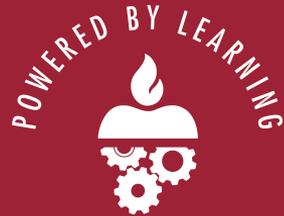


Plano ISD District-Based Improvement Committee

Monday, May 15, 2023



Agenda and Introductions

Welcome - Dr. Theresa Williams

- Dropout Prevention Update - Dr. Kristyn Edney
- Student, Family and Community Services - Dr. Jennifer Miley
- Technology - Matt Frey
- End of Year Data - Antoine Spencer
- DIP Summative Review - Laurie Taylor
- DBIC Agenda Topics and Acknowledgments - Dr. Dash Weerasinghe

Welcome

Dr. Theresa Williams



Dropout Prevention Update

Dr. Kristyn Edney



Counselor Supports for Dropout Prevention

- Set annual goals for behavior, attendance, academic achievement, and/or CCMR based on the campus CIP
- Monitor student alerts in Edugence for chronic absenteeism and academic concerns
- Specific identification of and targeted services to students demonstrating at-risk factors (failing grades, low attendance, and disengagement in the classrooms)
- Implementation of Individual Career and Academic Plans for all students in grades 6-12
- Implementation of American School Counselor Association (ASCA) standards for all secondary counselors to ensure comprehensive school counseling services that address students' academic, career, and social/emotional needs

Tiered Supports

- TIER 1
 - Provide guidance lessons to all students regarding study skills, time management, test taking, etc. and making the connection between academics and future plans.
 - Monitor attendance, behavior and grades at the midpoint and end of each 9 weeks.
 - Monitor credits earned toward graduation.
 - Host parent meetings regarding academics, graduation plans and transitions to the next level.
- TIER 2
 - Provide small group opportunities with an academic success focus.
 - Meet with students and parents to create action plans that will provide steps for the student to recover and pass and/or earn high school credit.
 - Assist students with recovering high school credits through ILEAP, eSchool or correspondence coursework.
 - Identify and refer students to the RTI process that are in need of academic interventions.
- TIER 3:
 - Participate in home or virtual visits to provide resources and encourage attendance or remote participation and build strong connections with families.
 - Provide counseling resources that may assist with issues that are interfering with academic success.

Plano Attendance & Review Board (PARB)

Dropout Recovery:

Campuses identify students with chronic absences.

- District level hearing to identify student/family needs
- Provide district level support/resources and wraparound services to students
- Create an intervention plan with a district level monitor / home visits as needed
 - Remove all barriers
 - Find opportunities for success

SFCS Update

Dr. Jennifer Miley



Edugence Update - Discipline Dashboard

Offense

Actions

Incidents

Offense Trends

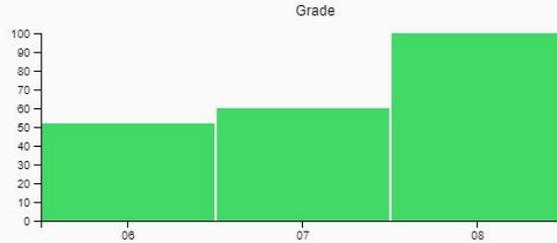
Action Trends

Big 5

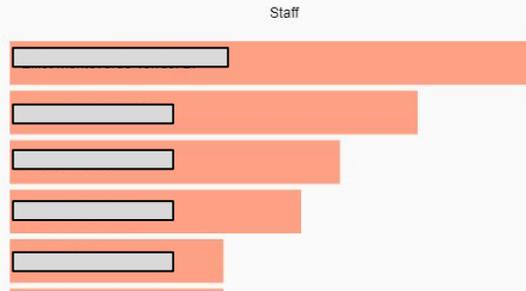
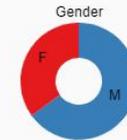
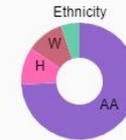
Summary

Root Cause

[RESET ALL](#)



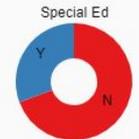
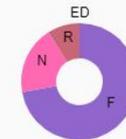
212
Offenses



AA: 74.06 %
H: 10.38 %
W: 10.38 %
T: 5.19 %
A: 0.00 %
P: 0.00 %

M: 65.09 %
F: 34.91 %

N: 100.00 %
Y: 0.00 %



Edugence Update - RDA Reporting

SpEd #14

SPED OSS and Expulsion ≤10 Days Rate

Number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 for ≤ 10 days

	SpEd Students with Discipline Incidents	Total # of SpEd Students	Rate	Risk Ratio
All	234	7005	3.34	
Hispanic	91	2379	3.83	1.2
Other than Hispanic	143	4626	3.09	
Native Am.	0	22	0	0
Other than Native Am.	234	6983	3.35	
Asian	8	883	0.91	0.3
Other than Asian	226	6122	3.69	
Black	76	1286	5.91	1.9
Other than Black	158	5719	2.76	
Pacific Isl.	0	7	0	0
Other than Pacific Isl.	234	6998	3.34	
White	46	2046	2.25	0.6
Other than White	188	4959	3.79	
Two or More	13	382	3.4	1



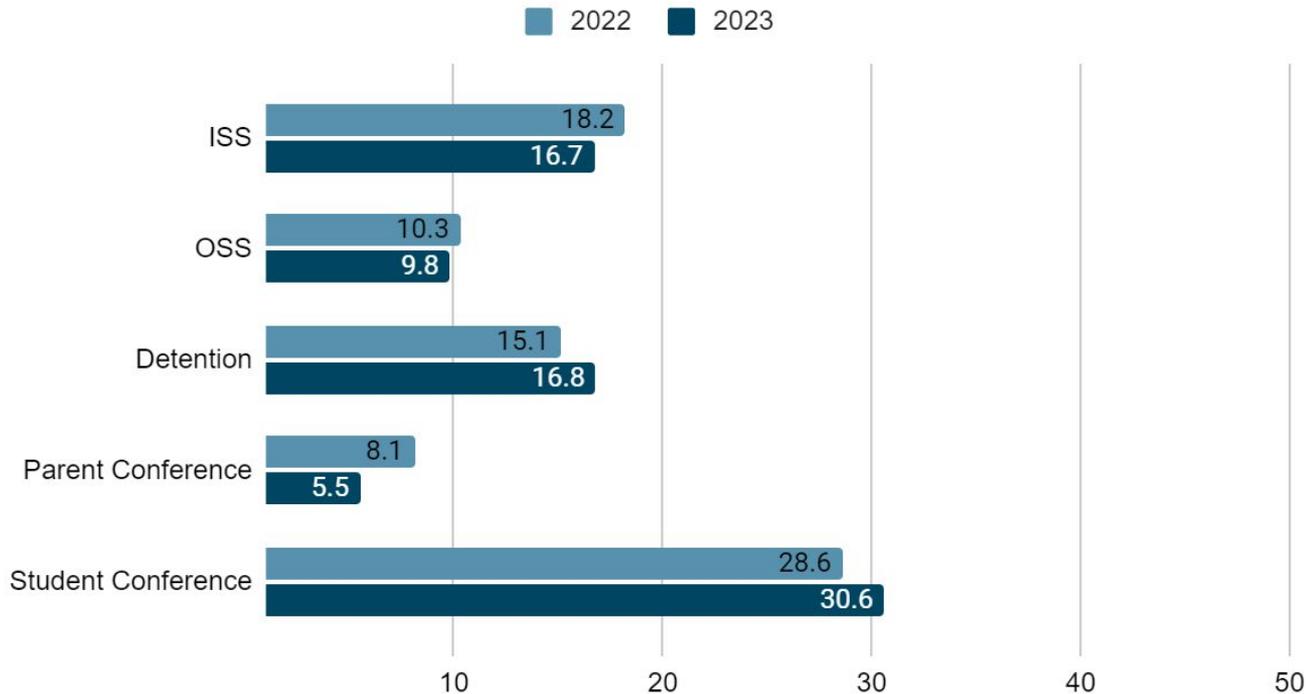
Edugence Update - RDA Reporting

SpEd #15	SPED OSS and Expulsion >10 Days Rate			
	Number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 for > 10 days			
	SpEd Students with Discipline Incidents	Total # of SpEd Students	Rate	Risk Ratio
All	4	7005	0.06	
Hispanic	0	2379	0	0
Other than Hispanic	4	4626	0.09	
Native Am.	0	22	0	0
Other than Native Am.	4	6983	0.06	
Asian	0	883	0	0
Other than Asian	4	6122	0.07	
Black	2	1286	0.16	3.2
Other than Black	2	5719	0.03	
Pacific Isl.	0	7	0	0
Other than Pacific Isl.	4	6998	0.06	
White	2	2046	0.1	2
Other than White	2	4959	0.04	
Two or More	0	382	0	0
Other than Two or More	4	6623	0.06	



