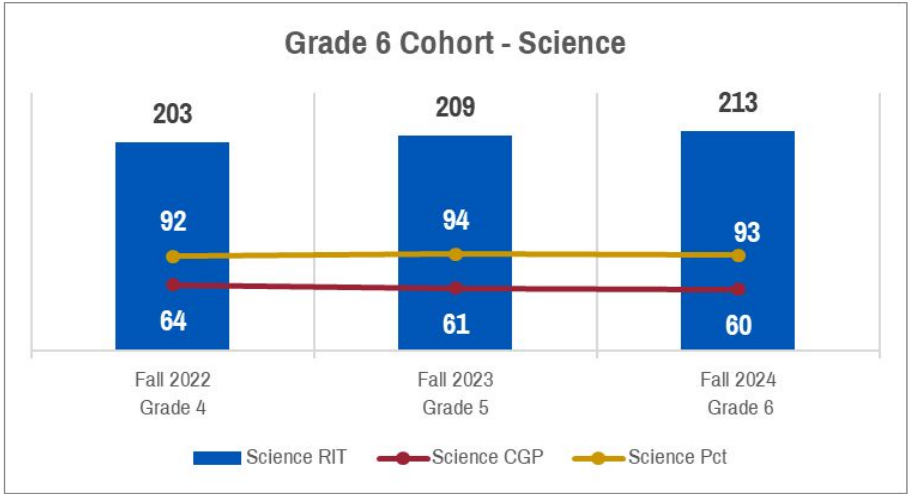
Grade 6
Reading RIT
Reading CGP
Reading Pct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Grade 4
Fall 2023
Grade 5
Fall 2024
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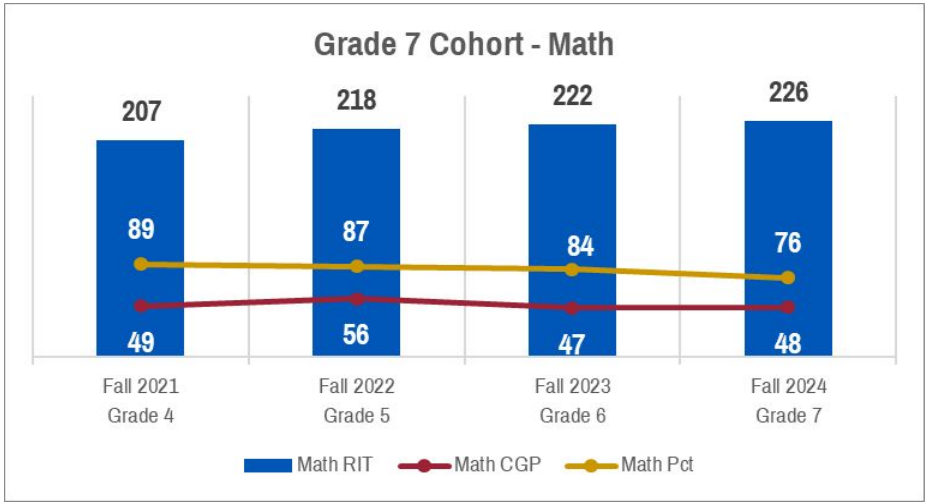
Science CGP
Science Pct


Grade 7 Cohort - Math
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226
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Fall 2021
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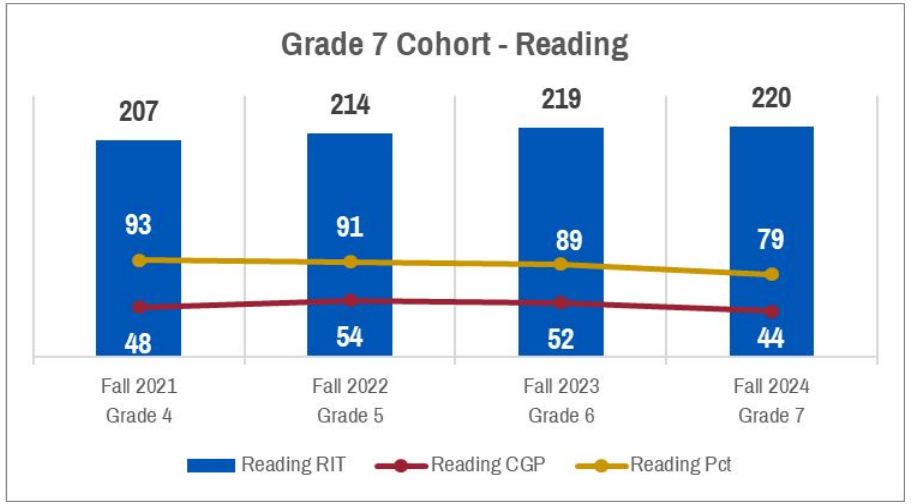
Fall 2023
Grade 6
Fall 2024
Grade 7
Math RIT
Math CGP
Math Pct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Fall 2021
Grade 4
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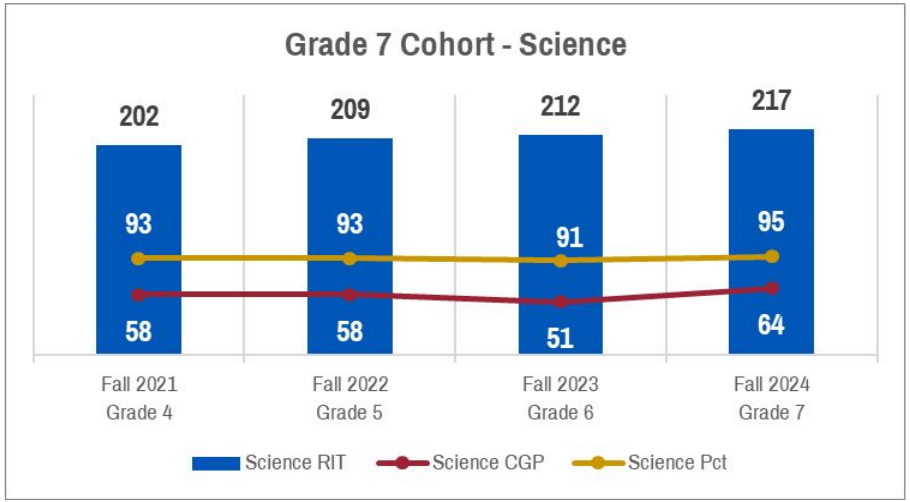
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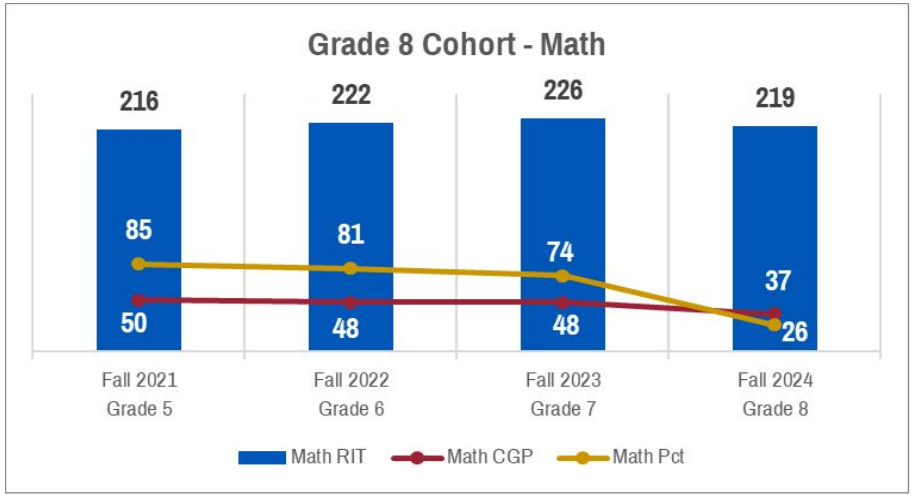
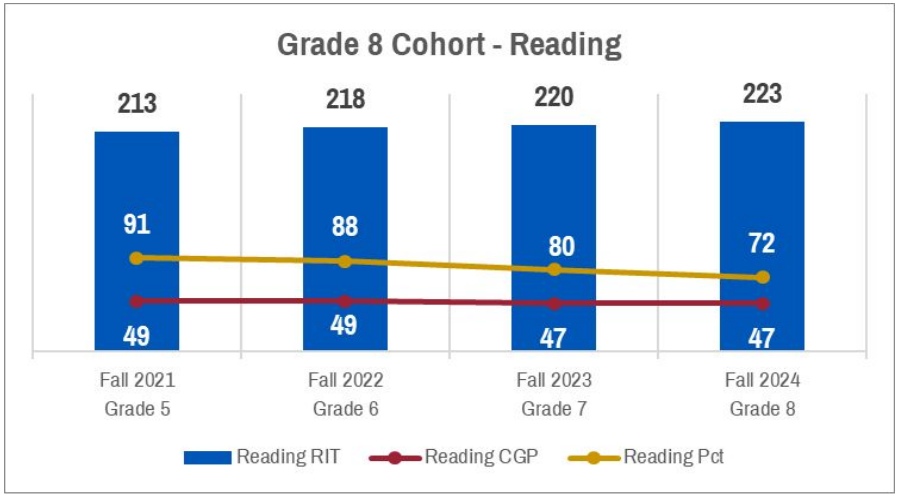
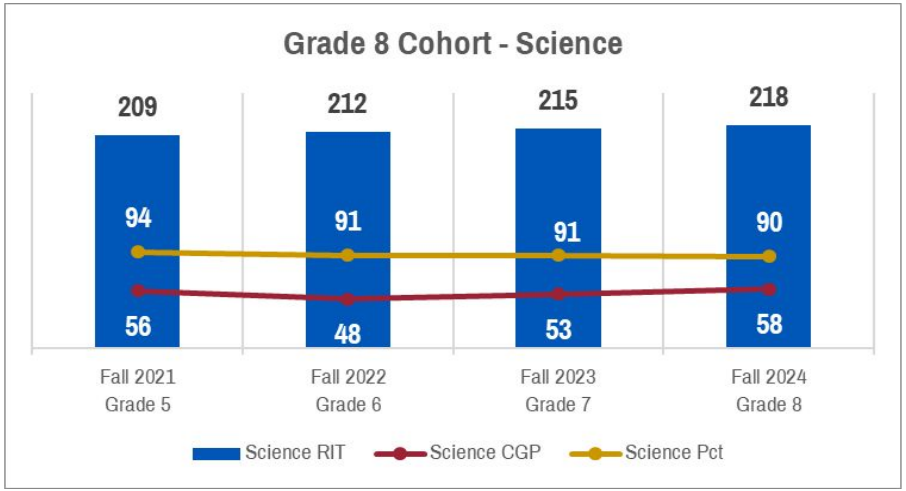






