



Wednesday, June 24, 2026

2026-2027 Department Plan Template

Department Name

CIPD -EdTech

Planning Period

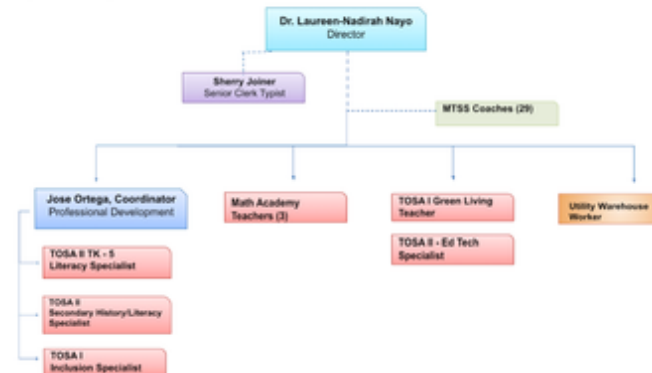
2026-2027

Department Head

Laureen-Nadirah Nayo

Department Organizational Chart

Department Organizational Chart



Prior Year Reflections

Accomplishments in 2026-2027 include:

[{"Accomplishment": "As of Dec 9, 2025 we had an Amira completion rates for K-2 was 93% before the close of the administration window"}, {"Accomplishment": "Using the observational tool for the implementation of adopted Board materials, data shows at 85% implementation rate."}, {"Accomplishment": "Professional learning is going well with promethean integration. Support through dedicated Promethan personnel and EdTech TOSA is running well"}, {"Accomplishment": "For MTSS Coach professional learning, survey indicators show at least 90% of coaches have improved their skills from the learning sessions at coaches' weekly"}]

Next Steps/Continued Actions for 2026-2027:

MTSS Coaches Professional

HQIM Implementation

Reading Screener Implemen

2026-2027 Department Goals & Priorities

Goals aligned to LCAP, Strategic Plan, and student outcomes.

Goal 1

By June 2027, the percentage of 5th grade African American students scoring proficient or advanced in Mathematics on the CAASPP will increase from 11.6% (SY 2024-25 baseline) toward a 2026-27 interim target of approximately 38%, supported by measurable growth on iReady diagnostics administered three times per year.

LCAP Alignment

Goal 1: Academic Achievement

Stratic Pillar Alignment:

Pillar 1: Learner Focused Instruction

Data Source(s)

CAASP Data

iReady

Data Driven Decision

Baseline Data for Goal #1	Expected Outcome	Timeline
iReady BoY Fall 2026	The percentage of African American students placed at On Grade Level or above on iReady will increase by 15-20 percentage points from the BOY to MOY diagnostic window.	January 2027
iReady BoY Fall 2026	Disproportionality below-grade-level math placement will be reduced as measured by a BOY-to-EOY comparison of iReady placement data for Black/AA 4th and 5th grade students.	June 2027

How will you know if you met your goal (success indicators)?

Leading IndicatorCheck Points:

- * % Black and African American students at/above typical growth pace MOY (Jan 2027)
- * % Black and African American students moving up one iReady placement level EOY (May 2027)
- * % Black/African American students reaching On Grade Level placement on iReady EOY (May 2027)
- *Reduction in below-grade-level placement disproportionality for Black/African American 4th and 5th grade students BOY → EOY comparison

Strategies and Actions

Strategy/Action	Responsible Person	Timeline	Resources Needed
Ensure Every ElementaryAfrican American Student Has a Growth Target	MTSS Coach and Teacher	September 2026	
Professional Learning (Tied to Data)	Carmela Ching	September - March	

Strategy/Action	Responsible Person	Timeline	Resources Needed
Family Engagement	Carmela Ching	September - March	
Early Identification Pipeline (K-3)	MTSS Coach	September - March	

Department Goal #2

Goal 2

By June 2027, all 5th and 8th grade mathematics teachers will consistently implement Integrated English Language Development (ELD) strategies — including Mathematical Language Routines, content and language objectives, and scaffolded grade-level tasks — as measured by classroom observations and data team records, so that English Learner students demonstrate measurable progress in mathematics proficiency as tracked by iReady diagnostic growth (BOY, MOY, and EOY) and CAASPP results in Spring 2027.

LCAP Alignment

Goal 1: Academic Achievement

Stratic Pillar Alignment:

Pillar 1: Learner Focused Instruction

Data Source(s)

CAASP Data

iReady

Observational data and student feedback data

Data Driven Decision

Baseline Data for Goal #2	Expected Outcome	Timeline
iReady BoY fall 2026	A minimum of 10% increase from baseline to MoY	January 2027
Teacher surcey on Integrated ELD	Self -reported incread in confidence of implementing integrated ELD strategies	April 2027

How will you know if you met your goal (success indicators)?

By June 2027, the following outcomes are expected for English Learner students at 5th and 8th grade:

- show measurable gains on CAASPP Math proficiency from the SY 2025-26 baseline
- 100% of EL students at 5th and 8th grade will meet or exceed their iReady individual typical growth target by EOY Diagnostic (May 2027).
- The percentage of EL students at On Grade Level or above on iReady will increase by 15-20

percentage points from BOY to EOY.

