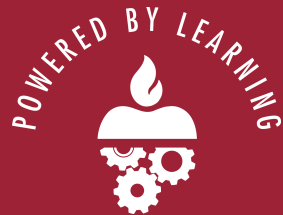


Plano ISD District-Based Improvement Committee

Monday, February 3, 2025



Welcome



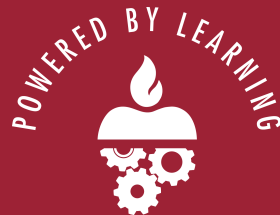
Agenda and Introductions

Welcome

- Mid-Year MAP Data Review
- Mid-Year Formative Strategy Review
- SFCS Updates
 - Suicide Prevention; Conflict Resolution; Violence Prevention
 - Dropout Prevention Update
 - Discipline Management Plan

Mid-Year MAP Data Review

Antoine Spencer



Winter MAP - Purpose

Middle of Year (MOY)

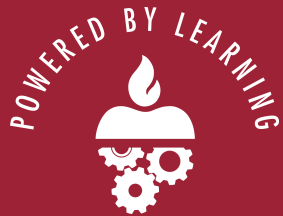
MAP is utilized as a formative tool to understand where students are in the learning progression during the year - to make adjustments for improvement in student growth

Collaborative Team Framework

Respond

Teachers develop instructional responses to ensure students receive targeted learning experiences such as reteach, intervention, and enrichment.

Winter MAP Achievement and Growth Percentiles



Why is Achievement Percentile Important?

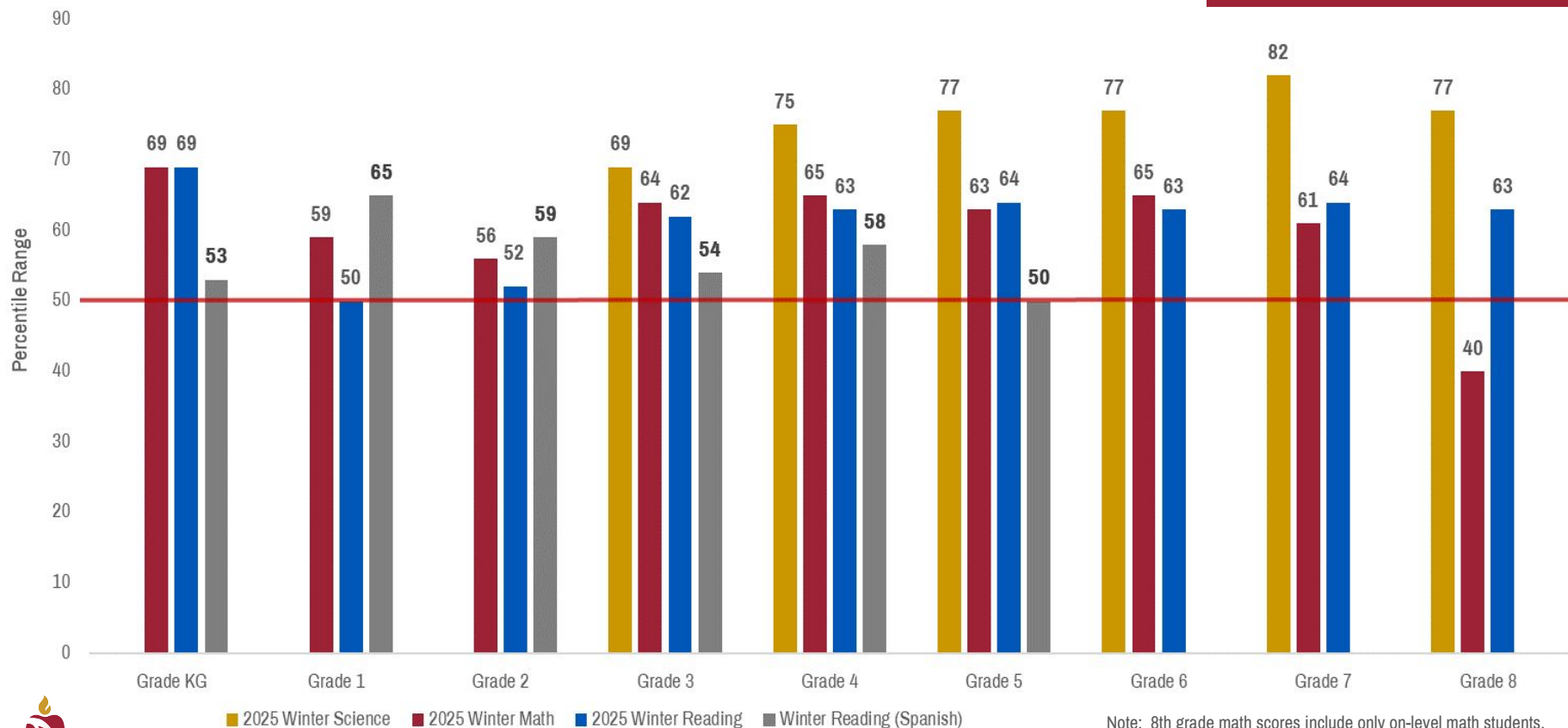
- Percentage-based ranking of the achievement for the given term, with the same grade and same weeks of instruction
- This data shows how students in Plano ISD are performing compared to their national peers
- Percentile ranking of Plano ISD schools from a norms study that included millions of test events from nearly 12 million students from over 25,000 schools



National AVG
Achievement Percentile = 50

Winter 2025 Achievement Percentiles - All Students

Plano ISD vs National Peers



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



Average RIT Scores - Reading

Content and Grade Level	Fall Mean RIT Score BOY	Winter Mean RIT Score MOY	African American BOY	African American MOY	Asian BOY	Asian MOY	Hispanic BOY	Hispanic MOY	White MOY	White MOY
Reading K	141	151	137	147	143	153	139	148	142	153
Reading 1	157	165	154	162	164	173	146	153	162	170
Reading 2	173	181	169	176	182	190	163	169	178	187
Reading 3	189	195	184	190	197	203	177	183	194	201
Reading 4	195	203	194	197	209	213	187	191	206	209
Reading 5	207	211	201	205	215	219	193	198	214	218
Reading 6	215	216	209	210	224	225	204	205	220	221
Reading 7	218	219	212	212	226	228	206	208	222	223
Reading 8	221	223	216	219	230	231	210	213	225	227