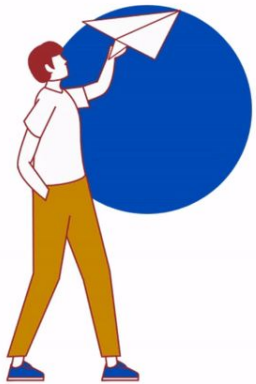
*Met growth target in math with 8th grade Algebra student scores included.

Dyslexia Program Update

Vanessa Conatser

A Visual Guide to the Journey of Support Services

- Growth of Identification
- Expansion of Procedures & Programming
- Navigating New Laws
- Continued Improvement and Vision for the Future



A student with dyslexia is much like the variable needs of a paper airplane. There is a delicate balance between the forces that impact plane flight. The slightest different in folds or asymmetry cause it to veer off course. Although delicate, the sharp precision of folding allow the plane to soar.

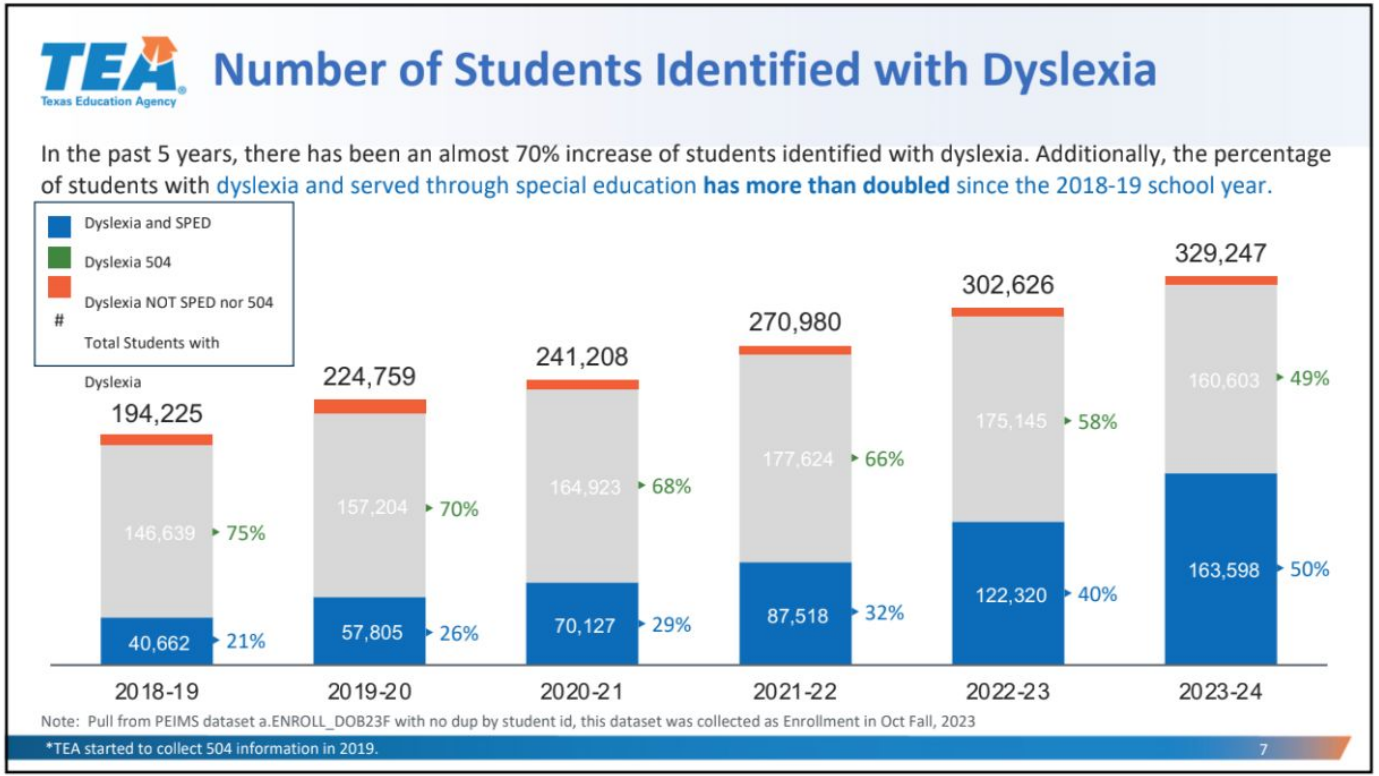
Increase and Expansion in Identification

- 67 Dyslexia Therapist
- Approx = 1600 receive direct dyslexia instruction
- 3 HS Itinerant by Cluster