Incidents By Consequences

Top Consequences by Percentage



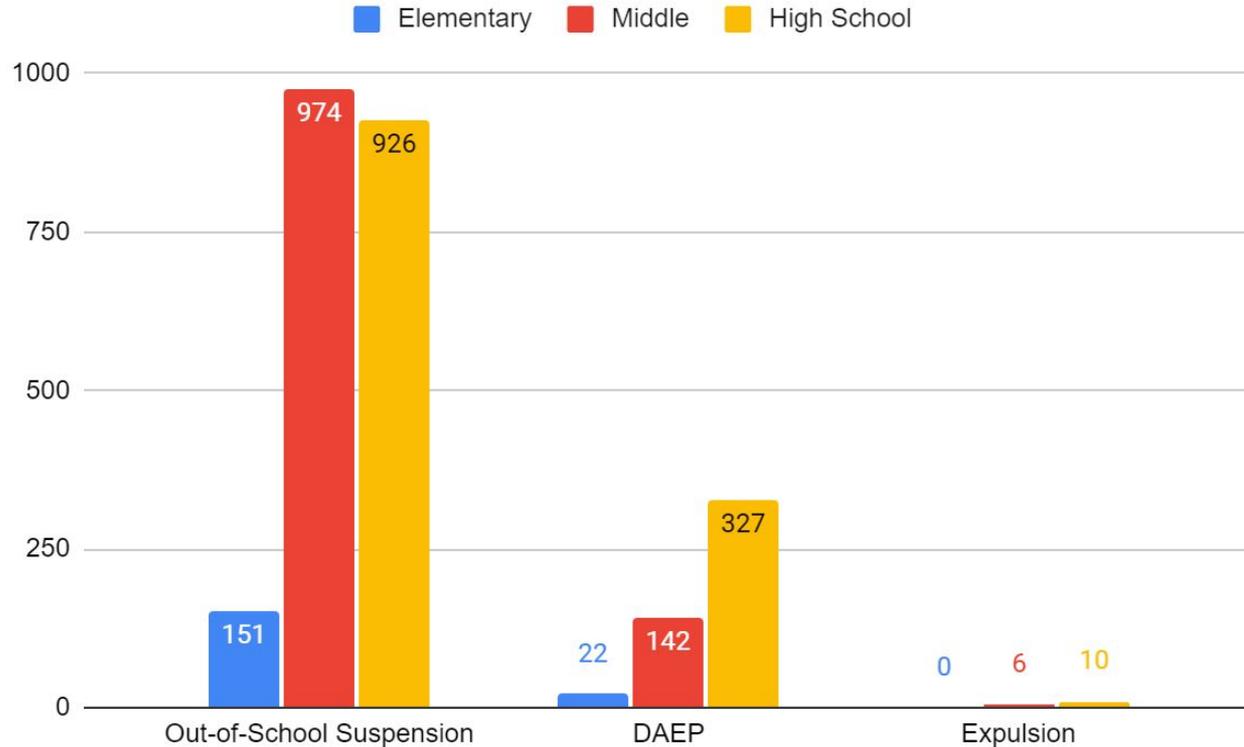
Total Incidents
21/22
16,249

Total Incidents
22/23
25,057

Discipline Incidents

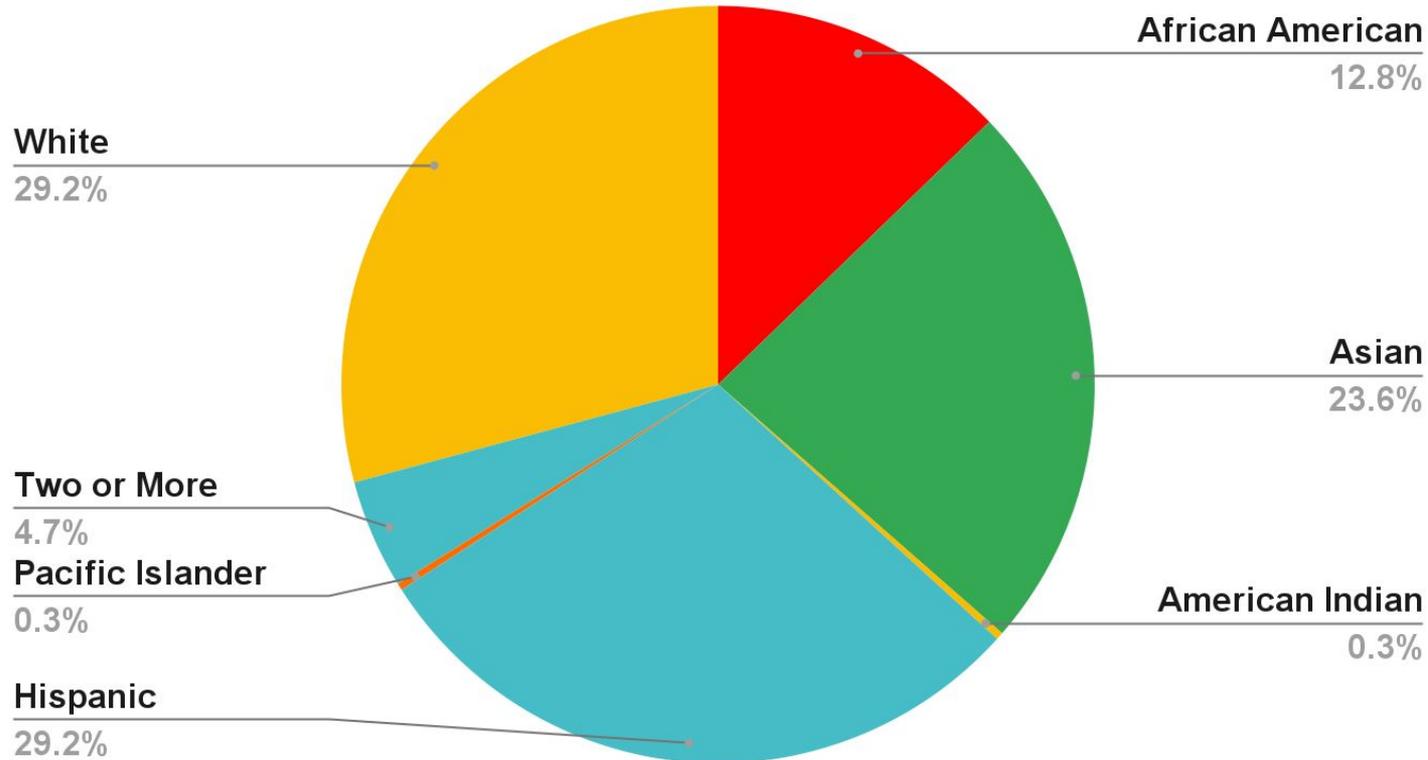
School Type	Incidents 2020-2021	Incidents 2021-2022	Incidents 2022-2023
Elementary Schools	1665	5440	6110
Middle Schools	2004	7332	9288
High Schools	494	7036	7292
Total	4164	19813	22802