Average RIT Scores - Reading (Spanish)

Content and Grade Level	Fall Mean RIT Score BOY	Winter Mean RIT Score MOY
Reading K	134	144
Reading 1	152	162
Reading 2	172	179
Reading 3	183	188
Reading 4	194	198
Reading 5	198	202



Average RIT Scores - 2 Way Dual Language

Content and Grade Level	Fall Mean RIT Score BOY	Winter Mean RIT Score MOY
Native English Speakers		
Reading English	145	156
Reading Spanish	130	139
Native Spanish Speakers		
Reading English	134	142
Reading Spanish	135	141



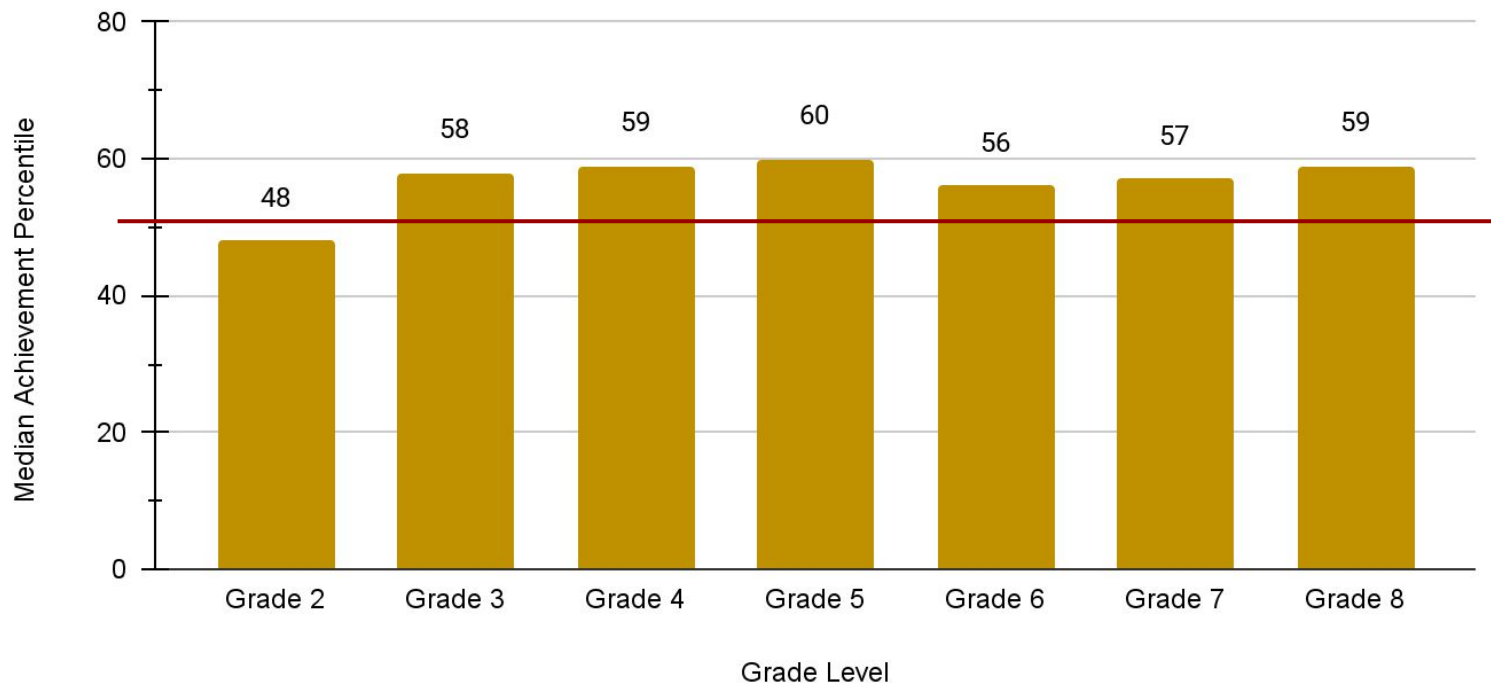
Average RIT Scores - Math

Content & Grade Level	Fall Mean RIT Score BOY	Winter Mean RIT Score MOY	African American BOY	African American MOY	Asian BOY	Asian MOY	Hispanic BOY	Hispanic MOY	White MOY	White MOY
Math K	144	155	140	151	149	160	139	151	147	158
Math 1	165	174	159	168	171	181	159	168	168	177
Math 2	177	186	169	178	185	193	170	179	180	190
Math 3	191	199	183	191	199	208	185	192	195	203
Math 4	204	210	194	199	214	220	197	203	208	213
Math 5	214	219	203	208	225	230	204	209	218	223
Math 6	221	224	212	215	234	238	211	214	224	227
Math 7	224	227	215	218	234	237	214	219	229	231
Math 8	222	225	214	218	245	247	213	215	226	229