East

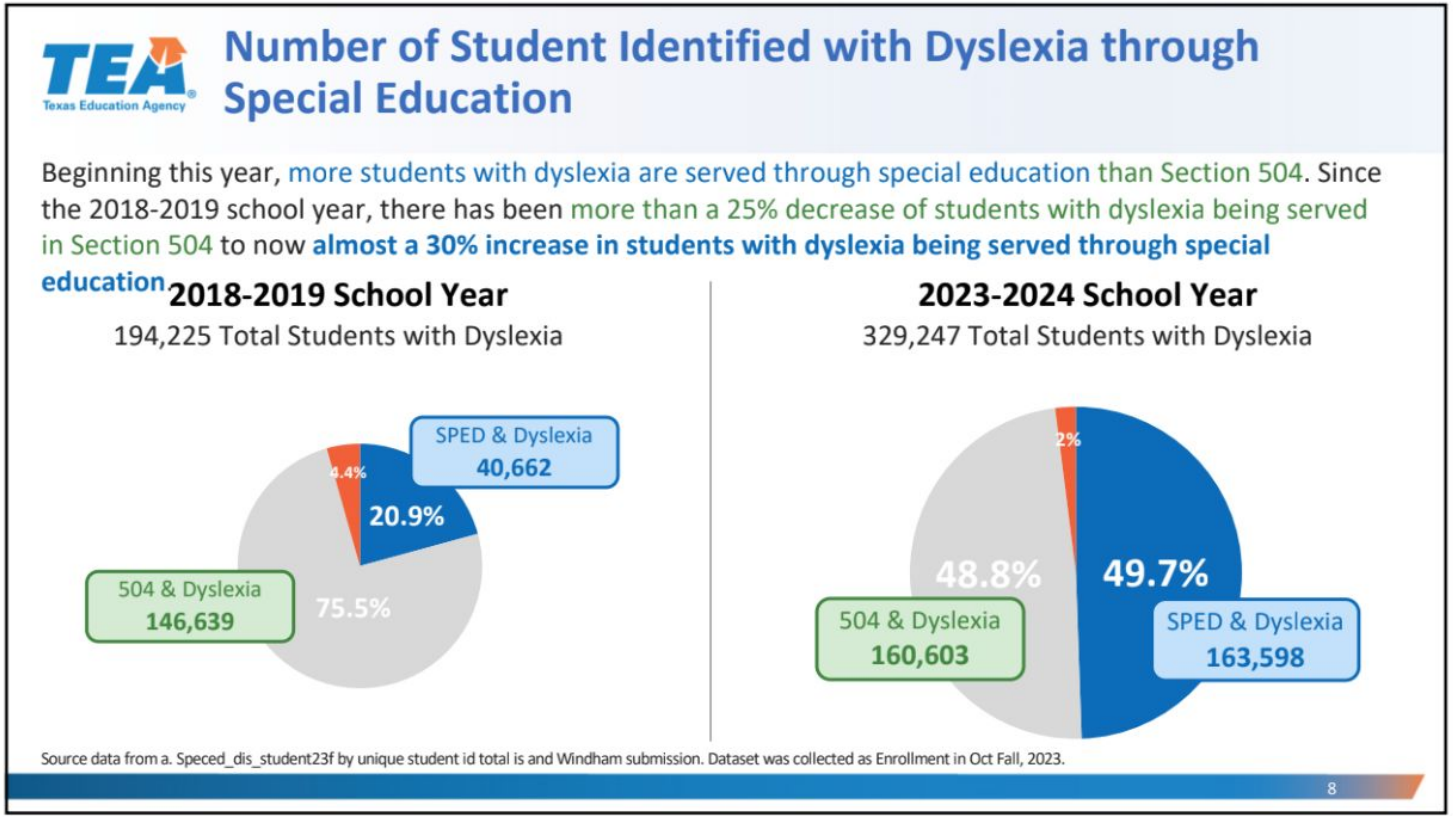
Central

West



Increase and Expansion in Identification

Objective: 504 students with dyslexia will either finish their programming or be offered an FIIE by the end of 24-25 school year.



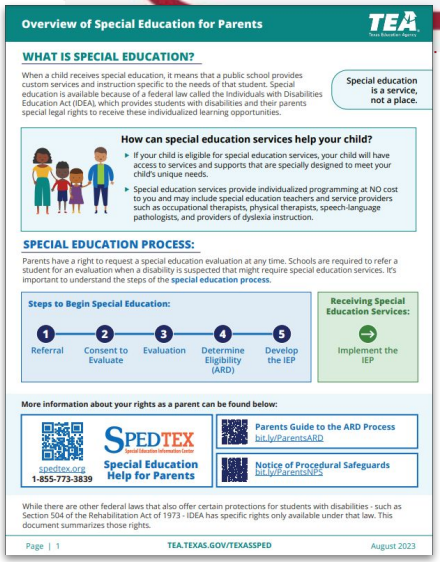
Increase of Identification

IDENTIFICATION OF DYSLEXIA

4.2% in 2021
5.1% in 2024
5.88% currently

EXPAND IDENTIFICATION FOR LANGUAGE LEARNERS

BL 30 students in 2021
BL 92 students in 2024
BL 118 students currently



Overview of Special Education for Parents — TEA

WHAT IS SPECIAL EDUCATION?

When a child receives special education, it means that a public school provides custom services and instruction specific to the needs of that student. Special education is available because of a federal law called the Individuals with Disabilities Education Act (IDEA), which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities.

Special education is a service, not a place.

How can special education services help your child?

- If your child is eligible for special education services, your child will have access to services and supports that are specially designed to meet your child's unique needs.
- Special education services provide individualized programming at NO cost to you and may include special education teachers and service providers such as occupational therapists, physical therapists, speech-language pathologists, and providers of dyslexia instruction.

SPECIAL EDUCATION PROCESS:

Parents have a right to request a special education evaluation at any time. Schools are required to refer a student for an evaluation when a disability is suspected that might require special education services. It's important to understand the steps of the special education process.

Steps to Begin Special Education:

1. Referral
2. Consent to Evaluate
3. Evaluation
4. Determine Eligibility (ARD)
5. Develop the IEP

Receiving Special Education Services:

Implement the IEP

More information about your rights as a parent can be found below:

spedtex.org
1-855-773-3839

SPEDTEX — Special Education Help for Parents

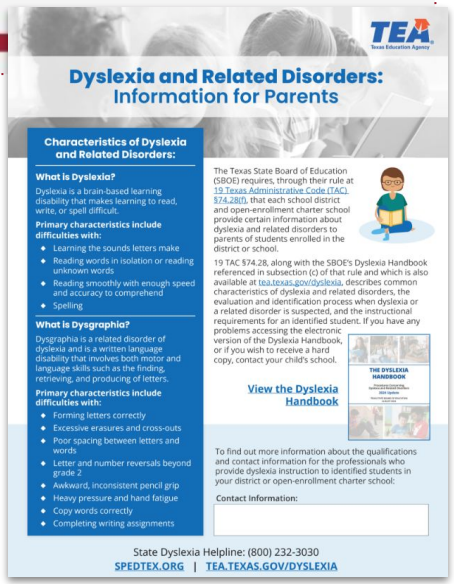
Parents Guide to the ARD Process bit.ly/ParentsARD

Notice of Procedural Safeguards bit.ly/ParentsNPS

While there are other federal laws that also offer certain protections for students with disabilities - such as Section 504 of the Rehabilitation Act of 1973 - IDEA has specific rights only available under that law. This document summarizes those rights.

Page | 1 TEA.TEXAS.GOV/TEXASSPED August 2023

Overview of Special Education



TEA

Dyslexia and Related Disorders: Information for Parents

Characteristics of Dyslexia and Related Disorders:

What is Dyslexia?

Dyslexia is a brain-based learning disability that makes learning to read, write, or spell difficult.

Primary characteristics include difficulties with:

- Learning the sounds letters make
- Reading words in isolation or reading unknown words
- Reading smoothly with enough speed and accuracy to comprehend
- Spelling

What is Dysgraphia?

Dysgraphia is a related disorder of dyslexia and is a written language disability that involves both motor and language skills such as the finding, retrieving, and producing of letters.

Primary characteristics include difficulties with:

- Forming letters correctly
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond grade 2
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Copy words correctly
- Completing writing assignments

The Texas State Board of Education (SBOE) requires, through their rule at 19 Texas Administrative Code (TAC) §74.28(f), that each school district and open-enrollment charter school provide certain information about dyslexia and related disorders to parents of students enrolled in the district or school.

19 TAC §74.28, along with the SBOE's Dyslexia Handbook referenced in subsection (c) of that rule and which is also available at tea.texas.gov/dyslexia, describes common characteristics of dyslexia and related disorders, the evaluation and identification process when dyslexia or a related disorder is suspected, and the instructional requirements for an identified student. If you have any problems accessing the electronic version of the Dyslexia Handbook, or if you wish to receive a hard copy, contact your child's school.

View the Dyslexia Handbook

To find out more information about the qualifications and contact information for the professionals who provide dyslexia instruction to identified students in your district or open-enrollment charter school:

Contact Information:

State Dyslexia Helpline: (800) 232-3030
SPEDTEX.ORG | TEA.TEXAS.GOV/DYSLEXIA

Dyslexia Info for Parents

Measurable Data

TRACKING PROGRESS

Measurable data to inform instruction and share with parents/guardians.