Number of Disciplinary Placements 22/23

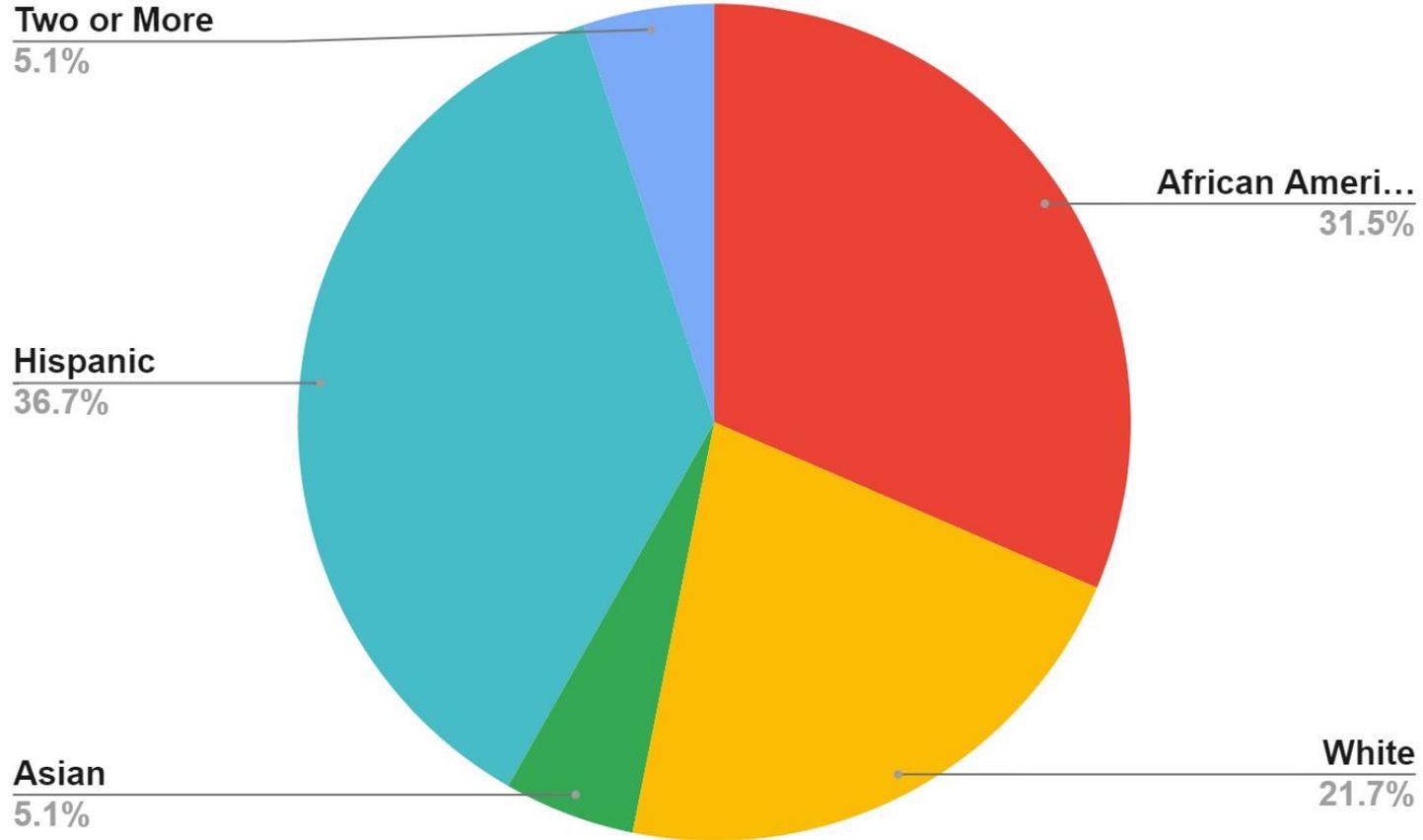


Total Student Enrollment By Ethnicity- 22/23

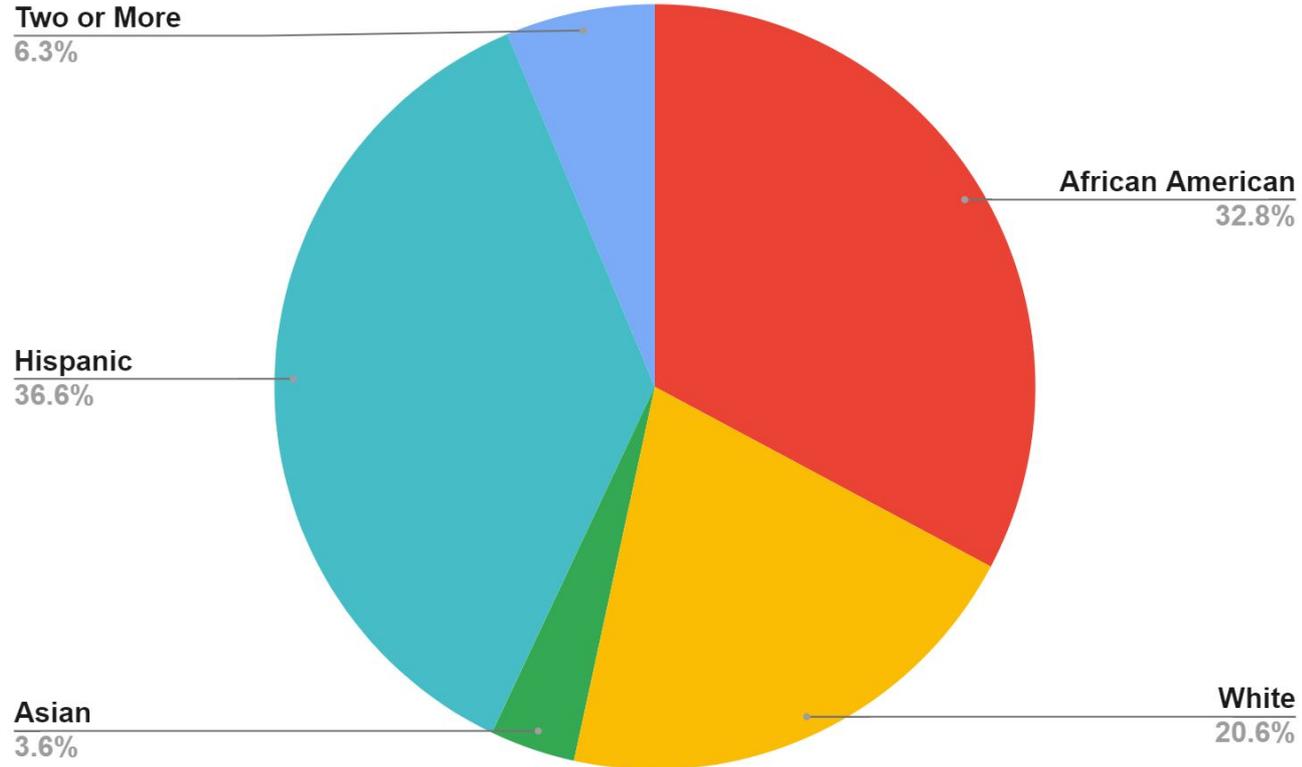
Total Enrollment by Ethnicity- 49,140



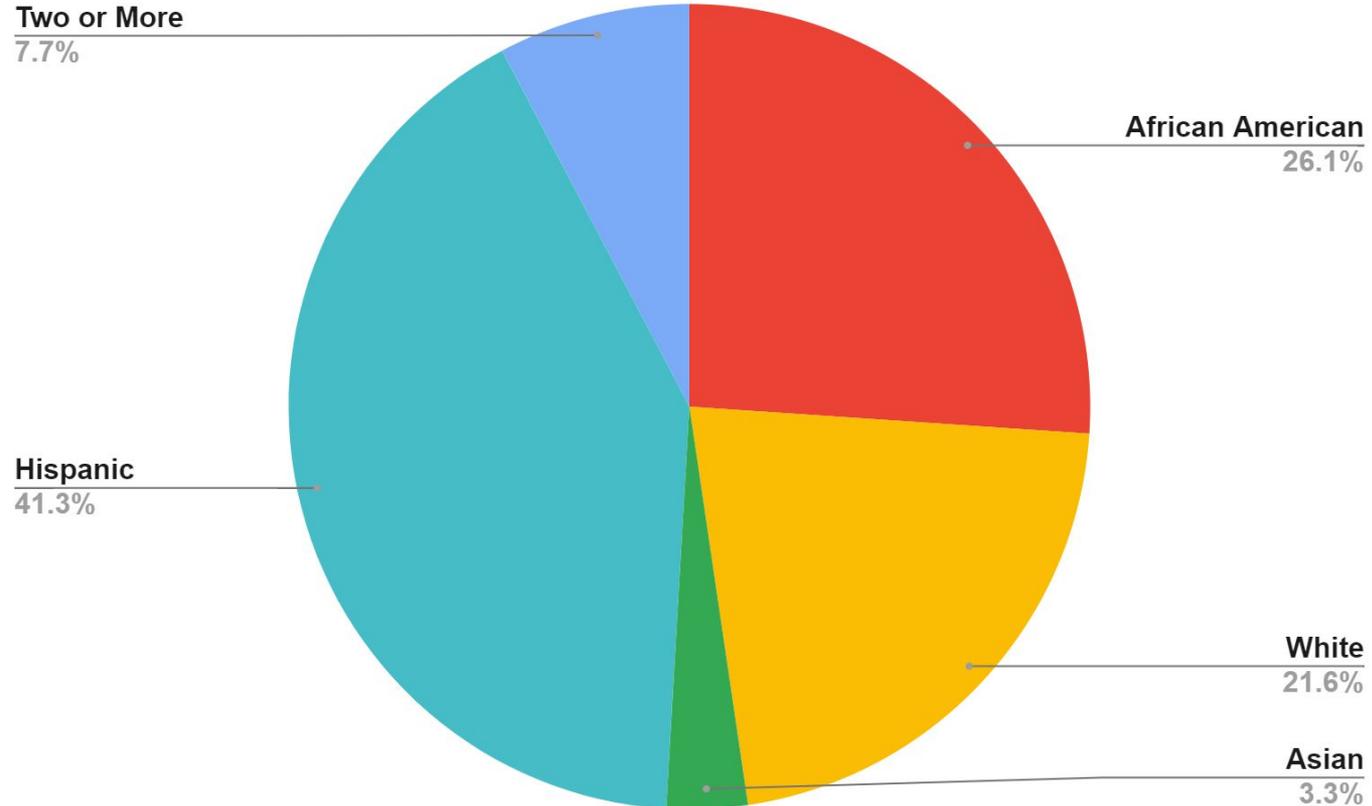
In-School Suspension 22/23



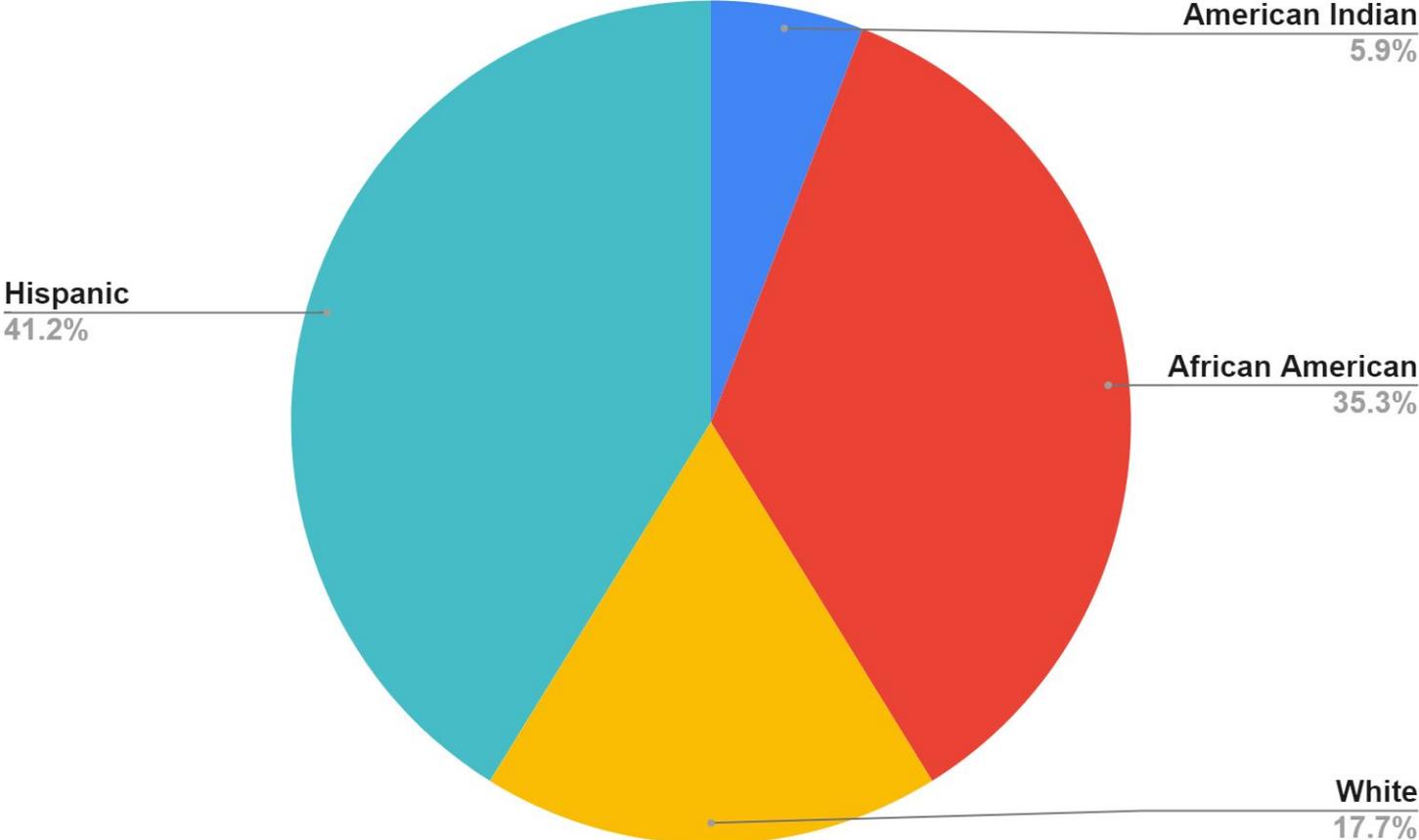
Out-of-School Suspension 22/23



Disciplinary Alternative Education Placements 22/23

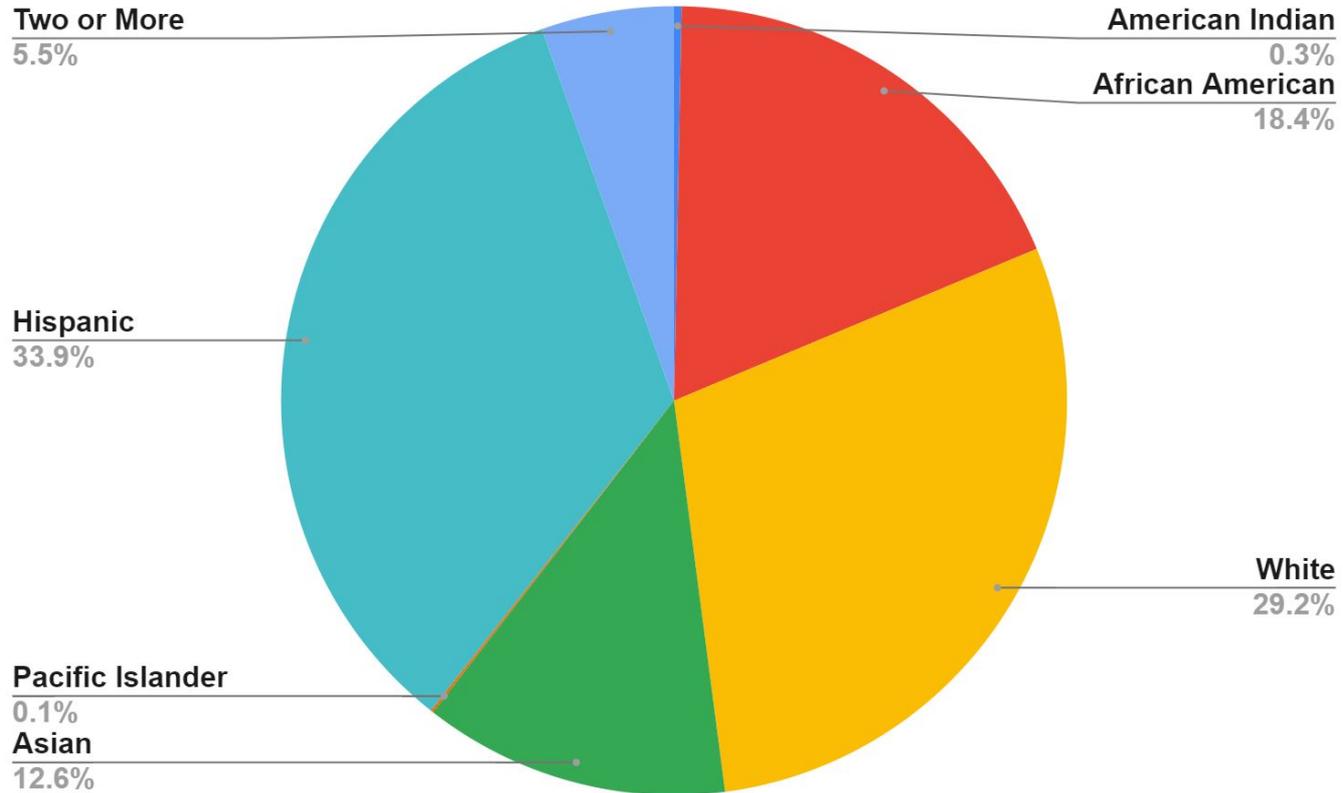


JJAEP Education Placements 22/23

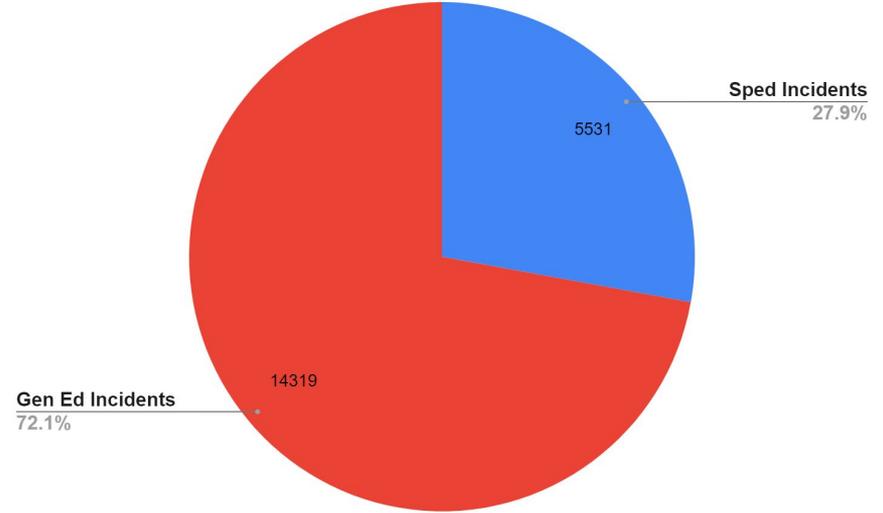
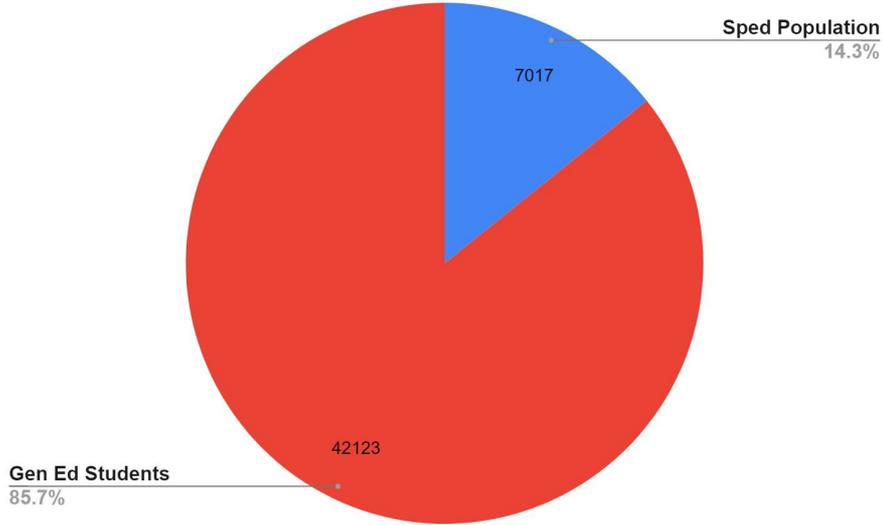