New Assessment: Language Usage

MAP Language Usage Median Achievement Percentile Winter 2025

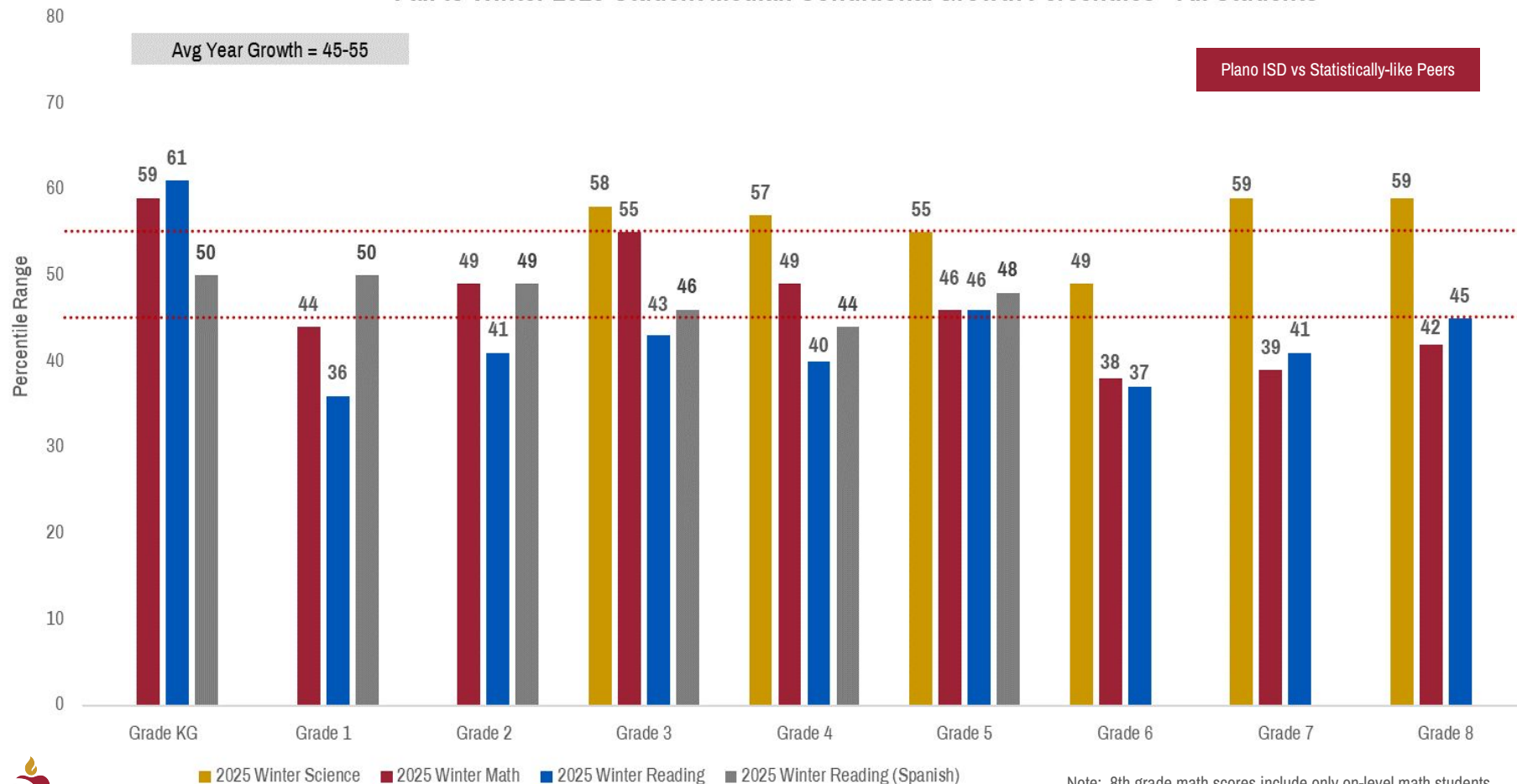


Why is Conditional Growth Important?

- 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 includes Winter to Winter growth
- An academic year's worth of growth is expected when growth scores fall between the 45th and 55th percentile