- Dyslexia
- Dysgraphia

Dyslexia Progress Monitoring

- All programs (Take Flight, Reading Horizons, Esperanza) are monitored with:
  - Single-word decoding
  - Fluency (words correct per minute)

Dysgraphia Progress Monitoring

- Letter formation
- Writing fluency

Plano Independent School District Dyslexia Program
Progress Monitoring Report

2022-2023 School Year

Student Name:

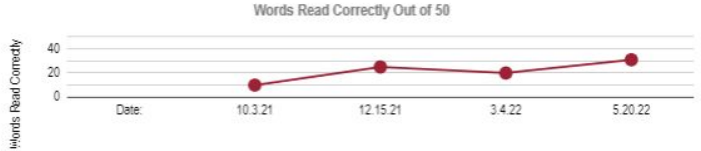
The Take Flight Comprehensive Dyslexia Program contains essential components for word decoding, spelling, fluency, and comprehension.
Included in this report are the following:

- *Words read correctly out of 50 words using spelling patterns from the Take Flight Curriculum*
- *Progress of current reading level.*
- *Observation of learning behaviors*

Take Flight: Single Word Decoding

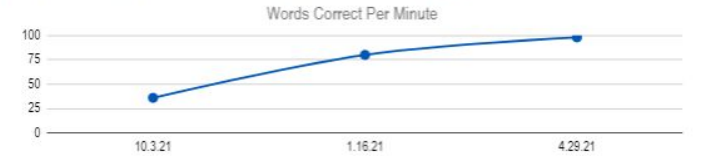
These are words that students learn as they progress through the Take Flight Program. The goal is to read all 50 words accurately once they have completed the program.

Date:	Words Read Correctly	Comments
10.3.21	10	
12.15.21	25	
3.4.22	20	
5.20.22	31	



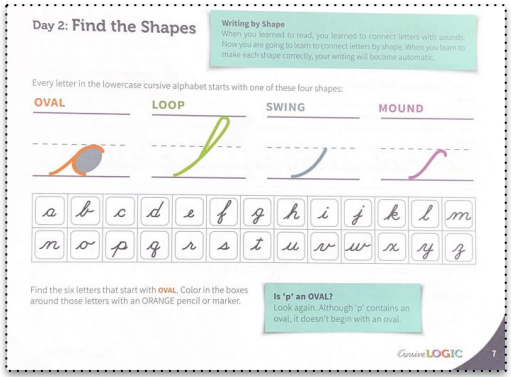
QRI (Quantitative Reading Inventory): Reading inventory measures current reading level of reading

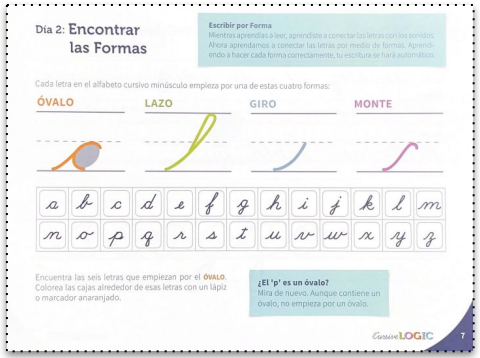
Date:	Accuracy	Words Correct Per Minute	Grade Level	Comprehension
10.3.21	88%	36	Grade 1	
1.16.21	91%	80	Grade 2	
4.29.21	93%	98	Grade 2	



Diversification of Programming

- Take Flight
  - Plano ISD is an IMSLEC (*International Multisensory Structured Language Education Council*) Accredited Training Center
  - Team of six Qualified Instructors (QI)
  - Train “in house” & outside participants
  - **Open up CALP credentials (no Masters required)**
- Reading Horizons
  - Simplified, Orton Gillingham program
- Esperanza
  - Bilingual dyslexia program





Navigating New Laws

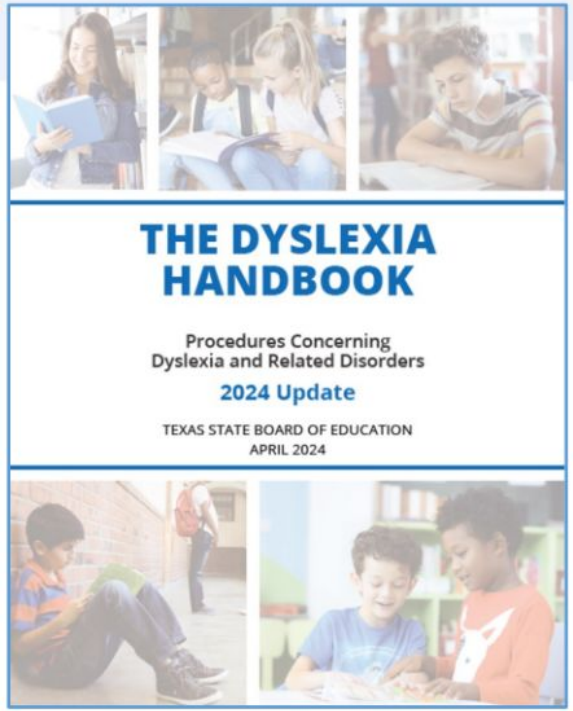
NAVIGATING NEW LAWS

Single Pathway - 2022

HB 3928 - 2024
All students with suspected dyslexia must be evaluated through IDEA and the FIIE.

24-25 Goal:

- Authentic data tracking to naturally meet IEP goals.



- New Texas Dyslexia Handbook 2024 ~ Aligned with the legal framework.
- Added FAQ Section

Navigating New Laws

NAVIGATING NEW LAWS

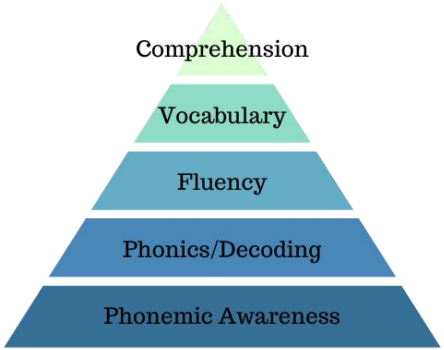
Single Pathway - 2022

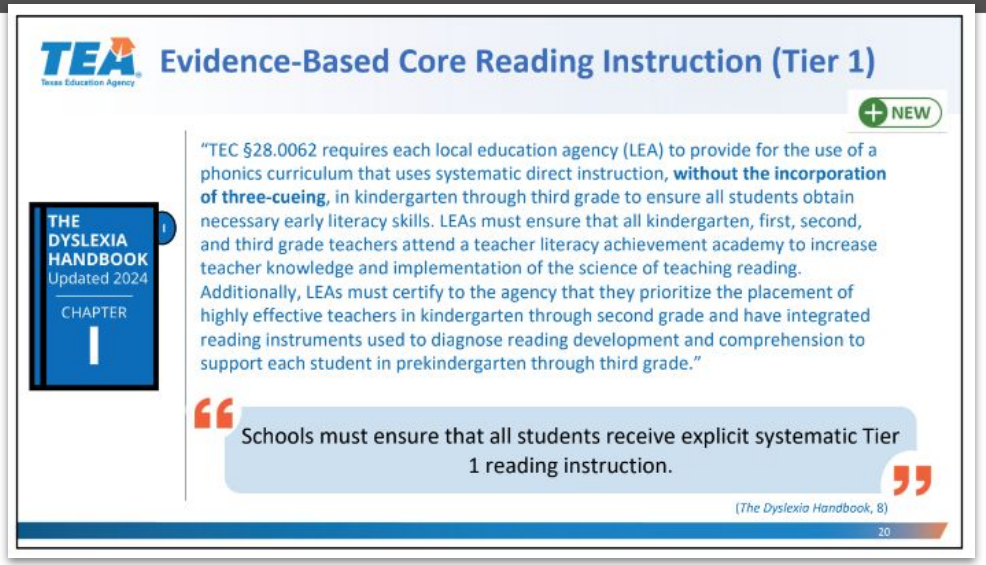
HB 3928 - 2024
All students with suspected dyslexia must be evaluated through IDEA and the FIIE.

24-25 Goal:

- Authentic data tracking to naturally meet IEP goals.

