



Plano Independent School District Local Innovation Plan

I. INTRODUCTION

House Bill 1842, passed during the 84th Legislative Session, permits Texas public school districts to become Districts of Innovation and to obtain exemption from certain provisions of the Texas Education Code. On May 3, 2016 the Plano Independent School District's Board of Trustees ("Board") passed a resolution to Initiate the Process of Designation as a District of Innovation in order to increase local control over District operations and to support innovation and local initiatives to improve educational outcomes for the benefit of students and the community.

On July 21, 2016, the Board appointed a thirteen member Local Innovation Committee ("Committee") comprised of district leaders representing a variety of roles and responsibilities. The Committee met on September 21 and 30, 2016, to discuss and draft this Local Innovation Plan ("Plan"). Based on direction provided by the Board and input from various District stakeholders, the Committee proposes this Plan.

II. TERM

The term of the Plan is for five years, beginning January 1, 2017 and ending January 1, 2022, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The Committee will continually monitor the effectiveness of the Plan and recommend to the Board any suggested modifications to the Plan.

III. A COMPREHENSIVE EDUCATIONAL PROGRAM

The Plan's comprehensive educational program is guided by the Board's Vision Statement, Mission Statement, District Goals, Core Beliefs, and Strategic Goals.

Vision Statement:

Participating in Plano ISD schools empowers students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Mission Statement:

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals:

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning
- Ensure efficient use of financial resources/budgeting

CORE BELIEFS

Today's classroom, community and global environments demand new learning standards for students, so that they will have the ability to successfully live in, learn in, lead and contribute to a world that is truly global, connected and increasingly competitive in scope and character. Successful learning is created by developing and maximizing each individual's:

- Essential academic, creative, communication, collaboration and critical thinking skills.
- Strong appreciation of arts and cultures.
- Responsible citizenship and character traits of integrity and ethics.
- Mental and physical well-being.

Successful learning is best achieved through engagement and collaborative partnerships with parents, families, positive adult and student role models and all sectors of the broader community. These partnerships include:

- Continuous engagement to strengthen relationships, establish trust and unity to better serve students.
- Collective accountability including shared vision, cooperative effort and responsible action among families, students, staff and the community.
- More vigorous corporate/local/state partnerships that generate the public involvement and community support needed to meet the demands of learning standards essential to the success of today's learner.
- Schools that are accountable to the local community. Accountability systems should reflect the performance of teachers and students in achieving successful student learning.

We believe that a learning community must create the conditions and capacities most conducive for students, teachers and leaders to perform at high levels and meet the expectations of Plano ISD learning standards. Ensuring high levels of student learning requires constant capacity development of the entire learning community. Such capacity development includes:

- Attracting, training and retaining a highly qualified staff that is reflective of our student population.
- Developing strong leadership to promote and challenge the district to accomplish its mission.
- Cultivating continuous innovation to improve organizational systems and processes.
- Integrating all systems to focus on improving teaching and learning.
- Implementing classroom strategies and technology tools to create personalized learning, and effective and efficient system management.
- Leveraging technology's potential to enrich and deepen the understanding of our students, so that the work designed for them is more engaging and respects their interactions with digital devices and connections to information and each other.
- Understanding the demographics of the student population, creating learning opportunities designed to support each student's specific needs, and enhancing learning through the education of families.
- Improving school infrastructures to support the Plano ISD learning standards and classroom environments.

- Understanding the global climate of competition for a highly educated work force.

Continuous improvement of both student and system performance is essential and must be shaped through data-informed decision-making.

- Continuous improvement means the use of relevant and readily available data to improve learning and organizational effectiveness;
- Measuring the growth of student achievement, including critical thinking, communication, collaboration, creativity and problem-solving skills, is accomplished using multiple measures;
- Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers, so that more personalized learning experiences may be provided in a timely way.

STRATEGIC GOALS

Student Learning

We will provide an innovative curriculum, engaging instructional programs and services that prepare graduates to succeed in post-secondary experiences and thrive in a global society.

Student Learning Objectives:

- We will provide personalized learning experiences.
- We will provide cultural experiences at each grade level in order to attain global influence in their education.
- We will provide students with choices at all grade levels.
- We will provide students with choices in digital learning environments.
- We will honor and support teacher creativity and innovation in the classroom.