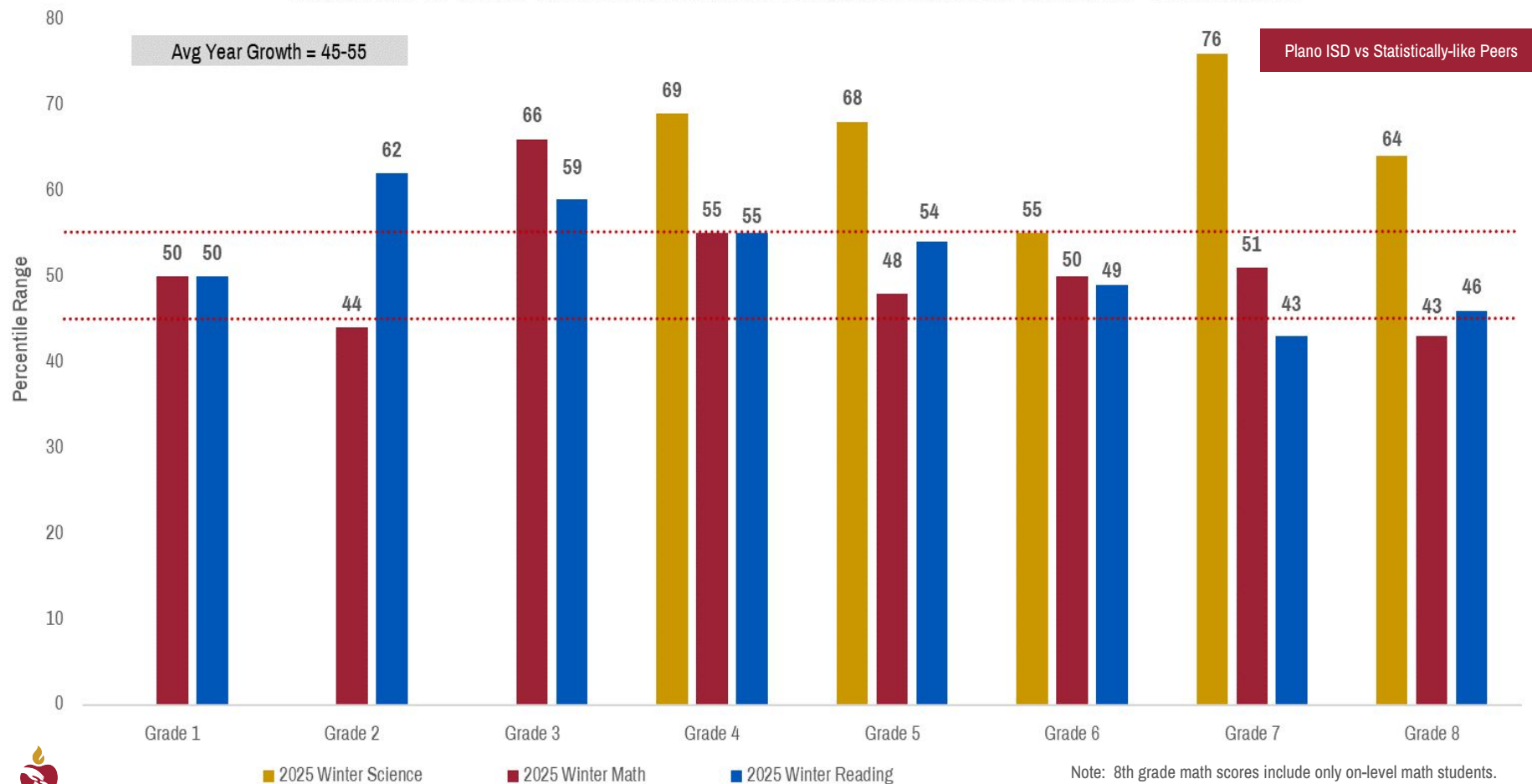


Fall to Winter 2025 Student Median Conditional Growth Percentiles - All Students



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

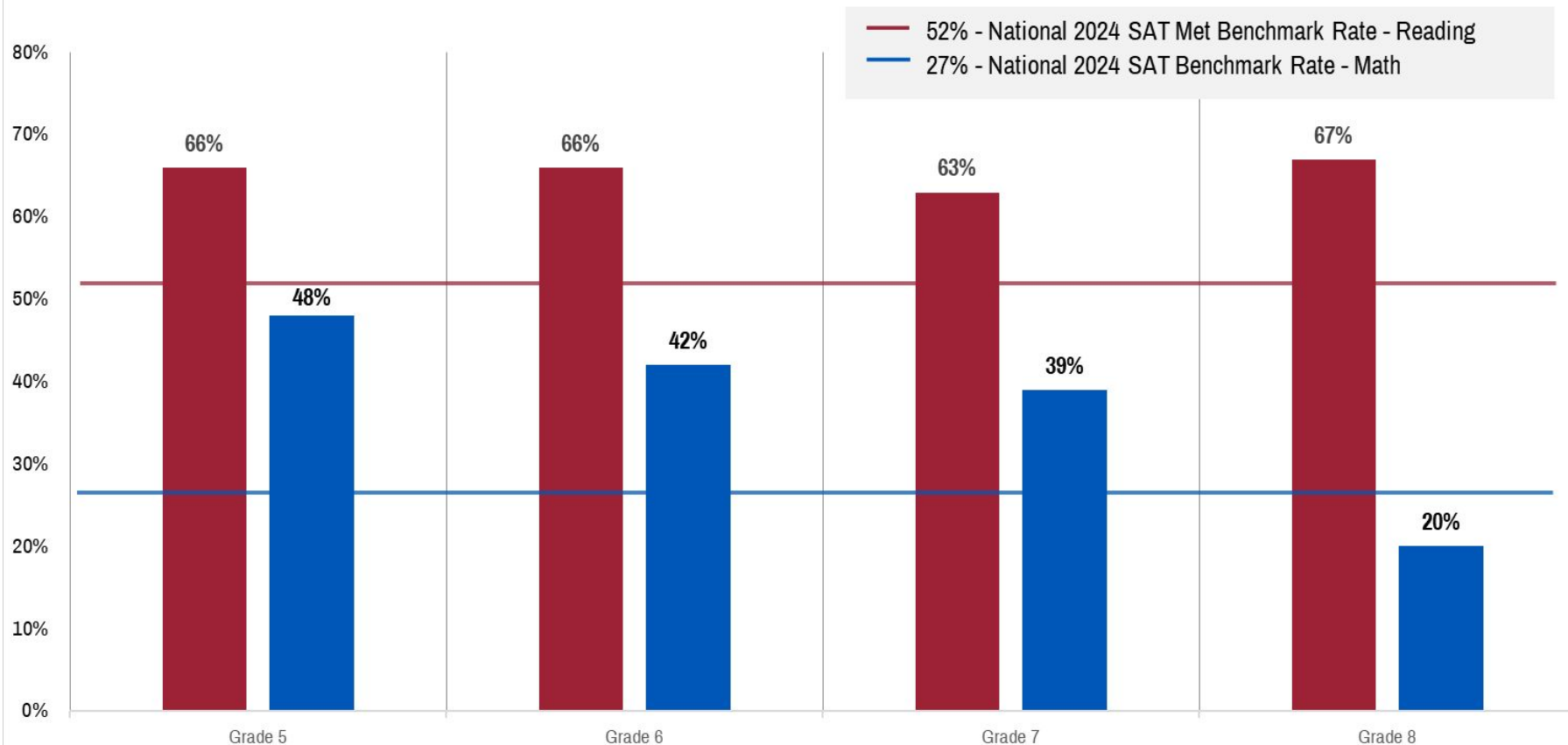
Winter 2024 to Winter 2025 Student Median Conditional Growth Percentiles - All Students



Winter MAP On Track for CCR



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



Will be used for Plano ISD CCMR Monitoring

■ On Track for CCR Reading

■ On Track for CCR Mathematics

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

Winter MAP - Powerful Data at Work

- Student grouping and planning for intervention/enrichment
- Data reviewed by quintile to target specific student groups
- Informs differentiation by learning strand to meet individual student needs
- Identifies strengths and growth areas for collaborative teams
- Informs goal setting for students



Other MAP Assessments

MAP Reading Fluency–NEW this year

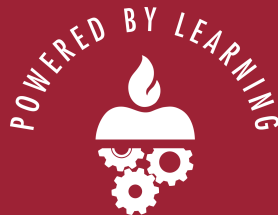
- Used with all DST (district support team) campuses as an additional data point to indicate strengths and areas of need broken down by specific reading skills for each student
- Used in lieu of the Texas Middle School Fluency Assessment which meets the TEC requirements for assessing students who failed the 6th grade STAAR Reading)
- Assessed in a different testing window and reported as instructional data for teachers to use