- How can Dyslexia Services help in Tier 1?
  - Video PD Library





Dictation Grids ~ Track Data Naturally

Reading Horizons Discovery®

Reading Horizons

Dictation Grid Example

Key		
Eraser Game PA1: Segmentation PA2: Rhyming V: Vocabulary	**Sentence Dictation** SK: Skill Word MCW: Most Common Word C: Capitalization P: Punctuation	**Transfer Card** WL: Word Level SL: Sentence Level

Lesson: 18 *L*-Blends *bl, cl*				
Amara	**Kovu** bab/blab PA1 WL bot/blot SK SL *blam/*bam C P	**McKinzy** blad/blab PA1 WL clud/club SK SL *clad/*clab P	**Brodie** V MCW	**Maddox**
Kiana P	**Magnus** clu/clo → → clut/clot → → blut/blot	**Valentina**	**Kobe**	**Tyree** V

Student Name:	Review:	Dictation	More Dictation
	a, A, b, B, d, D, f, F, g, G, sounds, /ba/, /fa/, /ga/, /da/	h, H, /h/, had, hag, j, J, /j/, /ja/, jab, jag, l, L, /l/, /la/, lad, lag, lab, m, M, /m/, /ma/, mad, e, E, /e/, /le/, led, leg	be, ba, me, ma, ga, he, ha, le, la, de, da, fe, fa, je, ja, beg, Deb, fed, hem, Jed, jab, Meg, dad, jam, lab, lad, Hal, lag, mad, gal, had, ham, bam, haf, hab, fam, jad, mab, meb, mem, beb, bem, deg, dem, feb, fem, heb, heg
Student 1	ge	lad lag	
Student 2	/a/	hed heg jeb	

Efficiency & Empowerment

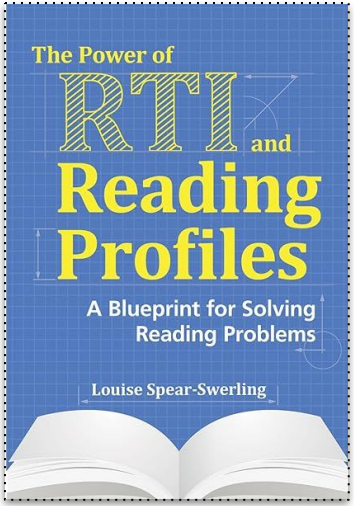
INCREASE KNOWLEDGE OF DYSLEXIA IDENTIFICATION

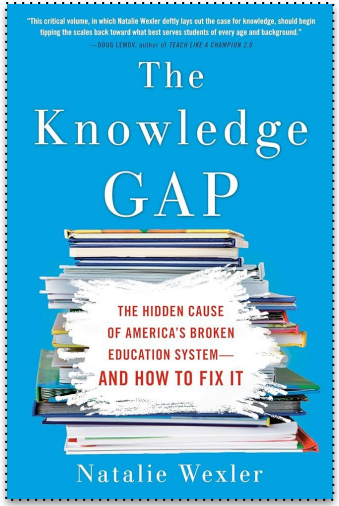
Efficiently determine tiered struggles from referrals through careful analysis and research of reading profiles.

DYSLEXIA TEACHERS & STUDENTS EMPOWERED

- Dyslexia therapists equipped and knowledgeable.
- Students with dyslexia experience success.
- Dyslexia services are sought after by the community.

A complete, **evidence-based blueprint** for using RTI and reading profiles in tandem to plan effective core literacy instruction and help struggling readers in Grades K-6, **whether they have disabilities or issues related to experience** (e.g., EBs, children from poverty backgrounds).





Comprehension strategies can be useful–when delivered in limited doses and connected to specific content. But cognitive science has shown that the **primary factor in whether you're able to understand what you read is whether you possess relevant background knowledge and vocabulary.**

Career and Technical Education

Dan Blier

PLAN

FOR YOUR FUTURE

Professional Learning Academies New Opportunities

PLANO

FOR YOUR FUTURE

Professional **L**earning **A**cademies a**N**d **O**pportunities

PLANO SENIOR HIGH SCHOOL

- Wildcat Collegiate Academy
- District-wide CTE Programs of Study*
- Dual Credit & Advanced Placement Courses
- JROTC

PLANO EAST SENIOR HIGH SCHOOL

- International Baccalaureate (Grades 9-12)
- Health Sciences Academy
- District-wide CTE Programs of Study*
- Dual Credit & Advanced Placement Courses
- JROTC

PLANO WEST SENIOR HIGH SCHOOL

- District-wide CTE Programs of Study*
- Dual Credit & Advanced Placement Courses
- JROTC
- Coming Soon: Electrical Engineering Academy

PLANO INDEPENDENT SCHOOL DISTRICT

- Academy High School
- CTE Center (Opening Fall 2026?)*
- TONI&GUY Hairdressing Academy (offsite)
- Industries Academy (Collin College)

Our Vision for CTE

Plano ISD CTE strives to provide learning experiences in **innovative and rigorous** Programs of Study that prepares all students to become **leaders** ready to **impact** the global workforce in **high wage, high demand** career paths.

- Career readiness
- Professional skills
- State-of-the-art, industry-standard learning environment
- Emphasis on leadership development
- Equitable access to high-caliber programs of study
- Work-based learning opportunities & experiences

Precedent images representative of types of programs desired by Plano ISD CTE

About Plano ISD CTE

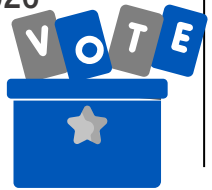
42 students graduated from the Health Sciences Academy with 11 of them graduating with an AS from Collin College

25 students completed their first year of TONI&GUY Cosmetology Program

161 CTE students advanced to the state level competitions across the district

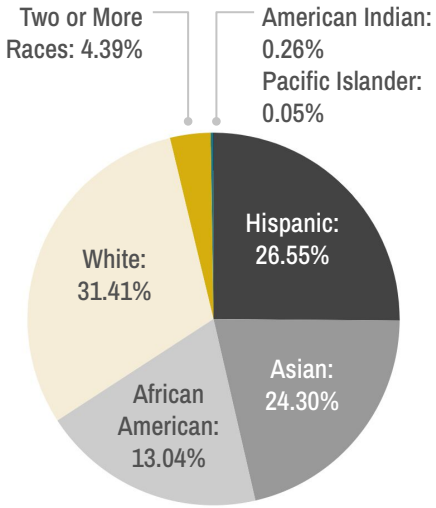
Strong Community Support

Voter approved $103 million investment in CTE Center as part of $1.35 billion bond passed in Fall 2022 set to open in 2026



~48,000 Students

One of the top 20 most diverse school districts in Texas



Just under 40% economically disadvantaged students

High-demand, High-wage Workforce Development

36 CTE Programs of Study

CTE Enrollment in 23-24 was 26,700 which continues to increase yearly.

As early as 7th grade, students have access to CTE programs to help make informed educational choices as they envision their future.

3,248 Industry-based Certifications Last Year

Plano ISD CTE programs are already making a difference

Plano ISD CTE Programs of Study

Agriculture, Food, & Natural Resources

Animal Science
Agricultural Technology & Mechanical Systems
Environmental & Natural Resources
Plant Science

Architecture and Construction

Architectural Design
Interior Design
Construction Technology
Building Maintenance

Arts, AV Technology, and Communications

Animation
Fashion Design
Graphic Design
Video Game Programming
Digital Communications

Business, Marketing and Finance

Accounting & Financial Services
Business Management
Entrepreneurship
Marketing & Sales

Education and Training

Teaching and Training

Engineering

Engineering Foundations

Health Science

Diagnostic & Therapeutic Services
Health Informatics
Nursing Science

Hospitality and Tourism

Culinary Arts
Travel, Tourism & Attractions

Human Services

Health and Wellness

Information Technology

Cybersecurity
Programming & Software Development

Law and Public Service

Emergency Services
Law Enforcement
Legal Studies

Manufacturing

Robotics
Welding

Transportation, Distribution, and Logistics

Automotive Technology
Paint & Collision Repair

Indicates a program at the new Plano ISD CTE Center

Instructional Technology Update
October 28, 2024
DBIC Meeting

Zoom

Are You Ready For New Mobile Desks?

Before the start of next year, our aim is to deliver to every campus, for use by every teacher and administrator, a collection of new tools and equipment. Included in that collection will be new laptops, new curved monitors, new iPads, new Apple TVS, new backpacks and, last but not least, new mobile sit/stand desks.

The subject of this email is the last item on the list. In order to deliver the entire fleet of Ergotron LearnFit Mobile Desks before August, we need trucks to start rolling in your direction soon.

Based on a preliminary schedule, you are slated to be among the very first to receive these new desks. In fact, your campuses have been targeted for delivery before the current school year ends.