Total SPED Students By Ethnicity

7,017 Students



Special ED Students & General Ed Students



Positive Behavior Interventions and Supports (PBIS)

In the spring of 2020, a district wide MTSS team was formed to review Plano ISD's significant disproportionality challenges, specifically with behavior. For several years, Plano ISD was significantly disproportionate in the area of African American Special Education students who were given exclusionary consequences, as reported by the state of Texas in Results Driven Accountability. The MTSS district team began to implement systems to monitor behavior data, align PISD systems of support, and review Tier I processes. PBIS was implemented in the Fall of 2021 as the framework for Tier I behavior supports for all campuses.



Positive Behavior Interventions and Supports (PBIS) Rollout Plan

2021-2022	2022-2023	2023-2024
21 Elementary Schools	All Middle Schools	All High Schools and Senior High Schools

Training is a multi-year commitment that provides campuses with a foundation for implementing school wide PBIS.



Technology Update

Matt Frey



FACTS

OPINIONS

FUTURE



FACTS

OPINIONS

FUTURE



Plano ISD Uses Technology A Lot. (A Lot, A Lot)

Supporting Evidence:

- Chromebooks: 53,893 (The Great Chromebook Exchange)
- Google Drive: 228 TB Storage; 46,124 Active Users (Weekly)
- Google Classroom: 42,930 Active Users (Weekly)
- Gmail: 22,644 Active Users; 12,000 Sent Emails/Day
- YouTube: 1.8 M Sessions YTD

Plano ISD Uses Technology A Lot. (A Lot, A Lot)

Supporting Evidence:

- Webdesk: 13.3 M Sessions YTD
- Pinnacle: 5.6 M Sessions YTD
- Dreambox: 4.7 M Sessions YTD
- Edugence: 3.1 M Sessions YTD
- Amplify 1.7 M Sessions YTD
- Seesaw 1.6 M Sessions YTD



FACTS

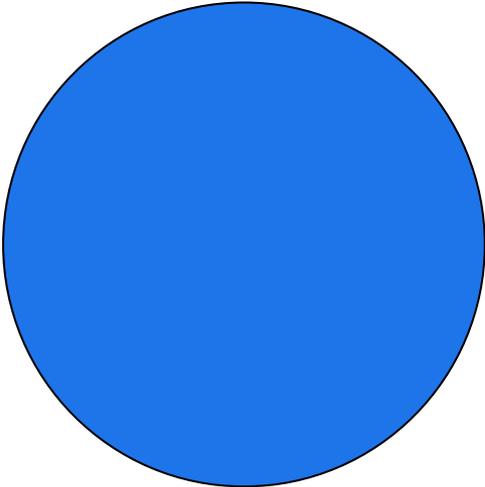
OPINIONS

FUTURE

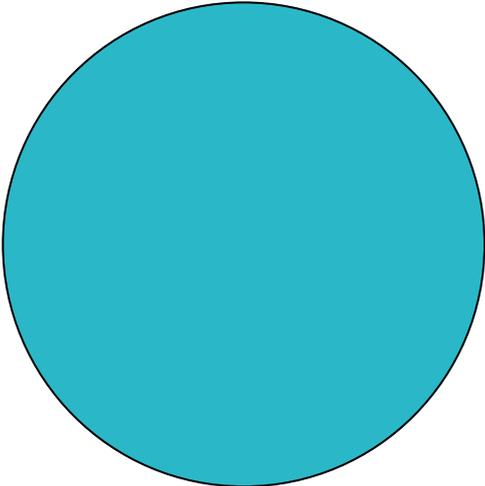




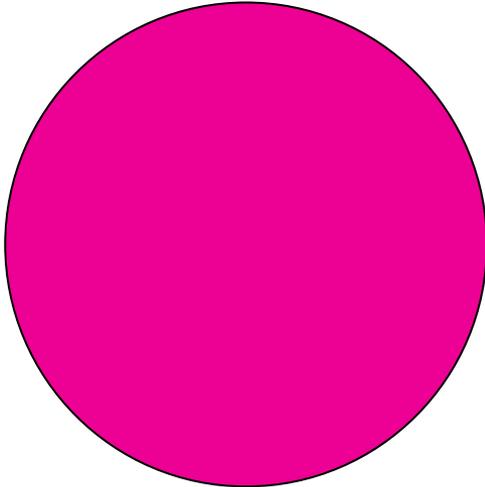
Technology Use & Perception Survey



Positive Impact



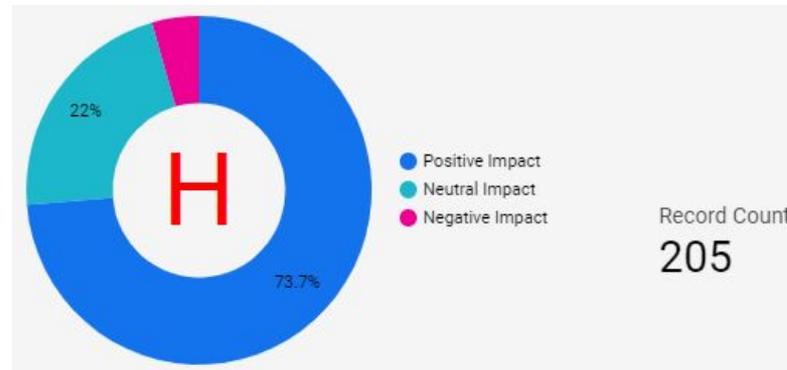
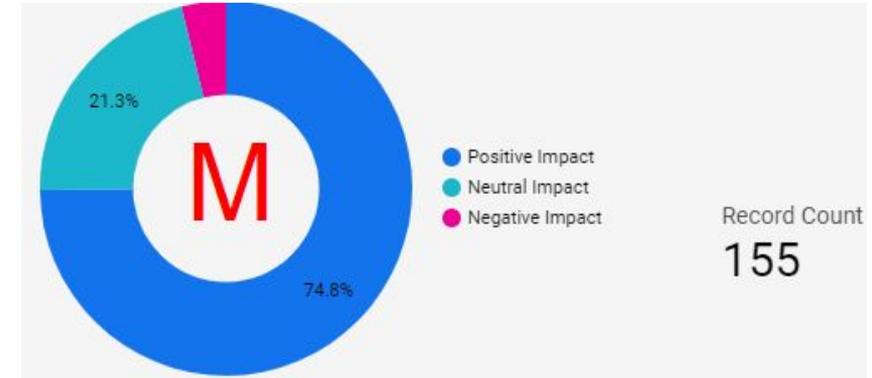
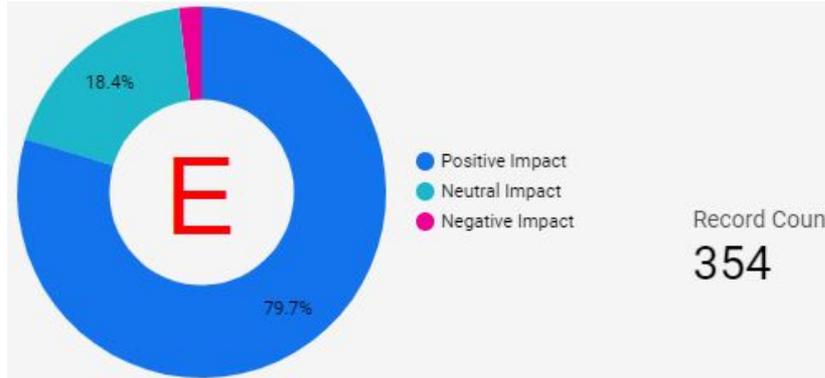
Neutral Impact



Negative Impact

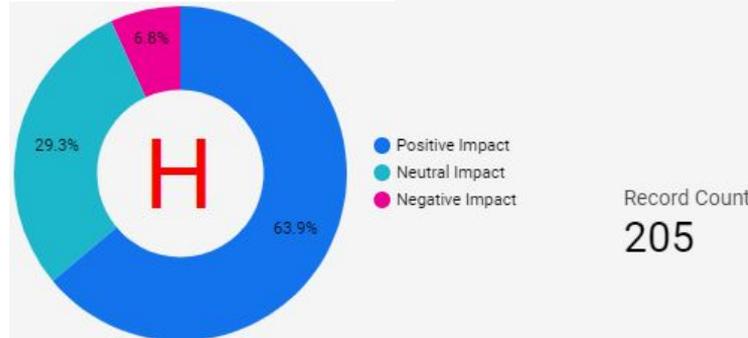
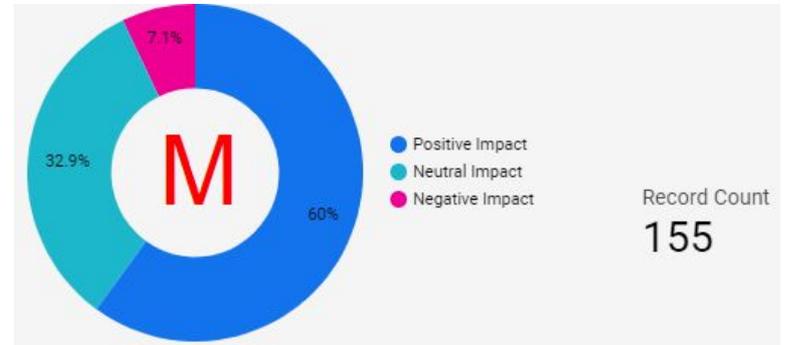
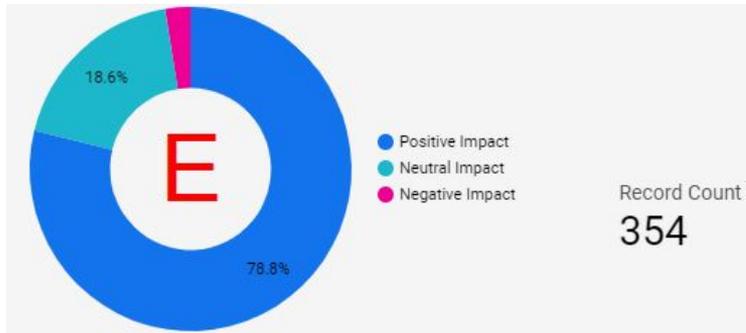
Chromebooks. Positive, Neutral or Negative Impact