Mid-Year Formative Review

District Performance Objectives

Laurie Taylor



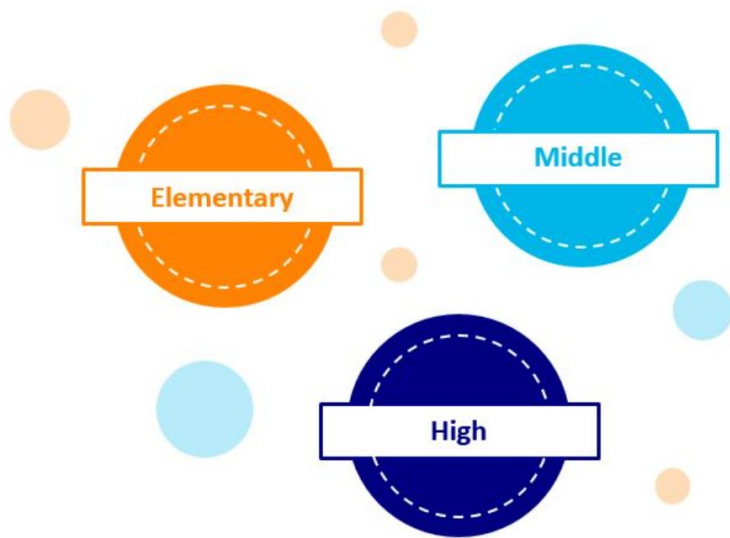
DIP Priority 1 (Teaching and Learning)

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: In alignment with state and federal accountability, by the end of the 2024-2025 school year, we will improve systems for teacher and principal effectiveness to increase individual student performance as measured by the subsequent performance targets in MAP, PSAT, and SAT.

Strategy 2

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



curriculumonline
Plano Independent School District

Unit 3 | Developing Comprehension Through Multiple Genres

Meaning

UNDERSTANDINGS

Students will **understand** that ...

- EU1 Language is written and printed in an organized manner.
 EU2 Words and images impact meaning.
 EU3 Effective readers use strategies to construct meaning in a variety of genres.
 EU4 Writing is a process.
 EU5 A writer's purpose, audience, and text structure shape the style, development, and organization of reading and writing.
 EU6 Punctuation and grammar guide readers through the text.
 EU7 Listening and speaking are critical components to communicate effectively.

ESSENTIAL QUESTIONS

Students will **keep considering** ...

- EQ1 Why do words and images matter?
 EQ2 What do readers do?
 EQ3 How do I understand what I read?
 EQ4 How can I effectively communicate ideas?

Unpack the Learning

PLC Process Question: What do your students need to know and be able to do?

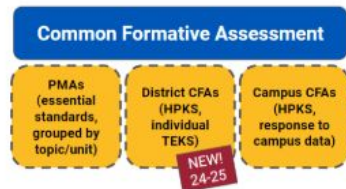
Use district provided tools and resources to unpack the standards you are teaching and to know how they are vertically aligned. Clarify the learning targets for the unit by building shared understanding of the process and content (readiness and supporting) standards and desired results. Define the high priority knowledge and skills for students based on all available data.

The [TEKS Guide](#) & [Lead4Ward Field Guide](#) should be used to support this process.

Foundational Skills	Reading	Editing	Composition
<p>★ TEKS not previously taught are listed. ★ Essential Standards (TEKS) remain on all Unit Plans even if they have already been taught in a previous Unit.</p>			
<p>3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding compound words, contractions, and abbreviations; (B) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling homophones; (iii) spelling compound words, contractions, and abbreviations.</p>	<p>3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>☉(E) make connections to personal experiences, ideas in other texts, and society; ☉(F) make inferences and use evidence to support understanding.</p> <p>3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>☉(C) use text evidence to support an appropriate response.</p> <p>3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution.</p> <p>3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(i) organizing with purposeful structure, including an introduction and a conclusion; (ii) developing an engaging idea with relevant details; ☉(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>(Continue to spiral all taught editing TEKS.)</p>	<p>3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>☉(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; (ii) developing an engaging idea with relevant details; ☉(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>3.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</p>

Common Formative Assessment (CFA) Calendar | Secondary Math

District *Common Formative Assessments* (CFAs) are developed and used to monitor student progress on certain course standards, including PISD Essential Standards as well as District High Priority Knowledge and Skills (HPKS). CFAs are an integral part of the [Instructional Cycle for Success](#).



District Common Formative Assessments for secondary math include Progress Monitoring Assessments (PMAs) that assess the PISD Essential Standards, as well as additional CFAs that are targeted at specific High Priority Knowledge and Skills (HPKS).

Progress Monitoring Assessments	Additional CFAs (new for 24-25)
<ul style="list-style-type: none"> In Edugence Assess only the PISD Essential Standards within a specific unit or topic One PMA typically assesses multiple TEKS Total of 4-10 items A Microsoft Word version is linked on the Curriculum Planner by course and by unit. PMAs are always given during the unit of study, prior to the unit summative assessment (windows for the PMAs are specified on the PMA calendar and on course pacing calendars) 	<ul style="list-style-type: none"> In Edugence Assess High Priority Knowledge and Skills Each CFA only assesses <u>one</u> HPKS Total of 2-3 items There is currently no Word version (to view CFAs, go directly to Edugence) Some CFAs are designed to be given during the unit, while others are designed to be given later in the semester/year, as the HPKS are spiraled back to during subsequent units of study.

CFAs by Math Course

[Math 6](#)

[Math 7](#)

[Math 8](#)

[Algebra 1](#)

[Honors 6](#)

[Honors 7](#)

Additional resources:

- [Edugence guide](#)
- [Progress Monitoring Assessments Q&A](#) (for more information about PMAs)
- [24-25 Math HPKS Toolkit](#) (for more information about HPKS)