I wanted to give you advance notice, hoping that it is good news, but recognizing that sometimes

	May 13, 2024	
	4th Quarter	
Ergotron Mobile Desks	**0%**	
Dell Laptops	**0%**	
Custom Backpacks	**0%**	
iPads/Apple Pencils	**0%**	
Apple TVs	**0%**	
Samsung Monitors	**0%**	

	May 13, 2024	July 15, 2024
	4th Quarter	**Principal Training Camp**
Ergotron Mobile Desks	**0%**	**52%**
Dell Laptops	**0%**	**70%**
Custom Backpacks	**0%**	**0%**
iPads/Apple Pencils	**0%**	**0%**
Apple TVs	**0%**	**68%**
Samsung Monitors	**0%**	**23%**

	May 13, 2024	July 15, 2024	August 13, 2024	
	4th Quarter	**Principal Training Camp**	**Kickoff**	
Ergotron Mobile Desks	**0%**	**52%**	**100%**	
Dell Laptops	**0%**	**70%**	**100%**	
Custom Backpacks	**0%**	**0%**	**100%**	
iPads/Apple Pencils	**0%**	**0%**	**100%**	
Apple TVs	**0%**	**68%**	**100%**	
Samsung Monitors	**0%**	**23%**	**45%**	

	May 13, 2024	July 15, 2024	August 13, 2024	**October 28, 2024**	
	4th Quarter	**Principal Training Camp**	**Kickoff**	**2nd Quarter**	
Ergotron Mobile Desks	**0%**	**52%**	**100%**	**100%**	
Dell Laptops	**0%**	**70%**	**100%**	**100%**	
Custom Backpacks	**0%**	**0%**	**100%**	**100%**	
iPads/Apple Pencils	**0%**	**0%**	**100%**	**100%**	
Apple TVs	**0%**	**68%**	**100%**	**100%**	
Samsung Monitors	**0%**	**23%**	**45%**	**77%**	

	May 13, 2024	July 15, 2024	August 13, 2024	**October 28, 2024**	December 20, 2024
	4th Quarter	**Principal Training Camp**	**Kickoff**	**2nd Quarter**	**Half Time**
Ergotron Mobile Desks	**0%**	**52%**	**100%**	**100%**	**100%**
Dell Laptops	**0%**	**70%**	**100%**	**100%**	**100%**
Custom Backpacks	**0%**	**0%**	**100%**	**100%**	**100%**
iPads/Apple Pencils	**0%**	**0%**	**100%**	**100%**	**100%**
Apple TVs	**0%**	**68%**	**100%**	**100%**	**100%**
Samsung Monitors	**0%**	**23%**	**45%**	**77%**	**100%**

OPEN UP THE PLAYBOOK

	A	B	C	D
1	***Plano ISD ChatGPT By The Numbers***			
2	***YEAR/MONTH***	***TOTAL UNIQUE STUDENTS***	***TOTAL SESSIONS***	
3	2022-11	0	0	
4	2022-12	152	380	
5	2023-01	101	438	
6	2023-02	144	550	**2022-2023**
7	2023-03	137	691	
8	2023-04	164	834	
9	2023-05	**477**	**2,210**	
10	2023-08	1322	6798	
11	2023-09	1759	10847	
12	2023-10	1940	13132	
13	2023-11	2034	13866	
14	2023-12	2136	12726	**2023-2024**
15	2024-01	2106	11336	
16	2024-02	2967	17994	
17	2024-03	2464	12696	
18	2024-04	3252	**19986**	
19	2024-05	**4430**	17433	
20	2024-08	2603	15463	**2024-2025**
21	2024-09	**5121**	**37391**	
22	2024-10	5026	28132	

Notebooks

+

New Notebook

Plano ISD GenAI Position &...

Oct 22, 2024 · 1 source

Example Notebooks

Introduction to NotebookLM

Dec 5, 2023 · 8 sources

Invention Of The Lightbulb

Dec 7, 2023 · 4 sources

Mugifier Documents

Nov 28, 2023 · 6 sources

Westward Mushrooms

Nov 21, 2023 · 7 sources

AI INSIGHTS
PLANO ISD GENERATIVE AI GUIDE

Generative AI Workgroup

- November 14, 2024
  - ➢ Build Understanding & Sense of Urgency
  - ➢ Explore Possibilities & Impact on World of Work (and Education)
  - ➢ Prompt Engineering as a Transferable Skill
- December 5, 2024
  - ➢ Ethics, Academic Integrity & Mitigating Bias
  - ➢ Foundational Guiding Principles
- January 16, 2025
  - ➢ Charting a Course for Gen AI (Policy, Guidelines & Resources)

ONE MISSION ☆ ONE TEAM

94%
9,068
1.1M
3.5M
9.4M
172
5,877
Skyward

Instructional Technology DBIC Update

May 13, 2024

COMMITTED TO EXCELLENCE
DEDICATED TO CARING
POWERED BY LEARNING
PLANO ISD PROUD

From: Matt Frey

Sent: Saturday, May 4, 2024 10:02 AM

Subject: Are You Ready For New Mobile Desks?

Hello Colleagues,

I want to share some news with you.

Made possible by the voter-approved 2022 Future Forward Bond, we have some ambitious goals related to instructional technology and classroom modernization projects.

Before the start of next year, our aim is to deliver to every campus, for use by every teacher and administrator, a collection of new tools and equipment.

Included in that collection will be new laptops, new curved monitors, new iPads, new Apple TVS, new backpacks and, finally, new mobile sit/stand desks.

The subject of this email is the last item on the list. In order to deliver the entire fleet of Ergotron LearnFit Mobile Desks before August, we need trucks to start rolling in your direction soon.

Thanks for all you do and for considering this opportunity.

Onward and upward….

Matt Frey
Executive Director, Instructional Technology
Plano ISD
(469)752-8060

How did we get here?

- ✔ 2022 Bond
- ✔ 2023 Strategic Plan
- ✔ Stakeholder Input

Strategic Plan

Design and implement a digital learning plan that articulates expectations for technology use by teachers and students, including digital citizenship.

Revise classroom technology standards to achieve greater flexibility through mobility and increased functionality: untethered teaching with interactive flat panels.

Adopt and implement a consistent 1:1 strategy across the district, differentiated by grade levels.

PLANO
INDEPENDENT SCHOOL DISTRICT

Digital Learning Plan 2024-2029

PLANO ISD **VISION**

COMMITTED TO EXCELLENCE
DEDICATED TO CARING
POWERED BY LEARNING
PLANO ISD PROUD.

DIGITAL LEARNING PLAN CONTRIBUTORS

Adames, Paige
Teacher

Adams, Michael
Instructional Specialist

Alaniz, Clara
Digital Learning Specialist

Ayoubi, Meerna
Teacher

Bailey, Bradley
Associate Principal

Bero, Jennifer
Principal

Bird, Bryan
Principal

Bishop, Kristin
Principal

Blier, Dan
Coordinator

Bowes, Brian
Assistant Director

Brandeland, Katy
Librarian

Briggs, Julie
Director

Canfield, Jordan
Project Specialist

Cantu, Ivan
Chief Strategy Officer

Carter, Ashley
Coordinator

Cruz, Michael
Associate Principal

Davis, Ashley
Director

Eppler, Rob
Associate Principal

Estep, Aimee
Instructional Specialist

Frey, Matt
Executive Director

Hebert, Kristin
Director

Heerema, Leah
Digital Learning Specialist

Helms, Elena
Assistant Principal

Jacob, Andrew
Associate Principal

Jensby, Lilly
Digital Learning Specialist

Johnson, Fern
Digital Learning Specialist

Jones, Kaya
Teacher

Karl, Ty
Principal

Kimrey, Korie
Teacher

Langston, Lilli
Teacher

Lee, Beth
Instructional Specialist

Meharra, Kristen
Coordinator

Meyer, Sara
Principal

Moore, Amy
Coordinator

Moore, Kevin
Director

Moss, Kelley
Coordinator

Paine, Cassandra
Teacher

Robinson, Lindsay
Librarian

Ross, Kamesha
Teacher

Russell, Andreina
Coordinator

Shah, Dev
App. & Cybersecurity Director

Shah, Seema
Instructional Specialist

Singleton, Stacy
Director

Swinton, Mary
Coordinator

Talbot, Ammon
Assistant Principal

Tanner, Patrick
Assistant Superintendent

Taylor, Laurie
Chief Learning Officer

Tran, Tramy
Principal

Wilson, Lisa
Deputy Superintendent

Yates, Bethany
Teacher

PLANO ISD

LEARNING COMMUNITY WILL
EDUCATE, INSPIRE & EMPOWER
EVERY STUDENT
TO ACTIVATE THEIR UNIQUE POTENTIAL
IN A DYNAMIC WORLD.