On Students Ability to Explore Topics More Fully:



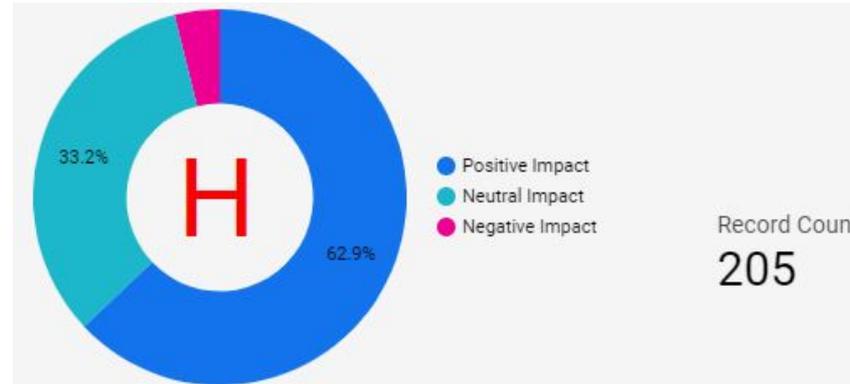
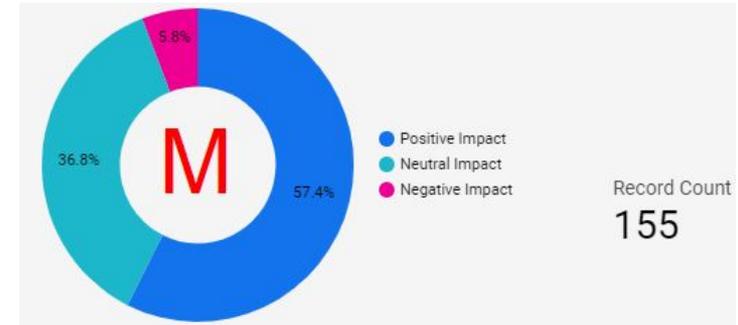
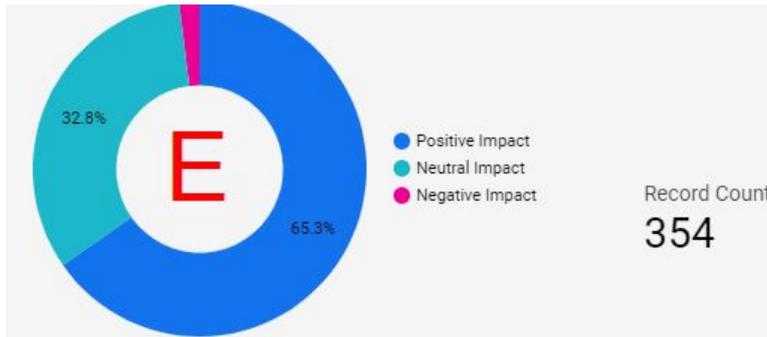
Chromebooks: Positive, Neutral or Negative Impact

Development of Students' Information & Media Literacy Skills:



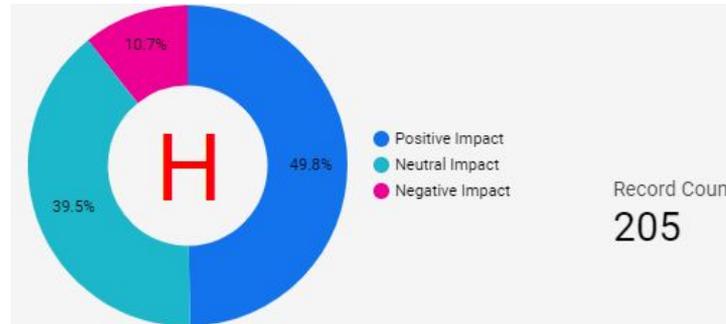
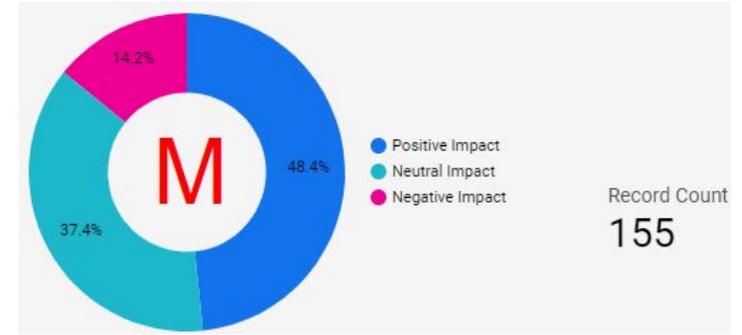
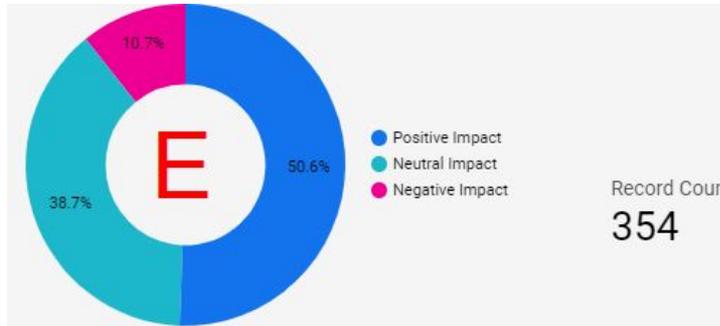
Chromebooks. Positive, Neutral or Negative Impact

Addressing Inequities in Educational Opportunities:



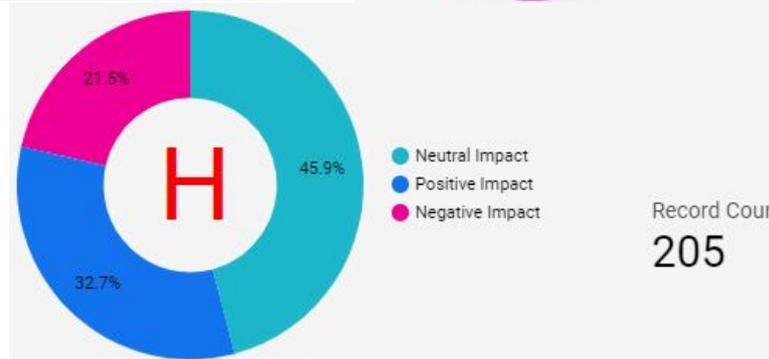
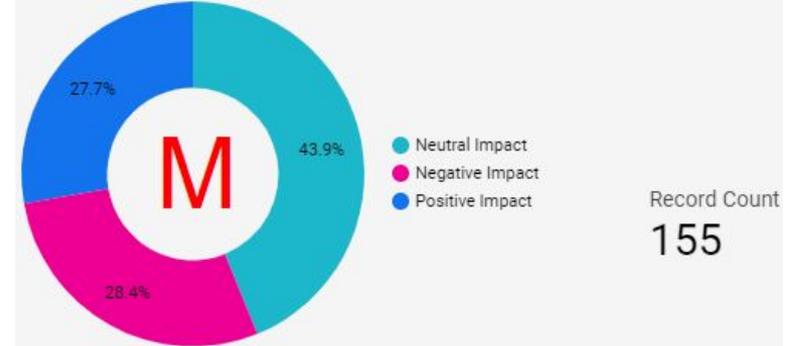
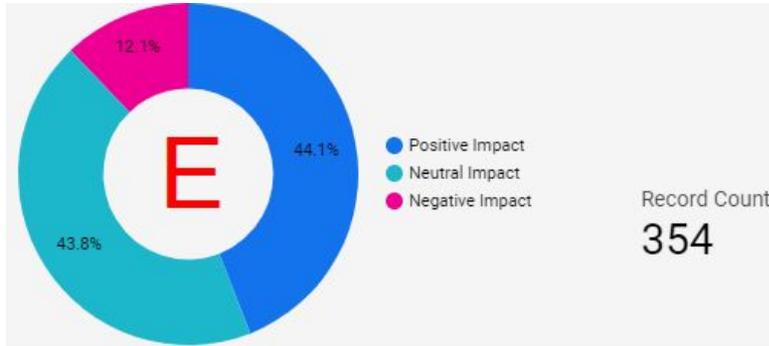
Chromeblocks. Positive, Neutral, Negative Impact

Development of Students' Creativity Skills:



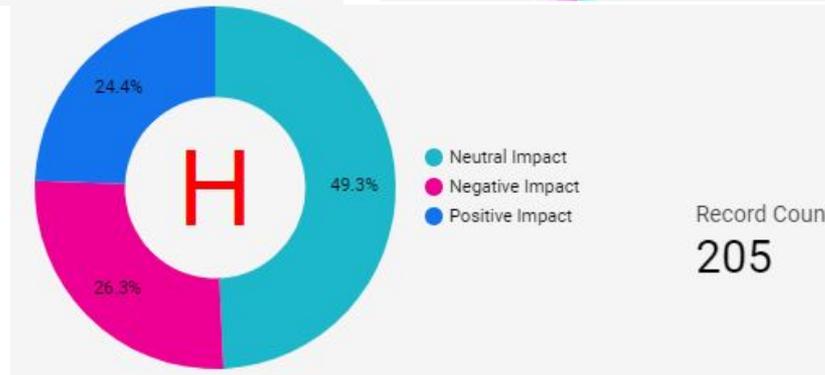
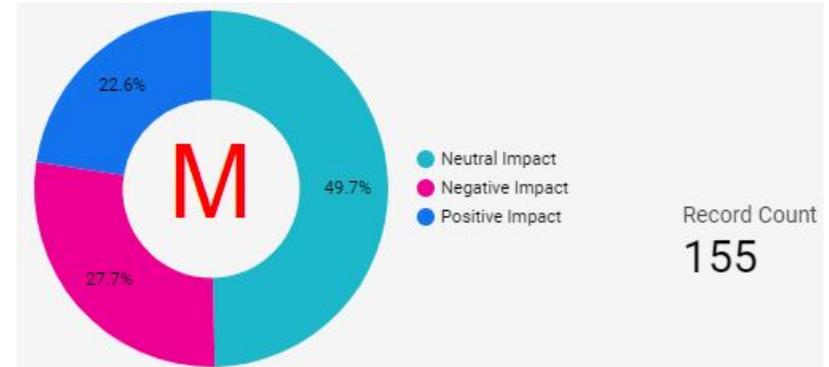
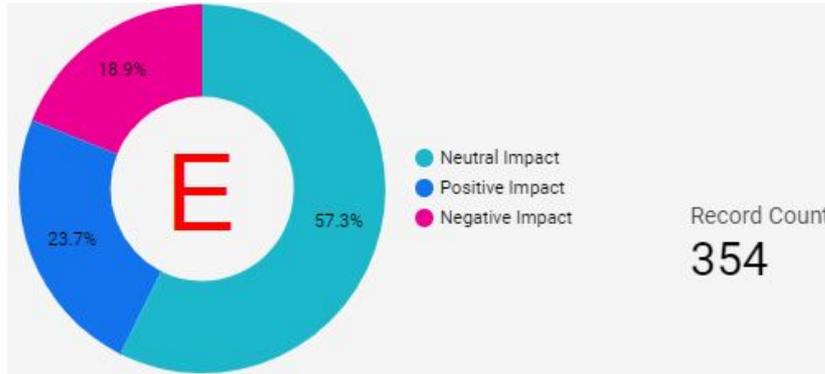
Chromebooks: Positive, Neutral or Negative Impact

Development of Students' Critical Thinking Skills:



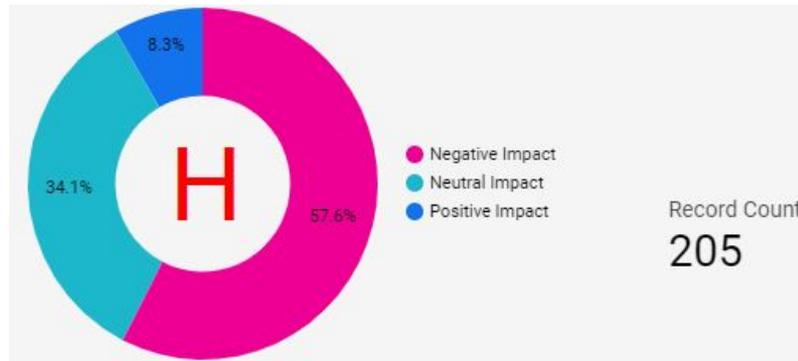
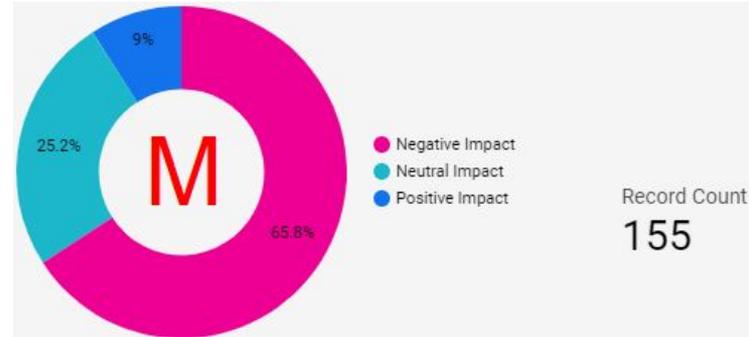
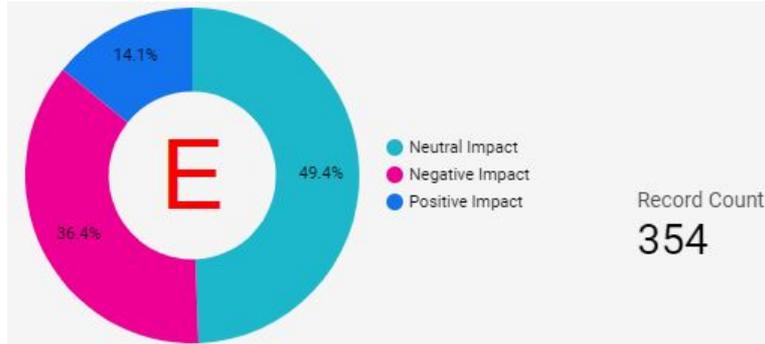
Chromebooks. Positive, Neutral or Negative Impact

Quality of Student Work:



Chromeblocks. Positive, Neutral or Negative Impact

Disciplinary Problems:



FACTS

OPINIONS

FUTURE



Instructional Technology Work Group

Recommendations



- Design and implement a digital learning plan that articulates expectations for technology use by teachers and students, including digital citizenship.
- Develop and deliver a professional learning program targeting the effective use of technology in the classroom.
- Revise classroom technology standards to achieve greater flexibility through mobility and increased functionality.
- Expand co-curricular opportunities in elementary and middle schools to develop interest and participation in a variety of technology pursuits and pathways.
- Adopt and implement a consistent 1:1 strategy across the district, differentiated by grade levels.

The background features a large blue arrow pointing right, a red horizontal bar at the bottom, and a yellow arrow pointing left, creating a dynamic, geometric composition.

**Questions or
Comments?**

End of Year Data and Accountability

Antoine Spencer



STAAR Results and Accountability

EOC Assessments	3-8 STAAR Assessments
May 22 - Early Raw Scores and Supporting Guidance	May 22 - Early Raw Scores and Supporting Guidance
May 31 - Scale scores and Performance Levels	August 11 - Scale scores and Performance Levels
June 30 - Results for Families	August 16 - Results for Families

2023 Accountability Ratings - Late September

Campus EOY Activities

June, 2023

- Comprehensive Needs Assessment Completion
 - MAP Growth
 - PGR Reports
 - Semester Exams
 - STAAR Scores
- Campus Improvement Plan Training

Campus EOY Activities

Campus Improvement Plan Development

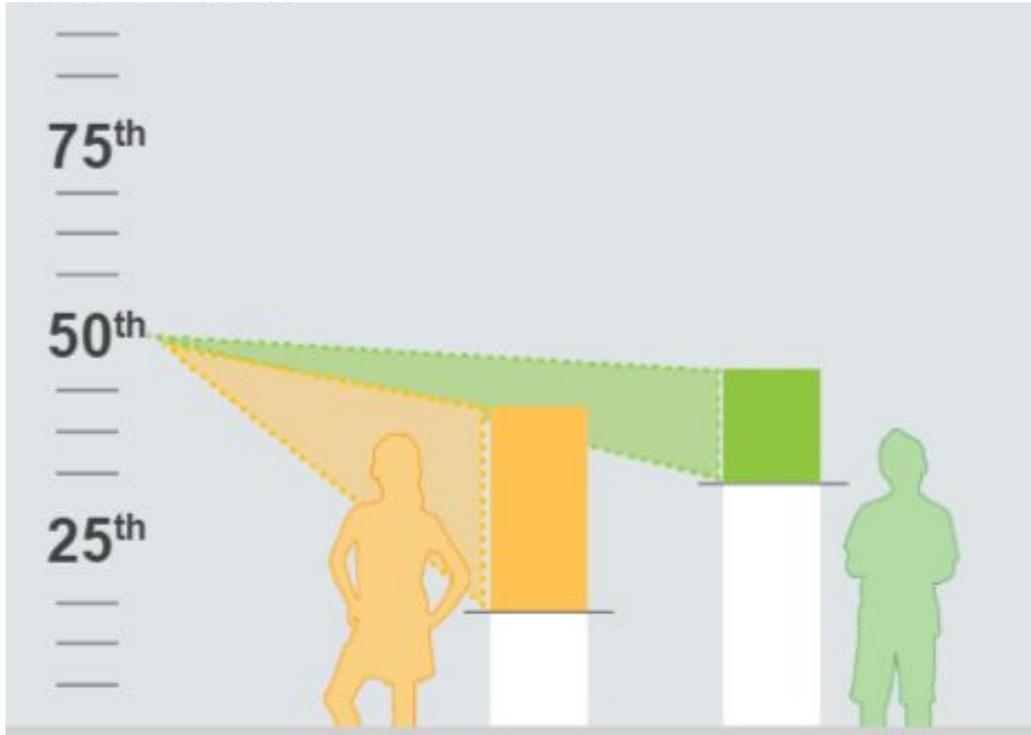
- July Leadership Retreat
- Summer Inservice



Fall to Spring MAP Growth

Grades 3-5

Growth Percentile



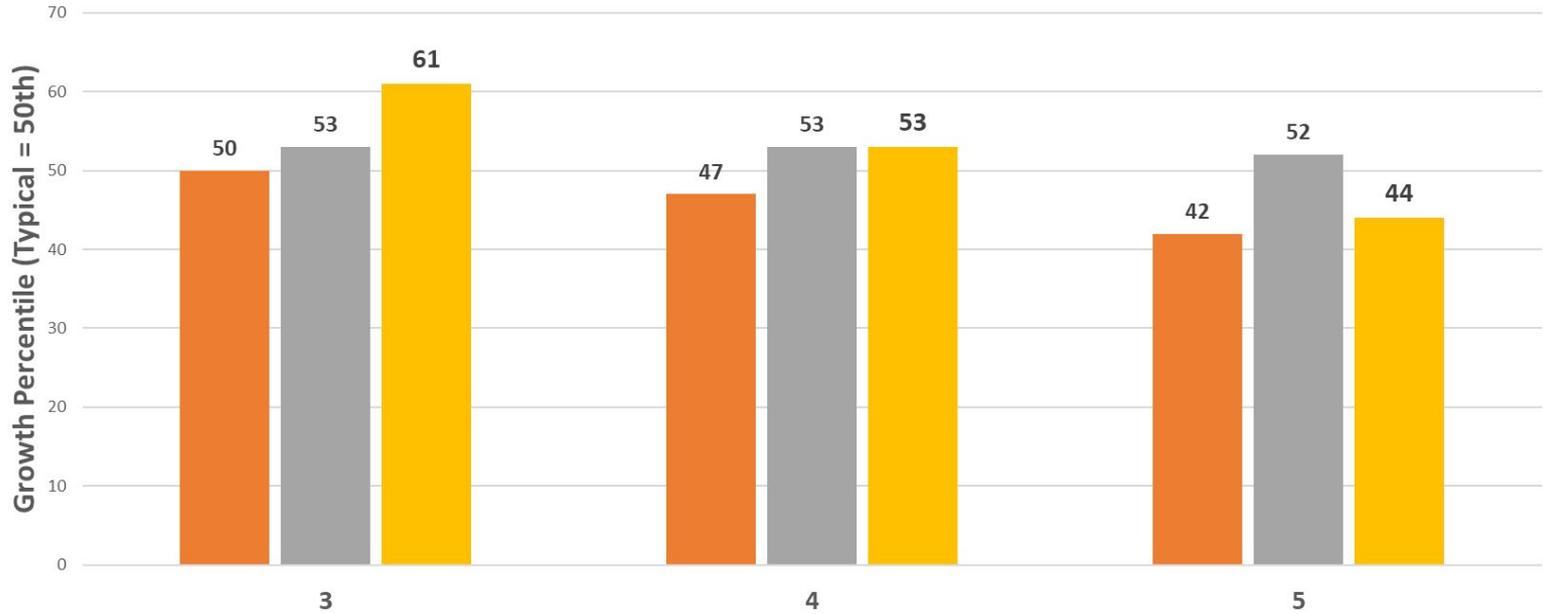
Conditional Growth Percentile shows how well each student grew relative to matching peers in the nation over a period of time.

Matching Peers:

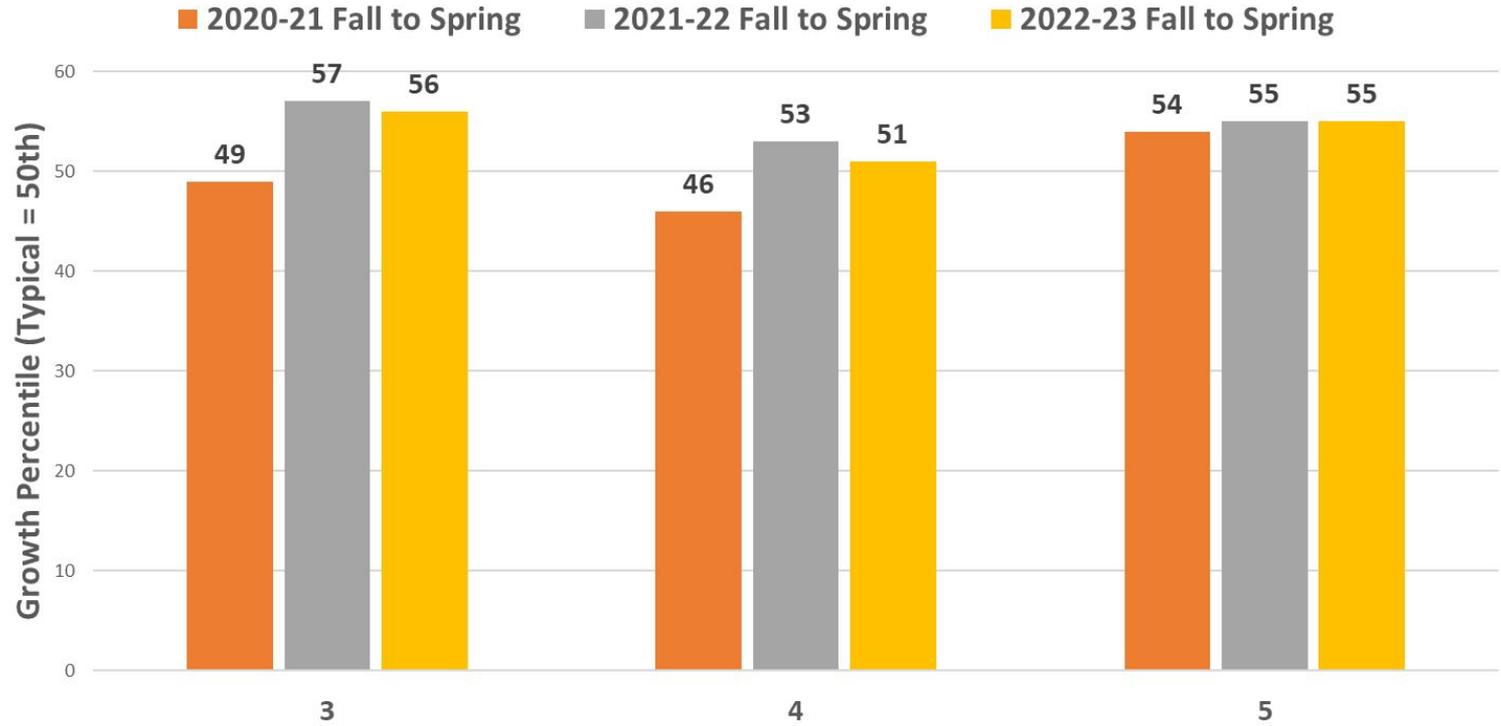
- Same Grade
- Same Starting RIT
- Same instruction days between assessments