5th GRADE

Year-At-A-Glances													
Literacy													
Unit (linked)	Unit 1: Introduction to Multiple Genres + DL		Unit 2: Elements of Multiple Genres + DL		Unit 3: Developing Comprehension through Multiple Genres + DL		Unit 4: Deepening Understanding of Multiple Genres + DL		Unit 5: Making Real World Connections through Multiple Genres + DL		STAAR REVIEW & TEST	Unit 6: Genre Studies	Unit Goals
Dates:	8/15 - 9/27 Assessed by 10/4		9/30 - 11/8 Assessed by 11/15		11/11 - 12/20 Assessed by 1/10		1/7 - 2/14 Assessed by 2/21		2/19 - 4/4 No Unit Assessment			4/9 - 5/23 Optional Assessment by 5/23	
TEKS *													
Foundational Skills	5.2Aii 5.2Av 5.2Bi 5.2Biii 5.2C 5.3A 5.3B 5.3C 5.4A		5.2Aiii 5.2Biv 5.4A		5.2Ai 5.2Aiv 5.2Bii 5.2Bv 5.2Bvi 5.4A		5.4A		5.4A			5.4A	In fifth grade, a portion of the literacy block should continue to focus on developing & sustaining word structure knowledge through demonstrating & applying phonetic (decoding) knowledge & spelling (encoding) knowledge for listening, speaking, reading, writing, and thinking.
Reading	5.6A 5.6C 5.6D 5.6F 5.6G 5.6H 5.6I 5.7B 5.7C 5.7D 5.7E 5.7G 5.8A 5.8B 5.8C 5.8D 5.9B 5.9C 5.9D 5.9Dii 5.9Diii 5.9Ei 5.10A 5.10B 5.10C 5.10D 5.10E 5.10F 5.10G		5.6B 5.6E 5.6F 5.7A 5.7C 5.8C 5.9A 5.9Di 5.9F 5.10A		5.6E 5.6F 5.7C 5.8C 5.9Di 5.9Eii 5.9Eiii 5.10A		5.6E 5.6F 5.7C 5.8C 5.9Di 5.10A		5.6E 5.6F 5.7C 5.8C 5.9Di 5.10A		3/25 - 4/7	5.6E 5.6F 5.7C 5.8C 5.9Di 5.10A	In fifth grade, students develop & sustain comprehension & response skills while listening & reading. These skills should progress throughout the year as students use metacognitive strategies to determine author's purpose, analyze craft, & recognize genre characteristics & structures in increasingly complex texts.
Writing	5.11A 5.11Bi 5.11Bii 5.11C 5.11Di 5.11Dii 5.11D iii 5.11D ix 5.11D xi 5.11E x 5.12A		5.11Bi 5.11Bii 5.11C 5.11D iv 5.11D vi 5.11D viii		5.11Bi 5.11Bii 5.11C 5.12C		5.11Bi 5.11Bii 5.11C 5.11D v		5.11Bi 5.11Bii 5.11C 5.12D			5.11Bi 5.11Bii 5.11C	In fifth grade, students develop & sustain oral & written language skills to communicate ideas effectively. By using the writing process recursively, students will compose multiple texts that consider audience & purpose, apply appropriate genre characteristics & craft, & determine appropriate mode of delivery.

PISD 2024-2025 5_Scope & Sequence and Year-At-A-Glance

TEKS have been identified as District HPKS

Highlighted TEKS have been identified as district essential standards.

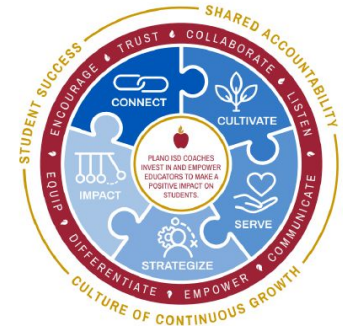
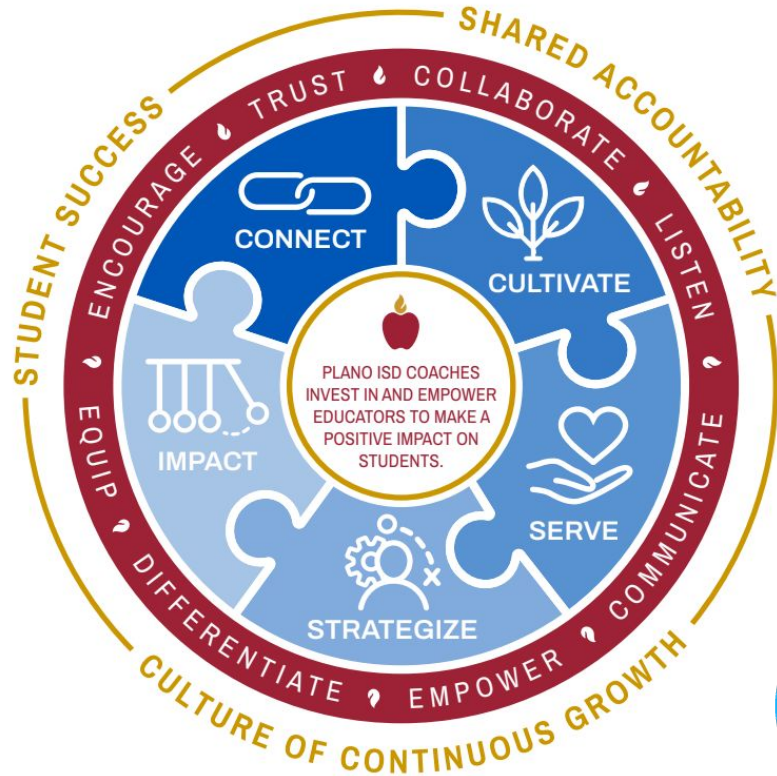
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Strategy 3