PLANO ISD **MISSION**

PORTRAIT OF A GRADUATE

- Adaptability
- Communication
- Creativity
- Critical Thinking
- Curiosity
- Empathy

INSTRUCTIONAL TECHNOLOGY BELIEFS

- Students don't learn from technology; they learn from thinking, collaborating, and doing. Technology is most beneficial as a learning tool when it causes students to think critically, collaborate easily, and create boundlessly.
- Equitable access to technology narrows the digital divide and makes transformative learning opportunities available to all learners.
- Effective use of technology aids efforts to differentiate and personalize instruction.
- Assistive technologies help students overcome obstacles related to access and disabilities.
- Developing students' digital literacy and citizenship skills is a priority pursuit.
- Technology is a catalyst ingredient for developing Plano ISD's Portrait of a Graduate dispositions.
- Decisions about technology hardware and software will prioritize untethered teaching and learning to maximize instructional possibilities.

Technology Expectations for Students and Teachers

STUDENT EXPECTATIONS

*Digital Literacy Scope and Sequence Matrix

BEGINNING | DEVELOPING | MASTERED

Communication, Collaboration & Creativity

Students will create multimedia products including eBooks, computer programs, graphic designs, podcasts, videos, and animations.

K 1 2 3 4 5 6 7 8 9 10 11 12

Students will use productivity tools to organize and communicate information.

K 1 2 3 4 5 6 7 8 9 10 11 12

Students will work effectively and collaboratively in online groups.

K 1 2 3 4 5 6 7 8 9 10 11 12

Students will set up, share and utilize collaborative workspaces, documents and other digital environments for asynchronous and synchronous collaboration.

K 1 2 3 4 5 6 7 8 9 10 11 12

Digital Citizenship

Students will practice safe, legal, and ethical online behaviors to become responsible digital citizens.

K 1 2 3 4 5 6 7 8 9 10 11 12

Students will identify the components of a digital footprint including online activity, game use, and social media interactions.

K 1 2 3 4 5 6 7 8 9 10 11 12

Students will identify cybersecurity concerns and understand how to deal with them appropriately.

K 1 2 3 4 5 6 7 8 9 10 11 12

Students will identify and analyze negative impacts of cyberbullying as well as strategies to combat cyberbullying.

K 1 2 3 4 5 6 7 8 9 10 11 12

Students will recognize how overuse of technology can impact one's mental, physical, and emotional health.

K 1 2 3 4 5 6 7 8 9 10 11 12

*Digital Literacy Scope and Sequence Matrix

BEGINNING | DEVELOPING | MASTERED

Information & Data Literacy

Students will analyze online sources for validity and credibility.

K 1 2 3 **4 5** **6 7 8** **9 10 11 12**

Students will understand and leverage forms, spreadsheets, and visualization tools to collect, organize, analyze, and communicate data.

K 1 **2 3 4 5** **6 7 8 9** **10 11 12**

Students will seek and retrieve information using various search strategies.

K 1 2 3 4 **5 6 7 8** **9 10 11 12**

Students will demonstrate the ability to create citations for a variety of digital forms of intellectual property.

K 1 2 **3 4 5** **6 7 8** **9 10 11 12**

Technology Operations & Practical Uses

Students will understand and be able to use essential computer hardware components, peripherals, and operating system features.

K 1 2 **3 4 5 6** **7 8 9 10 11 12**

Students will navigate digital tools, platforms, and environments effectively.

K 1 2 3 **4 5** **6 7 8 9 10 11 12**

Students will demonstrate proficiency in speed and accuracy as measured by words per minute when applying correct keyboarding techniques.

K 1 2 **3 4 5** **6 7 8 9 10 11 12**

Students will organize files using appropriate naming conventions and folder structures.

K 1 2 **3** **4 5** **6 7 8 9 10 11 12**

TEACHER EXPECTATIONS

Teachers will...

- design activities for students to experience and explore digital tools collaboratively and independently.
- promote and leverage digital accessibility tools to ensure equitable access to content and instruction among all students.
- navigate Plano ISD's digital tools, platforms, and environments effectively.*
- require students to create multimedia products, as appropriate, to demonstrate knowledge and understanding.*
- set up, share, and utilize online workspaces for asynchronous and synchronous collaboration.*
- understand and be able to use essential computer hardware components, peripherals and operating system features.*
- observe and demonstrate safe, legal, and ethical online behavior to model and promote digital citizenship among students, colleagues, and the broader community.*
- incorporate digital citizenship concepts and skills into lessons and activities.

* Educator expectations marked with an asterisk are similarly represented as student expectations.

Digital Learning
Goals & Objectives

Goal 1: We will establish a framework for digital teaching and learning to ensure instructional excellence and equity.	
1.1	Introduce and promote technology integration frameworks to analyze and maximize digital learning opportunities for students.
1.2	Design and deliver training to help district and campus staff use educational technology effectively within the construct of Plano ISD's research-based instructional model.
Goal 2: We will establish and maintain a system of support to empower every student to master grade-level digital learning objectives aligned with the Portrait of a Graduate.	
2.1	Articulate learning objectives for each grade level focused on developing students' ability to use digital tools for effective communication, collaboration, and demonstration.
2.2	Develop strategies to expand co-curricular opportunities in elementary and middle schools to promote interest and participation in a variety of technology pursuits and pathways.
Goal 3: We will manifest guaranteed and viable digital learning experiences through platform standardizations, device specifications, and operational consistencies.	
3.1	Select and implement a consistent Learning Management System (LMS) across all Pre K-12 campuses to support more equitable and efficient operations.
3.2	Implement a 1:1 device protocol that is differentiated by grade level and establishes consistent take-home practices across all campuses.

CO-CURRICULAR EXPANSION STRATEGY

We will...

- establish models of flexible school scheduling that provide time for schoolwide involvement in co-curricular activities, including possibilities for an enrichment, or club schedule.
- evaluate existing infrastructure (human capital and technologies) to create natural co-curricular partnerships designed to support student-directed interests.
- organize digital learning events for students to work on real-world projects, develop coding and problem-solving skills, and apply their abilities to practical problems or creative projects.

1:1 DEVICE STANDARD + TAKE-HOME PRACTICE RECOMMENDATIONS

Grades PK-1

Device: **iPad**

Take-Home Practice:
Stay at School

Grades 2-8

Device: **Chromebook**

Take-Home Practice:
To and From School

Grades 9-12

Device: **Macbook**

Take-Home Practice:
To and From School

PLANO
INDEPENDENT SCHOOL DISTRICT

pisd.edu | 2700 W. 15th Street, Plano, TX 75075

PLANO ISD PROUD

Plan of Work Update:
Instructional Technology
PLANO
INDEPENDENT SCHOOL DISTRICT
Plan of Work Update:
Instructional Technology

Digital
Divide

Digital

Divide

Digital
Divide

District Improvement Plan Process Update

Focusing Our Work for 2024-2025

Process

- Comprehensive review of progress on Strategic Roadmap
- Identifying key priorities for the 24-25 school year from the Strategic Roadmap
- Aligning continuous improvement efforts

Components

- Strategic Roadmap
- District Improvement Plan
  - Priorities (Strategic Plan Objectives)
  - Goals (SMART)→ Performance Targets
  - Strategies→ Data Metrics, Staff Responsible, Problem Statements

MAPPING OUR FUTURE

Strategic Roadmap 2024-2025 Report

- Each objective has a signal describing our current state for the objective

Signals

Maintain Efforts - The systems in place are designed to achieve the objective and relevant evidence will continue to be evaluated.

Consider Improvements - System improvements are necessary in the future and relevant data will be closely monitored.

Improvement Focus - System improvements are necessary and will be prioritized this school year.

STRATEGIC ROADMAP

The Board-adopted Strategic Roadmap provides a clear direction for the District through the end of the 2027-2028 school year. This guiding document serves to anchor the District's continuous improvement efforts. Each year, the District's priorities and goals should be directly aligned with the strategic roadmap to ensure focus and progress toward achieving the objectives.