Community Connectedness

We will develop community partnerships to promote collective responsibility, involvement and support of public education to ensure student success.

Community Connectedness Objectives:

- We will engage all stakeholders through multiple media and in-person venues, periodic surveys, and active listening.

- We will provide a community-based accountability system to assess the criteria valued by the Plano ISD community.
- We will promote the district's achievements and reputation to a global audience.
- We will continue and expand our partnership with the Plano ISD business community.
- The Board of Trustees will continue and expand dialogue with other elected governmental officials.
- We will advocate with the state legislature for balanced state and local partnership in public education.

Capacity Development

We will provide innovative learning opportunities for all employees to continually develop their professional capacity, creativity and interpersonal skills to maximize student learning.

We will acquire and efficiently manage appropriate resources to create and support employee effectiveness and to maximize student learning.

We will systematically evaluate programs, support services and facilities to promote student learning.

Capacity Development Objectives:

- We will inventory all programs and services and strategically abandon programs to redeploy resources.
- We will create and support professional learning communities in order to enhance teaching and learning.
- We will evaluate and update facilities in order to provide a safe, secure, and effective instructional environment.
- We will, continuously, seek out and develop systems of quality instruction.

Data-Informed Decision-Making

We will analyze and use relevant data to improve student achievement and district operations.

Data-Informed Decision-Making Objectives:

- We will provide engagement opportunities to create understanding and stakeholder ownership of student performance.

Innovations

To achieve the District's Vision and Mission, to align the District's practices and operations with the District's goals and core beliefs, and to meet the Strategic Plan's strategic goals, the district needs to have the flexibility to exert local control, at both the District and campus levels, to:

- Promote innovative curriculum
- Promote innovative instructional methods
- Promote innovative ideas regarding community participation
- Promote innovative ideas regarding campus governance
- Promote innovative ideas regarding parental involvement
- Modify the school day
- Modify the school year

The District needs local flexibility in the areas listed above to improve student outcomes. Beyond traditional accountability system measures, there is a need for more deliberate focus and attention on career and college readiness, social and emotional health and well-being, and mindset development (i.e. growth, learner, character, and entrepreneurial). Additionally, there is a need to expand the capacity for more high-quality, meaningful, professional development opportunities for staff so that they are increasingly better equipped to support the diverse needs of our students.

Innovative curriculum and instructional methods will allow the District to continue to provide engaging and challenging learning experiences to meet the core beliefs as described in our strategic plan. Finally, modifications in the scheduling of the school year and the school day will allow for more time for innovative student enrichment opportunities as well as more time for professional development.

IV. REQUIREMENTS OF THE EDUCATION CODE THAT INHIBIT THE GOALS OF THE PLAN FROM WHICH THE DISTRICT WILL BE EXEMPT UPON ADOPTION OF THE PLAN

Minimum Minutes of Instruction

TEC Code Requiring Exemption:

TEC Sec. 25.081. OPERATION OF SCHOOLS. (a) Except as authorized under Subsection (b) of this section, Section 25.084, or Section 29.0821, for each school year each school district must operate so that the district provides for at least 75,600 minutes of instruction, including intermissions and recesses, for students.

(e) For purposes of this code, a reference to a day of instruction means 420 minutes of instruction.

TEC Sec. 25.082. SCHOOL DAY; PLEDGES OF ALLEGIANCE; MINUTE OF SILENCE. (a) A school day shall be at least seven hours each day, including intermissions and recesses.

Benefit of Exemption for PISD:

While the intent of Legislature was to standardize the amount of time students spent learning in classrooms, and perhaps to add flexibility to a calendar by mandating minutes instead of days, Plano ISD wishes to be able to continue to count our waiver days toward the total number of minutes in a year. We need the flexibility to continue to provide days spread throughout the year for teachers to have additional planning time focused on student needs and refining their practice, as well as time for professional learning related to student growth and outcomes. These non-instructional days have been purposely placed throughout the calendar to allow for teachers to analyze available student data, analyze curriculum lessons and instruction, and to engage in relevant and targeted professional development.