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



Plano ISD Coaching Model



Instructional Coaching Model

Implementation and Sustainability Handbook

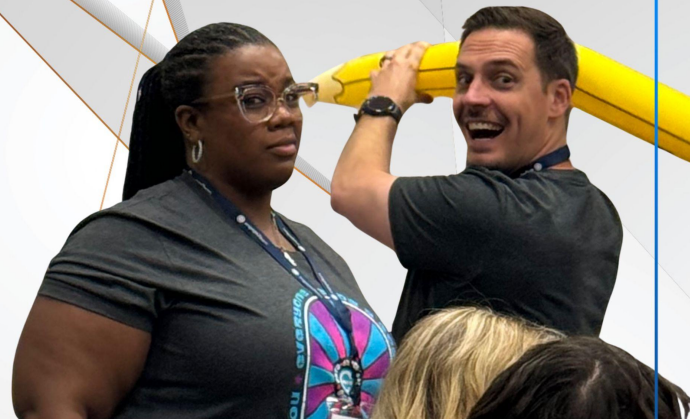


engage2learn

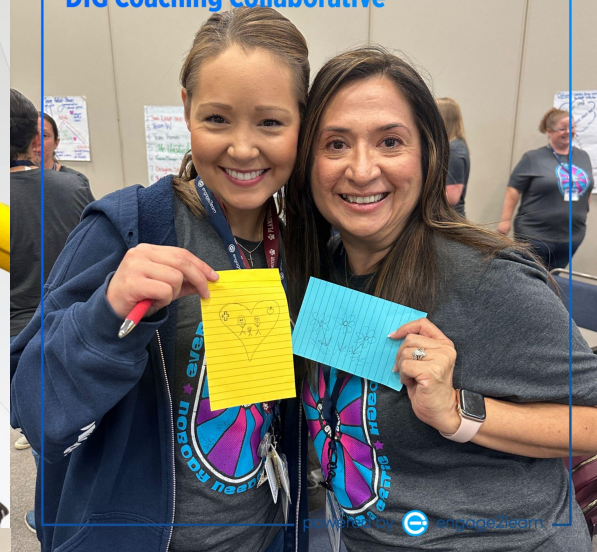
DIG Coaching Collaborative



DIG Coaching Collaborative



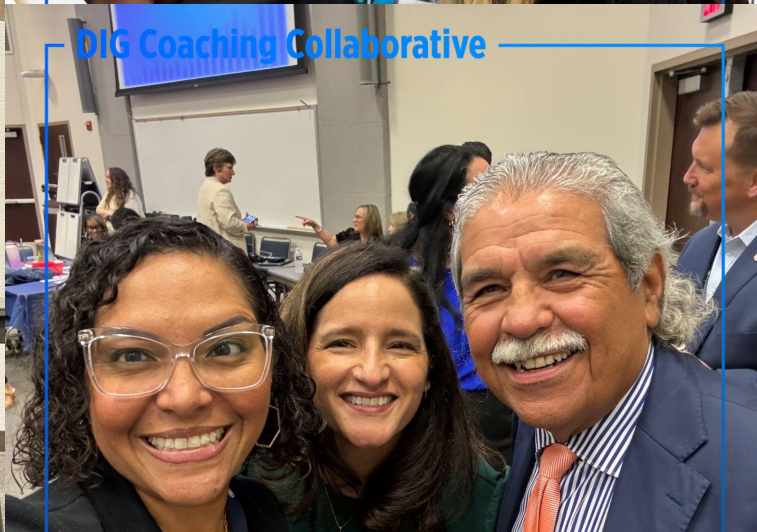
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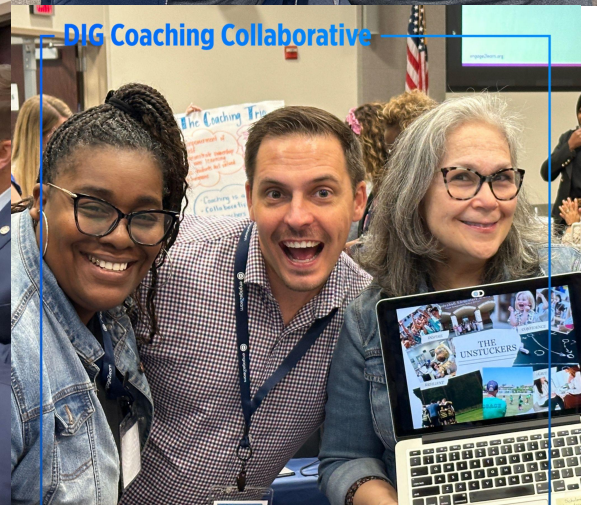
DIG Coaching Collaborative



DIG Coaching Collaborative



DIG Coaching Collaborative



PISD Professional Learning Plan



Bookmarks			
DL Coaches	ESL Coaches	DL Teachers	BL Paraprofessionals

DL Dual Language Coaches || REQUIRED

Date/Time	Description
<p>August 23: Summit K12 Training for DL</p> <p>August 30: Summit K12 for C2L</p> <p>Training-12:30PM start The location for Aug. 30 is Sockwell Center</p> <p>September 20: AM virtual PM In-person</p> <p>October 11</p> <p>November 8</p> <p>December 13</p> <p>January 24</p> <p>March 14</p> <p>May 9</p> <p>All meetings will be from: 8:30 AM-3:30 PM</p> <p>Location: Bird Center-Bldg B 1300 19th Street</p>	<p>DL Coach Professional Learning:</p> <p>DL Coaches will participate in professional learning designed to develop capacity for Dual Language campus, teacher and student support.</p> <ul style="list-style-type: none"> > PowerSchool LINK > December & May Meeting LINK <p>Click on the tab labeled "sections" for all dates</p>

August						
Date	Session Name	Participants	Location	Time	PowerSchool Link	Course #
8/6	Initial BOY Meeting with Elem/Sec Campus Coaches	Elem/Sec Title 1 Coaches	Virtual	3:00-4:30		
8/20 & 8/21	e2L Coaching Academy Training	Elementary and Secondary Title 1 Coaches	Sockwell	8:30-4:30		
8/26	Elementary Title 1 Coach Training	Elementary Title 1 Coaches	Sockwell	8:30-4:00	Link	19224
September						
Date	Session Name	Participants	Location	Time	PowerSchool Link	Course #
9/9	Elementary: Data Analysis Meeting	Elementary: Instructional Specialists, Student Support Liaisons, Title 1 Coaches	Sockwell	8:30-4:00	Link	19226
9/13	Secondary: PLC/Coaching Focus	Secondary Title 1 Coaches	Academy HS	8:30-11:30	Link	19293
9/30	Elementary: Title 1 Coach Training	Elementary Title 1 Coaches	Sockwell	8:30-4:00	Link	19224
October						
Date	Session Name	Participants	Location	Time	PowerSchool Link	Course #
10/11	Secondary: Title 1 Coach Training	Secondary: Title 1 Coaches	Academy HS	8:30-11:30	Link	19293
10/28	Elementary: Title 1 Coach Training	Elementary: Title 1 Coaches	Sockwell	8:30-4:00	Link	19224
November						
Date	Session Name	Participants	Location	Time	PowerSchool Link	Course #
11/8	Secondary: Title 1 Coach Training	Secondary Title 1 Coaches	Academy HS	8:30-11:30	Link	19293
11/18	Elementary: Title 1 Coach Training	Elementary Title 1 Coaches	Sockwell	8:30-4:00	Link	19224
December						
Date	Session Name	Participants	Location	Time	PowerSchool Link	Course #

Plano GroweLab Data - October 2024

At a Glance



365 Coaching Conversations



280 Other Support Sessions



92 Strand Badges Earned



25 Schools Coached



43 Celebrations



196 Observations



441 GIs Earned



0 Microcredentials Earned



333 Staff Coached

Plano GroweLab Data - January 2025

At a Glance

 **1258** Coaching Conversations

 **5227** Other Support Sessions

 **779** Strand Badges Earned

 **26** Schools Coached

 **220** Celebrations

 **1075** Observations

 **1759** GIs Earned

 **59** Microcredentials Earned

 **511** Staff Coached

Strategy 4

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

Who's teaching the teachers?