Mathematics

2020-21 Fall to Spring 2021-22 Fall to Spring 2022-23 Fall to Spring

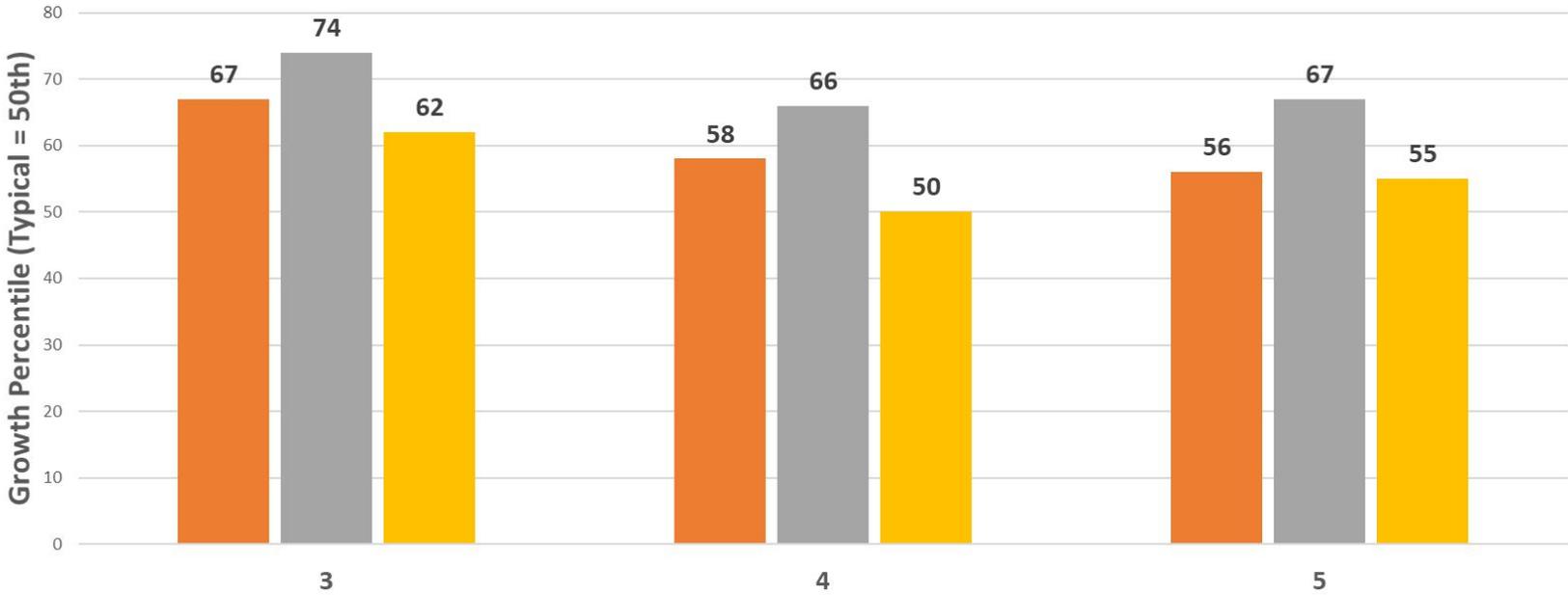


Reading



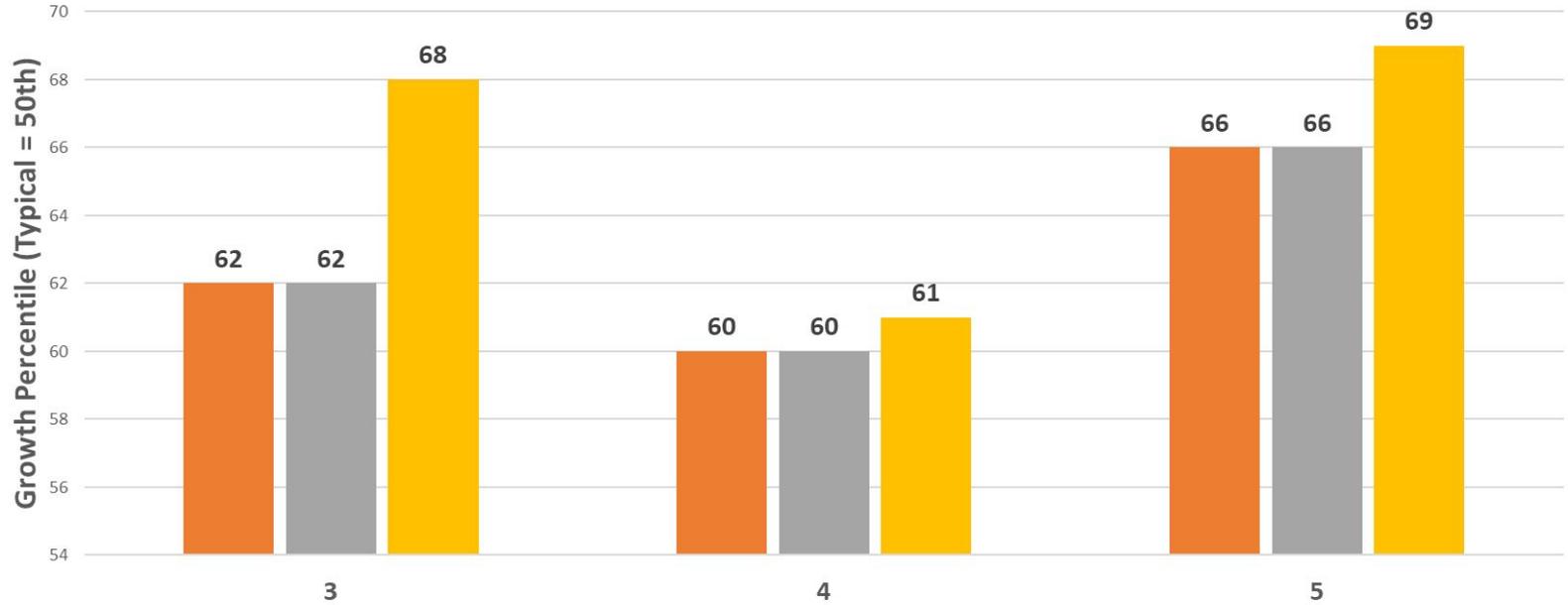
Spanish Reading

2020-21 Fall to Spring 2021-22 Fall to Spring 2022-23 Fall to Spring

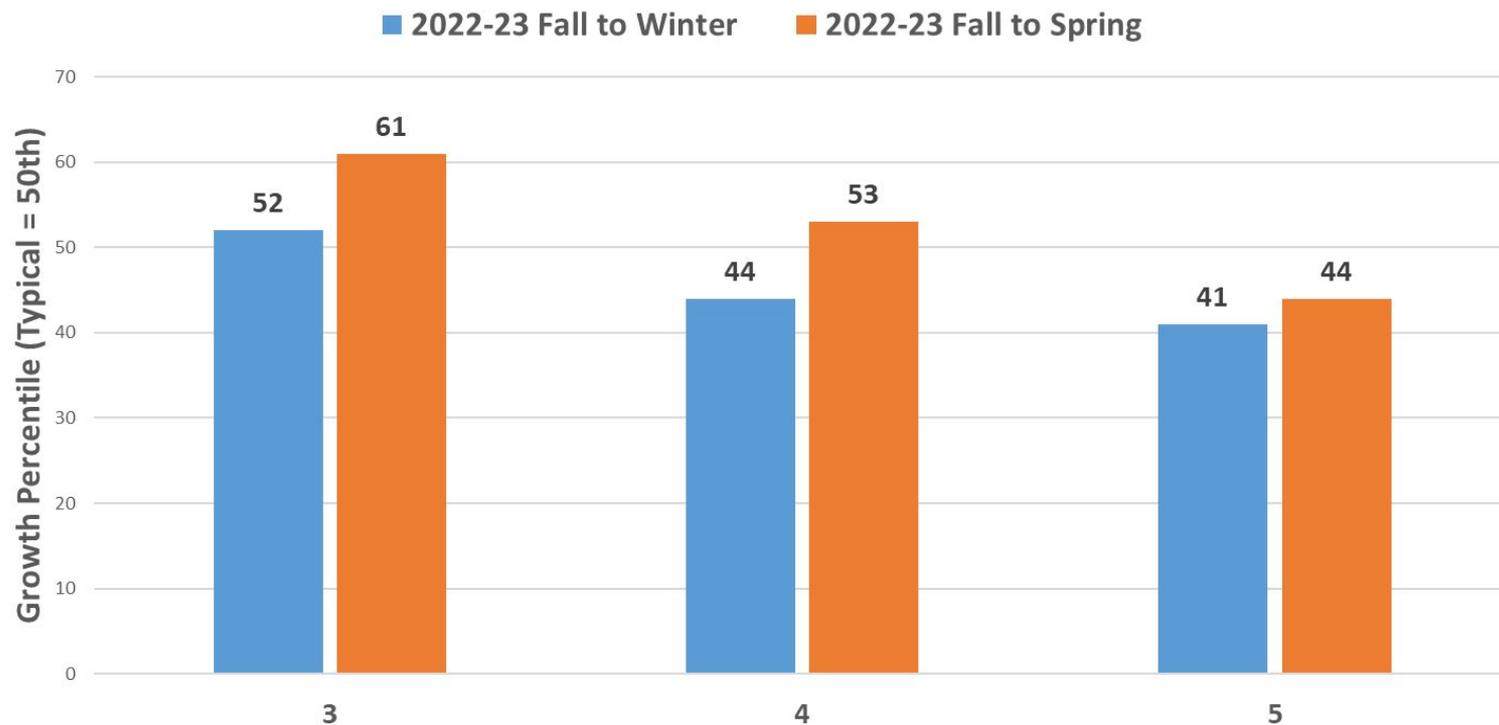


Science

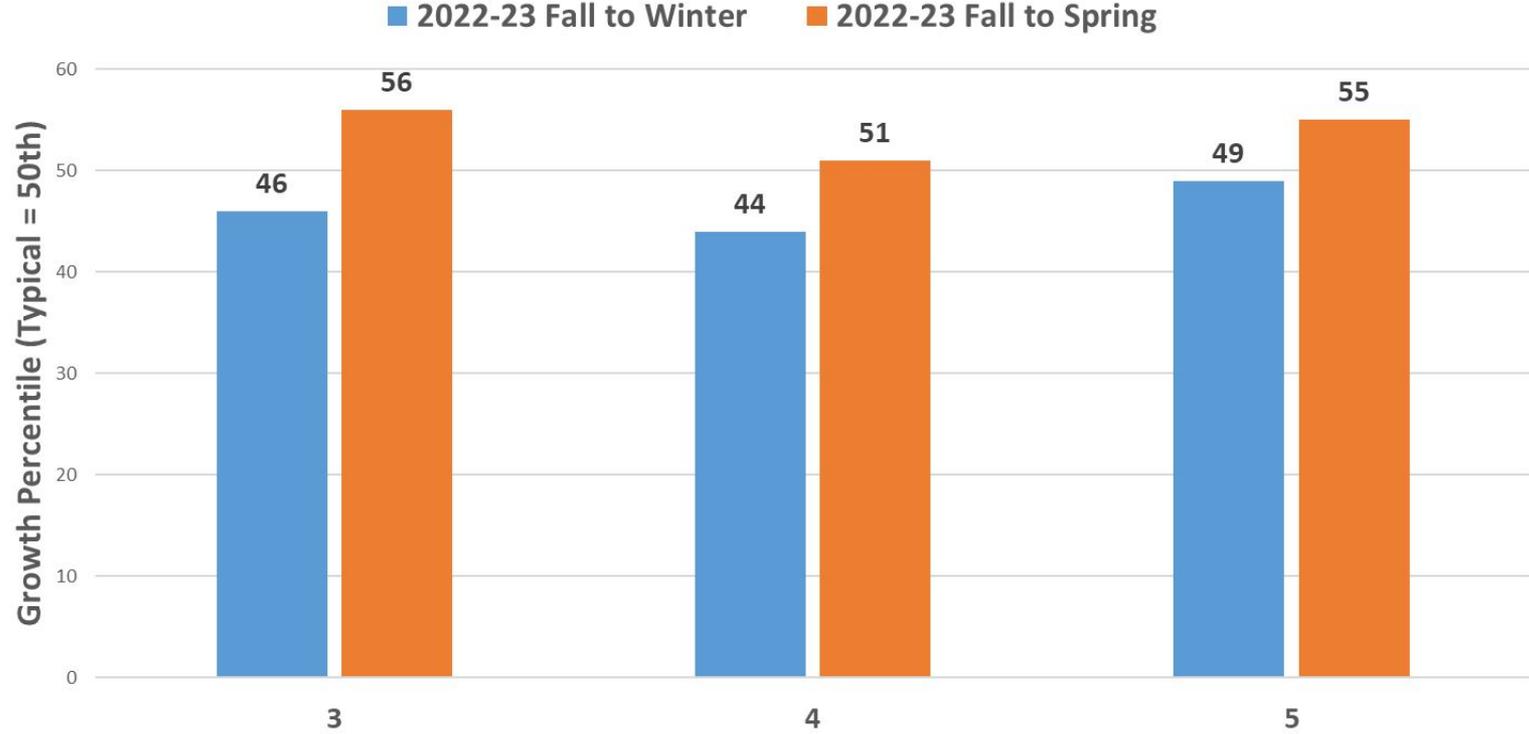
2020-21 Fall to Spring 2021-22 Fall to Spring 2022-23 Fall to Spring



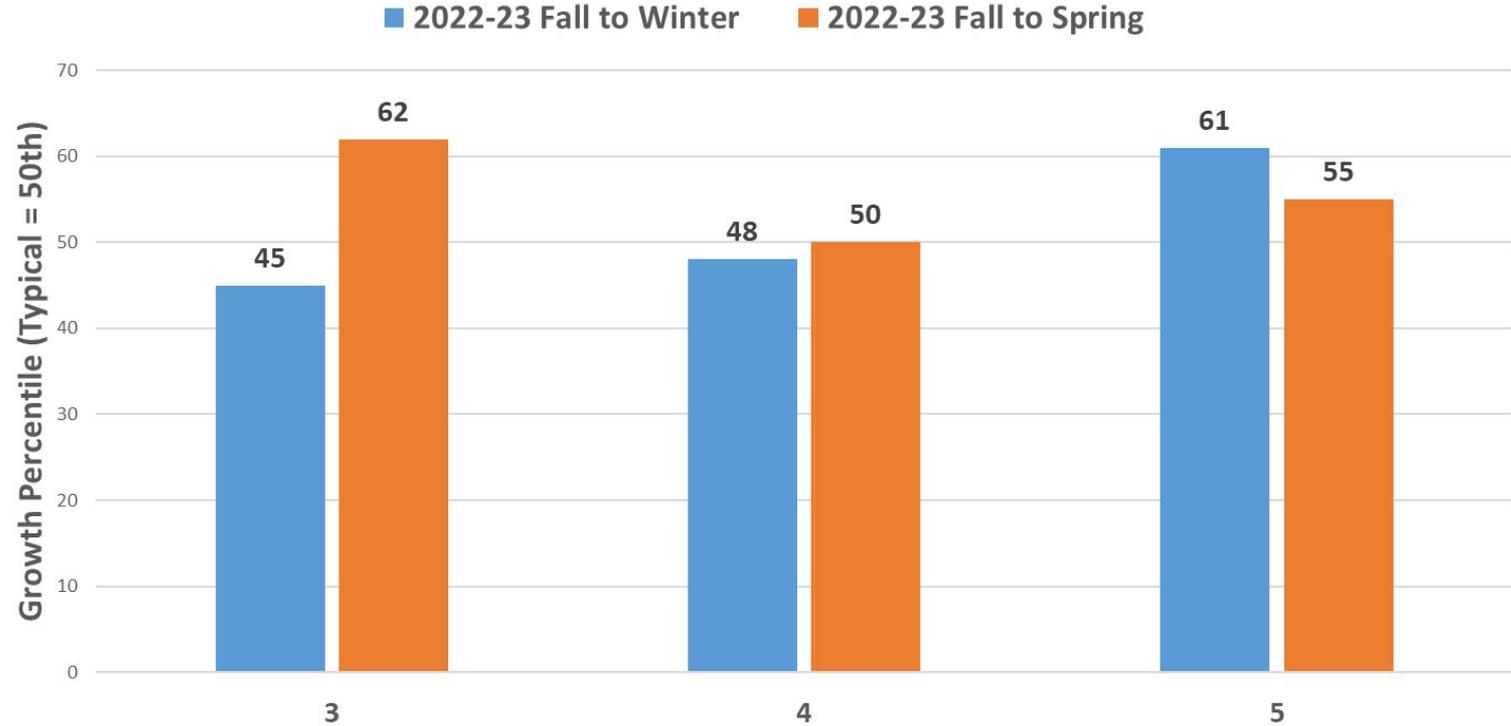
Mathematics



Reading

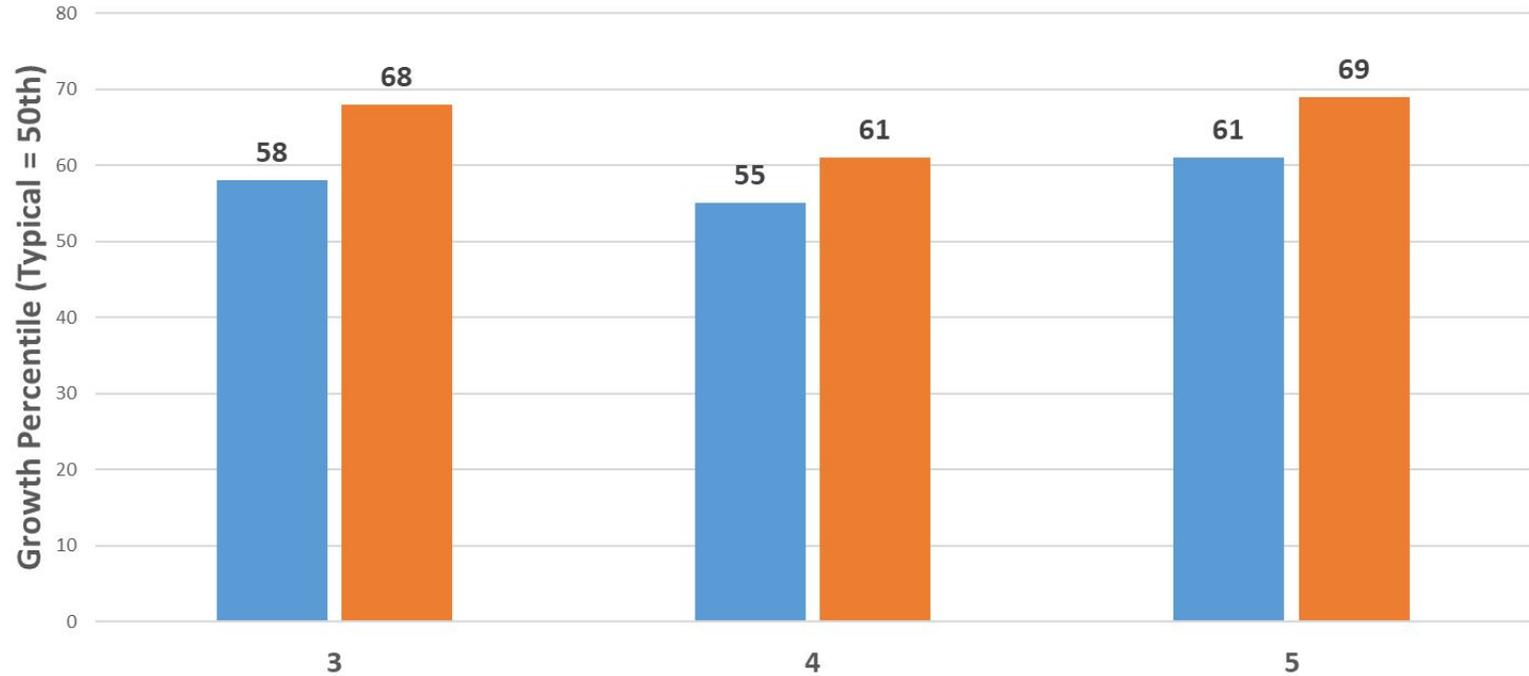


Spanish Reading



Science

■ 2022-23 Fall to Winter ■ 2022-23 Fall to Spring



District Improvement Plan Summative Review

Laurie Taylor



PILLAR 1 Learning & Teaching

Pillar 1 Goals

- 1.1 Empower educators to design learning experiences that meet the individual needs of each student*
- 1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression

Pillar 1 Strategies

Performance Objective 1: Clarify and refine expectations around teaching and learning.

- Review and refine the **PISD instructional model** to address cognitive learning models.
- Provide professional learning and coaching for principals to define a vision of instruction and system for monitoring performance and growth for their campus.
(HRS, Lead4Ward, PISD Leadership Definition)
- Provide professional learning to equip teachers to design rigorous learning experiences for students using the **mathematical and science process standards** and the PISD instructional model to improve student achievement and growth.

- Implement strong **literacy and academic language** practices in PreK-12 to improve student achievement and growth.
- Provide coaching and support for K-3 teachers and administrators for the campuses participating in the **TEA Reading Academy** and implement monitoring systems for growth. (15 campuses in 2022-2023)
- Develop an inclusive **professional communications course** for EL students to successfully complete their communications requirement for graduation.

2023-24 DBIC Agenda Topics

Dr. Dash Weerasinghe



DBIC

Acknowledgements

Dr. Dash Weerasinghe