In addition, the law as currently written requires pre-K students to attend 3.5 hours per day in order to receive half-day funding. Plano ISD has long maintained a half-day program for the majority of its pre-K students. Because time must be allowed between the morning and afternoon sessions in order to accommodate transportation of the morning group home and pick up and drop off of the afternoon group to school, (and comply with duty free lunch provisions of TEC

21.405 and the planning and preparation time provision of TEC 21.404), Plano ISD's half day program operates less than 3.5 hours. The current design benefits children by allowing for an increase in the number of students receiving services.

Minimum Attendance for Class Credit

TEC Code Requiring Exemption:

TEC Sec 25.092 MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE

(a) Except as provided by this section, a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

Benefit of Exemption for PISD:

As we continue to expand innovative and engaging instructional arrangement offerings, such as eSchool, blended learning, service learning projects, and internships, we need an exemption from the requirement that credit is determined by a student's physical time in a classroom seat for an arbitrary percentage of time the class is offered. We believe strongly that a student's mastery of learning outcomes should be the determining factor in earning credit and a grade rather than "seat time". Exemption from this requirement will allow the District to provide active learning opportunities to students in the approaches of time, location and method thereby allowing students more voice and choice in determining their learning path. While the District has offered on-line learning through eSchool for many years, the addition of blended learning, internships, and service learning projects are strongly emerging more recently.

First Day of Instruction

TEC Code Requiring Exemption:

TEC Sec 25.0811(a) Except as provided by this section, a school district may not begin instruction for students for a school year before the fourth Monday in August.

Benefit of Exemption for PISD:

The District seeks relief from this provision's oversight in order to reduce summer regression in learning by shortening the time for students to be out of school during the summer months, and in order to provide true continuous learning and maximize student performance by providing for shorter breaks throughout the school year, particularly during first semester. Plano ISD has historically operated with the first semester of classes ending before Winter Break, so that time in January is not lost in reviewing for exams when students return. Having to wait to start classes until the fourth Monday in August has forced our semesters to be significantly unequal in length, with second semester being approximately four weeks longer than the first semester. Flexibility to begin instruction earlier in August will enable the District to improve active learning by balancing the amount of instructional time in the semesters, which will allow teachers the opportunity to better pace and deliver instruction before and after the Winter Break. Additionally, by having the flexibility to start and end the school year earlier, students will be able to enroll in college courses or college camps that start early in June. The district also believes this flexibility in starting the school year earlier will benefit students in the area of social emotional learning who are transitioning from elementary to middle, middle to high, and high to senior high by giving those students additional time and support to enable them to adjust socially and emotionally to their new campus environments.

Teacher Certification for Career and Technical Education Instructors

TEC Code Requiring Exemption:

TEC 21.003 CERTIFICATION REQUIRED. (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Benefit of Exemption for PISD:

While this exemption would be exercised in a limited way for specific situations, it would allow the District to recruit teachers from the field, including individuals from certain trades and /or vocations with industry knowledge and real world experience. In addition, this would potentially allow us to offer more dual credit opportunities in CTE courses, and hire experienced community college instructors in these areas as well.

Teacher Appraisals

TEC Code Requiring Exemption:

Sec. 21.351. RECOMMENDED APPRAISAL PROCESS AND PERFORMANCE CRITERIA. (a) The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers. The criteria must be based on observable, job-related behavior, including; (2) the performance of teachers' students.

Sec. 21.352. LOCAL ROLE. (a) In appraising teachers, each school district shall use:(1) the appraisal process and performance criteria developed by the commissioner; or (2) an appraisal process and performance criteria:

Benefit of Exemption for PISD:

The District has established a practice of teacher individual goal setting and / or student learning outcomes (SLO) to guide a choice portion of teacher professional learning. To the extent that the above mentioned laws may require that state standardized test scores be used as one of the evaluation measures for teachers, exemption is needed to fulfill and substitute the District goal setting/SLO process. In order to promote professional learning that focuses on individual growth, the District needs to maintain local flexibility to implement these newly designed tools.

The following exemptions were approved by the Plano ISD Board of Trustees on June 12, 2018 as amendments to the original innovation plan:

Teacher Planning and Preparation Time

TEC Code Requiring Exemption:

TEC 21.404. PLANNING AND PREPARATION TIME. Each classroom teacher is entitled to at least 450 minutes within each two-week period for instructional preparation, including parent-teacher conferences, evaluating students' work, and planning. A planning and preparation period under this section may not be less than 45 minutes within the instructional day. During a planning and preparation period, a classroom teacher may not be required to participate in any other activity.