Strategic Roadmap Pillars	Pillar 1: Teaching & Learning	Pillar 2: Life Ready	Pillar 3: Talent Acquisition, Support & Growth	Pillar 4: Safety, Wellness & Community Engagement	Pillar 5: Partnerships & Strategic Resource Management
Definition	*All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.*	*All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.*	*The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.*	*All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.*	*Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.*
Objective	1.1 Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.	2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.	**3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.**	4.1 Implement safety measures and protocols at all facilities and events.	5.1 Increase community partnerships to elevate student learning outcomes and experiences.
	1.2 Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.	2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.	3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.	4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.	**5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.**
	1.3 Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.	**2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).**	3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.	4.3 Create a culture of belonging for all members of the Plano ISD community.	**5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.**
	1.4 Design student experiences to increase student agency and engagement in and out of the classroom.			**4.4 Engage the community through timely, consistent and innovative communication.**	

Pillar 1:
Teaching & Learning

DIP Priority 1

Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students

Goal 1

By the end of the 2024-2025 school year, the district will implement, with fidelity, a system to use data to align curriculum writing, assessment development, professional learning communities and instructional practices.

Strategy 1

Implement a revised District Support Team (DST) approach that sets clear expectations and accountability for using data to identify high priority knowledge and skills by campus, grade level, and subject and to provide more intentional support to improve teacher efficacy.

Strategy 2

Revise curriculum documents and develop common formative assessments that focus on the district-identified high priority knowledge and skills.

Strategy 3

Develop a comprehensive coaching deployment and professional learning plan to support identified teachers in improving instruction focused on HPKS(high priority knowledge & skills).

Strategy 4

Develop a video library of professional learning modules that can be used by teachers and teams to increase their instructional capacity.

Strategy 5

Clarify and communicate expectations, and provide coaching and professional learning, for delivering and monitoring Tier 2 instruction at the Middle School level.

Pillar 2
Life Ready

DIP Priority 2

Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

What is CCMR?

College Career and **Military Readiness (CCMR)** is about preparing students for life after graduation.

It is made up of curriculum, resources, programs and activities that help students have the tools they need to enter college or the workforce and begin a career.

The goal of Plano ISD is for ***EVERY*** student to meet at least one CCMR criteria and show the world they are life ready!

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What Is the CCMR Criteria?

College Readiness

- Meet TSI in ELA/Reading and Math
  - SAT
  - ACT
  - TSI Assessment (TSI-A)
  - College Prep*
- Meet criteria on AP or IB exam
- Dual credits (ENGL, MATH, or 9 credits)*
- Associate's Degree*
- OnRamps

Career Readiness

- Level I or II Certificate
- **Industry-Based Certification AND completion of aligned program of study***
- **Complete IEP and workforce readiness***
- **Advanced diploma plan for SPED students***
- Enlist in Armed Forces or Texas National Guard*

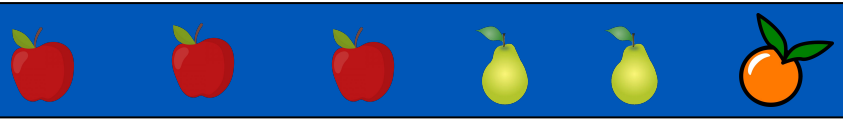
New CCMR Targets

The accountability system was refreshed for 2022-2023 using new cut scores.

Rating	CCMR Score Cut Points
A	88
B	78
C	64
D	51

60% was the threshold for an A rating prior to the refresh

CCMR Longitudinal Data



CCMR Indicator	2018 CCMR with 2017 Grads	2019 CCMR with 2018 Grads	2020 CCMR with 2019 Grads	2021 CCMR with 2020 Grads	2022 CCMR with 2021 Grads	2023 CCMR with 2022 Grads
Scored at or above College Ready level on SAT, ACT and/or TSIA	64%	66%	64%	62%	60%	56%
Scored high enough to earn college credit on AP/IB Exams	47%	47%	47%	45%	44%	41%
Dual Credit - Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject	14%	18%	18%	15%	14%	16%
Earned an Industry Based Certification (IBC) from approved list	3%	6%	7%	9%	15%	19%
Graduated with Completed IEP and Workforce Readiness	0%	3%	6%	5%	1%	4%
Graduate under an advanced degree plan & identified as a current Special Education students (2018 grads first eligible)	NA	3%	4%	4%	4%	5%
CTE Coherent Sequence Coursework Aligned with IBC and did not meet any other criteria (½ credit); Beginning with 2020 Grads this will no longer be included in CCMR Score	1%	3%	7%	No longer Included in CCMR Score	No longer Included in CCMR Score	No longer Included in CCMR Score
Total Credit for CCMR Criteria	**71%**	**79%**	**86%**	**73%**	**71%**	**72%**

Our 5-Year CCMR Board Goals

Plano ISD CCMR Board Outcome Goal:

*The percentage of Seniors or Graduates that meet criteria for CCMR will increase from 68% in 2022 to **90%** by August 2027.*

Yearly Target Goals				
2023 (class of 2022)	**2024** (class of 2023)	**2025** (class of 2024)	**2026** (class of 2025)	**2027** (class of 2026)
70% (72%)	**73%** (75%)	**88%**	**89%**	**90%**

Currently, PISD seniors are at 46% CCMR Met.

CCMR Strategies

Goal 2 of the DIP: *By the end of the 2024-2025 school year, the district will set clear expectations and implement a system of accountability for CCMR performance at all high school grade levels (9-12).*

- **Strategy 1:** Improve principal and counselor awareness and understanding of the appropriate use of non-traditional CCMR pathways and require each campus to create a CCMR Action Plan.
- **Strategy 2:** Provide professional learning regarding how to integrate revisions to high school English and Math curriculum into classroom practices to support improved alignment of curriculum to PSAT/SAT/TSIA.
- **Strategy 3:** Define expectations for required monitoring of CCMR status by secondary campuses and include CCMR status targets in T-PESS for all secondary campuses.

CCMR Metrics

The following CCMR metrics support students meeting or being on track to meet CCMR criteria in earlier grades:

- 9th Grade CCMR status = 50% CCMR met (AP) or on track for TSI readiness (PSAT 9)
- 10th Grade CCMR status = 65% CCMR met (AP) or on track for TSI readiness (PSAT/NMSQT)
- 11th Grade CCMR status- 70% CCMR met
- 12th Grade CCMR status- 88% CCMR met
- 100% of 7th-11th grade students will complete a graduation plan in SchooLinks

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Pillar 3
Talent Recruitment, Development and Retention

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DIP Priority 3

Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Goal 3

Throughout the 2024-2025 school year, Plano ISD will maintain a consistently high fill rate, with appropriately certified staff, for all teacher and campus-based paraprofessional positions.

Strategy 1

Build relationships with educator preparation programs to establish new educator pipelines while utilizing third party posting sites/platforms to strategically publicize teacher and paraprofessional vacancies.

Strategy 2

Create opportunities for staff to provide feedback regarding their employment experience in Plano ISD.

Strategy 3

Implement a new system and provide training to hiring managers to build capacity in hiring efforts and to support the identification and retention of quality staff.

Pillar 4
Safety, Wellness & Community Engagement

DIP Priority 4

Engage the community through timely, consistent and innovative communication.

Goal 4

By the end of the 2024-25 school year, identified staff will have expanded capacity to participate in coordinated communication efforts and enhance parent, staff and community engagement.

Strategy 1

Create a comprehensive district marketing plan and related training program for identified staff.

Strategy 2

Develop and launch new comprehensive district and campus websites.

Pillar 5

Partnerships & Strategic Resource Management

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DIP Priority 5

Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Goal 5

By the end of the 2024-2025 school year, district operations will be fully transitioned from TEAMS to the Skyward ERP and SIS solutions.

Strategy 1

Establish weekly meetings with key stakeholders to provide status updates, make informed decisions, and remove potential roadblocks.

Strategy 2

Implement a comprehensive training plan to ensure campus and department staff are equipped with the knowledge and skills to effectively continue with business operations.

DIP Priority 6

Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

Goal 6

By the end of the 2024-2025 school year, the District will implement a comprehensive transition plan to support students impacted by the school closures and attendance boundary adjustments.

Strategy 1

Create comprehensive campus transition plans and teams for each campus that is receiving students in the 2025-2026 school year as a result of school closures or attendance boundary adjustments.

Strategy 2

Adjust bus routes to provide transportation for impacted, eligible students.

Strategy 3

Renovate Harrington Elementary School to accommodate the Regional Day School Program for the Deaf.

Next DBIC Meeting

February 3, 2025
5-7pm

Thank you!

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