- 100% of 5th and 8th grade math teachers will implement at least one Mathematical Language Routine consistently in instruction by March 2027.
- 100% of observed math lessons will include both a content objective and a language objective by February 2027.

Strategies and Actions

Strategy/Action	Responsible Person	Timeline	Resources Needed
Embed Language Objectives in Every Math Lesson	Teacher and MTSS Coach	February 2027	
Use Mathematical Language Routines (MLRs) Consistently	Teacher with Coach Support	February 2027	
Use iReady and ELPAC Data Together	Teacher and MTSS Coach	September - April	

Department Goal #3

Goal 3

By June 2027, MTSS Coaches will deepen both their content knowledge and their coaching practice through structured professional learning aligned to the SY 2026-27 department plans. Contentwise, coaches will develop a working understanding of the mathematics achievement goals for African American and English Learner students at the elementary level and in 8th grade, including the subgroup data, iReady growth expectations, and Integrated ELD strategies embedded in each plan. In relation to coaching, they will build and refine the skills needed to support teachers in implementing those strategies with integrity — including how to conduct effective coaching cycles, use classroom observation data to drive feedback conversations, and ask questions that deepen teacher reflection rather than direct teacher behavior.

LCAP Alignment

Goal 2: Well Trained and Respected Employees

Strategic Pillar Alignment:

Pillar 2: Outstanding and Respected Employees

Data Source(s)

MTSS Coach Survey and attendance data; Observation data in KickUp; Coaching logs

from KickUp

Data Driven Decision

Baseline Data for Goal #3	Expected Outcome	Timeline
Coaching observation + walkthrough data	coaches can accurately explain the SY 2026-27 goals, subgroup targets, iReady milestones, and key strategies for their assigned grade levels	December 2026
Coach self-assessment + plan knowledge check (	coaches can accurately explain the SY 2026-27 goals, subgroup targets, iReady milestones, and key strategies for their assigned grade levels	May 2027
Walkthrough data + data team meeting records	Teachers in coached classrooms show increased implementation of department plan strategies as evidenced by walkthrough data and data team participation	November 2026 - May 2027

How will you know if you met your goal (success indicators)?

- * Coaches complete BOY and EOY self-assessment establishing content knowledge baseline and growth
- * 100% attendance of scheduled professional learning sessions by all coaches
- * EL students and Black/AA students in coached classrooms show iReady growth above typical growth pace
- * Coaches complete a minimum of 2 full coaching cycles cross the year

Strategies and Actions

Strategy/Action	Responsible Person	Timeline	Resources Needed
Structured Professional Learning — Alternating Content and Coaching Strands	Nadirah Nayo	July 26 - May 27	
Self-Assessment as a Growth Tool	MTSS Coach & TOSA II	July 26 - May 27	
Coaching Cycles as the Primary Practice Structure	MTSS Coach & TOSA II	October 26 - May 27	

Department Goal #4

Goal 4

By June 2027, PUSD will implement district-wide instructional screen time guidelines at all school sites and grade levels Pre-K through 12, reduce instructional screen time to PUSD suggested limits, and increase the use of offline and analog instructional strategies — as measured by platform usage data, site administrator/coach observation data, and teacher self-assessment.

LCAP Alignment

Goal 2: Well Trained and Respected Employees

Stratic Pillar Alignment:

Pillar 2: Outstanding and Respected Employees

Data Source(s)

Survey Data

Teacher self-assessment logs, documenting actual platform use and session lengths against grade-level limits

Data Driven Decision

Baseline Data for Goal #4	Expected Outcome	Timeline
Digital platform data usage	Basline data	September 2026

How will you know if you met your goal (success indicators)?

Compliance — Platform usage reports confirm that Amira usage is at or below 30 minutes per week in Grades K–3, i-Ready is at or below 45 minutes per week in Grades 2–8, and no single screen session exceeds the grade-level maximum. Target: 80% or more of classrooms in compliance.

Reduction — End-of-year teacher self-assessment logs show measurably lower total weekly instructional screen time compared to the September 2026 baseline each teacher establishes in the first four weeks of school. Target: 80% or more of teachers show a downward trend from baseline.

Quality — Administrator/coaching observation data and end-of-year teacher reflections confirm that offline and analog instructional strategies are actively replacing screen time — not simply that screens were removed. Target: offline alternatives present and documented in 80% or more of observed lessons.

Strategies and Actions

Strategy/Action	Responsible Person	Timeline	Resources Needed
Design and deliver district-wide professional development on PUSD instructional screen time guidelines, the research basis for the limits, and practical offline instructional strategies by grade band	Ed Tech Coach	By November 15, 2026	substitute or stipend funding if additional PD days are required beyond contracted days
Establish individual teacher instructional screen time baselines district-wide.	Classroom Teachers	By September 30, 2026	data compilation tool or spreadsheet

Strategy/Action	Responsible Person	Timeline	Resources Needed
Integrate instructional screen time reduction into the district's formal classroom observation and instructional coaching cycle at all sites	Administrators and MTSS Coaches	By December 2026 two observations completed	
Establish a district-level screen time monitoring and reporting system that tracks instructional screen time data by site, grade level, and platform on a quarterly basis	CIPD Director and Ed Tech Coach	December 2026	Screentime dashboard added to district ROSE dashboard