Benefit of Exemption for PISD:

This exemption would be used only for specialized programs in which students are not on the campus for the length of a regular school day, such as half-day prekindergarten, adult transitions, and summer school programs. In these instances, moving the teacher planning times outside the instructional day when students are present would serve to maximize the time teachers have with students.

In the case of half-day prekindergarten, this would enable the district to meet the requirements outlined in House Bill 2442 (Minutes of Operation). Moving the teacher planning times to outside the instructional day when students are present, would allow us to comply with the time requirements and keep both our morning and afternoon prekindergarten programs.

The special education adult transitions program will be housed on one campus beginning in 2018-19. Many students in this program will spend a large portion of the school day in the community engaged with employment related activities. Teachers in this program supervise students when they are off site. They are also very involved in job searching and working with potential employers to match students to the most fitting employers. Allowing the teacher planning times to occur outside the instructional time would maximize the time teachers supervise and interact with students.

We provide a variety of summer school programs for students from prekindergarten through senior high school, most of which are less than four hours, in compliance with the TEC. For programs that exceed four hours of

instructional time, it would be beneficial to move the teacher planning time outside of the time students are present in order to maximize instructional time.

Class Size (Kindergarten through Fourth Grade)

TEC Code Requiring Exemption:

Sec. 25.112. CLASS SIZE. A district must submit a request for a class size exception for any classrooms in kindergarten - fourth grade that exceed the 22 students class size limit.

Benefit of Exemption for PISD:

The exemption would allow PISD to utilize a more flexible class size approach. This allows campus leaders flexibility in assigning students to particular classrooms and minimizes student movement/reassignment after the school year begins. Additionally, it provides the district flexibility to accommodate student needs in buildings without physical space for additional classrooms and for those campuses experiencing the most student growth after the school year begins.

Plano Independent School District

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2016-17 Local Innovation Committee Members:

| Name | Title |
|----------------------|---|
| Susan Dantzler | Executive Director for Elementary Campus Services |
| Renee Godi | Executive Director for Secondary Campus Services |
| David Hitt | Director of Career and Technical Education |
| George King | Principal Plano East Senior High School |
| Jun Melvin | Chief HR Officer |
| Susan Modisette | Assistant Superintendent for Campus Services |
| Karla Oliver | Assistant Superintendent for Government, Community and Planning Initiatives |
| Shauna Sanchez | Principal Vines High School |
| Lorraine Shimizu | Executive Director for Elementary Campus Services |
| Laurie Taylor | Executive Director for Elementary Academic Services |
| Dr. Lisa Thibodeaux | Executive Director for Secondary Academic Services |
| Dr. Dash Weerasinghe | Executive Director for Assessment and Accountability |
| Dr. Jim Wussow | Assistant Superintendent for Academic Services |

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2018 Local Innovation Committee Members:

| Name | Title |
|----------------------|---|
| Dan Armstrong | Assistant Superintendent for Technology Services |
| Kristin Bishop | Principal Shepard Elementary School |
| Dr. Beth Brockman | Assistant Superintendent for Employee Services |
| Dr. Kary Cooper | Assistant Superintendent for District Services |
| Renee Godi | Executive Director for Secondary Campus Services |
| Dr. Katrina Hasley | Assistant Superintendent for Academic Services |
| David Hitt | Director of Career and Technical Education |
| George King | Principal Plano East Senior High School |
| Dr. Saul Laredo | Executive Director for Elementary Campus Services |
| Jun Melvin | Chief HR Officer |
| Susan Modisette | Assistant Superintendent for Campus Services |
| Karla Oliver | Assistant Superintendent for Government, Community and Planning Initiatives |
| Dina Rowe | Principal Beaty Early Childhood School |
| Shauna Sanchez | Principal Vines High School |
| Laurie Taylor | Executive Director for Elementary Academic Services |
| Dr. Lisa Thibodeaux | Executive Director for Secondary Academic Services |
| Dr. Dash Weerasinghe | Senior Executive Director for Assessment, Research and Program Evaluation |