Strategy 4: Plano ISD Video Library



SFCS Updates



Suicide Prevention, Conflict Resolution and Violence Prevention

Laura Zimmer



Suicide Prevention, Conflict Resolution and Violence Prevention

Through the implementation of a **comprehensive school counseling program**, Plano ISD school counselors and social workers provide strategies for improving student performance that include practices that address the needs of students in the following areas:

Suicide Prevention

- Students have a positive self-concept
- Students are motivated to succeed in personal endeavors
- Students incorporate wellness practices into daily living
- Students demonstrate resilience and positive coping skills

Conflict Resolution

- Students behave appropriately to the situation and environment
- Students utilize effective and appropriate communication skills
- Students develop healthy relationships

Violence Prevention

- Students recognize personal boundaries and privacy of others
- Students possess assertiveness skills necessary for personal protection

Suicide Prevention, Conflict Resolution and Violence Prevention

These Tier 1 evidence based practices are presented to stakeholders multiple times a year through various means.

Students

- Counselor Led Student Instruction at all levels
- Awareness and Prevention activities that align with
 - National Suicide Prevention Week
 - National Bullying Awareness Month/Unity Day
 - Dating Violence Prevention Month

Staff

- Annual training on Suicide Prevention and Establishing and Maintaining Positive Relationships Among Students, Including Conflict Resolution
- Youth Mental Health First Aid

Parents/Community

- Monthly workshops provided in partnership with community agencies and the team of school social workers
- Collaboration with campus organizations such as PTA and booster clubs

Suicide Prevention, Conflict Resolution and Violence Prevention

When evaluating school counselors' education on these critical topics, effective metrics are essential to measure impact, engagement, and outcomes. Metrics used for each topic include:

Pre- and Post-Assessments

- Measure students' knowledge, attitudes and confidence before and after educational opportunities



- 94% of students can identify 3 trusted adults
- 96% of students know how to get help for themselves or a friend
- 95% of students demonstrated how they manage their stress in a healthy way
- 96% of students feel confident in appropriately intervening when they are involved in or witness a conflict

Engagement and Feedback

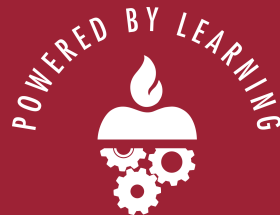
- Participation in discussions and activities
- Surveys or focus groups to assess perceived relevance, clarity and effectiveness of educational opportunities
- Observations or evaluations from school staff about the impact and appropriateness of educational opportunities

Behavioral Indicators

- Track changes in behavior or reported incidents related to the topic over time (e.g., reduction in conflicts or bullying incidents)
- Counselors regularly analyze campus data to advise leadership teams

Dropout Prevention

Sharon Bradley



District Improvement Plan

To support student academic achievement, the district and all campuses will incorporate effective strategies to **improve student attendance** and **decrease the dropout rate.**

Pillar 4 Goal 12

All student and individual student groups attendance rates will be maintained at 96% or higher.

- A. In cases where the 2023-24 attendance rate of a campus is **between 90% and below 96%**, an improvement of at least **1.0** over the 2024-25 rate is expected.
- B. In cases where the 2023-24 attendance rate of a campus is **below 90%**, an improvement of at least **2%** over the 2024-25 rate is expected.

How?

Strategy 1

Design and implement a comprehensive action plan to improve school attendance on all Plano ISD campuses

Strategy 2

Provide professional learning and coaching to campus staff to understand barriers associated with absenteeism and critically examine how to better support students and families that keep students in school learning.

Strategy 3

Review and refine tiered interventions to address chronic absenteeism as integrated into MTSS Framework

Strategy 4

Form Campus Attendance Collaborative Teams that effectively utilize district and community resources, services and data to encourage good attendance practices and improve student attendance.

Strategy 5

Strengthen school, family and community partnerships to address root causes to attendance barriers, aversions, disengagement.

SEPTEMBER 2024 EDITION

ATTENDANCE PARENT EDUCATION SERIES

Student, Family and Community Service Department

Attendance- Promoting Tips for Parents

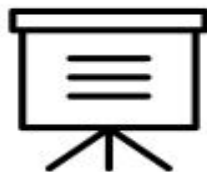
Click on the icons to access the presentation and the recording

ENGLISH



<https://tinyurl.com/223sdf7d>

SPANISH



**Request
in-person or
a virtual workshop**



<https://tinyurl.com/yk3mfjae>



UPCOMING FALL SERIES

October → Monitoring Your Child's Attendance in Skyward

November → Guidance for Sending Students With Health Concerns to School

December → Parent Engagement + Student Engagement = Increased Attendance

Identifying Root Causes of Absenteeism

- Tiered, Attendance Interventions
- Student Questionnaires
- Student Support Plans (SSP)
- Empathy Parent Interviews
- Home Visits
- Plano Attendance Review Board Hearings

Top Identified Root Causes of Absenteeism

- Mental Health
- Transportation
- Chronic Illnesses
- Academic Struggles
- Family Responsibilities
- Housing Instability



Partners that Increase School Attendance

- Academics Department
- Communications Department
- Communities in Schools
- Social Workers and Counselors
- School Nurses
- Parent Involvement Liaisons and Educators
- McKinney-Vento Team
- Community Agencies

Fall 2024 Attendance Rates

<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i> <i>Fall Semester</i>
96.09	96.08	97.56	93.74	93.97	94.76	95.25

Dropout Recovery

- Ongoing dropout recovery efforts throughout the year
- Continuation of refining leaver and dropout recovery processes

School Year	Drop Outs (PEIMS Leaver Code 98)
2024-2025	176
2023-2024	207
2022-2023	209
2021-2022	216

Discipline Management Plan

Dr. Jennifer Miley





Addressing Behavior Concerns



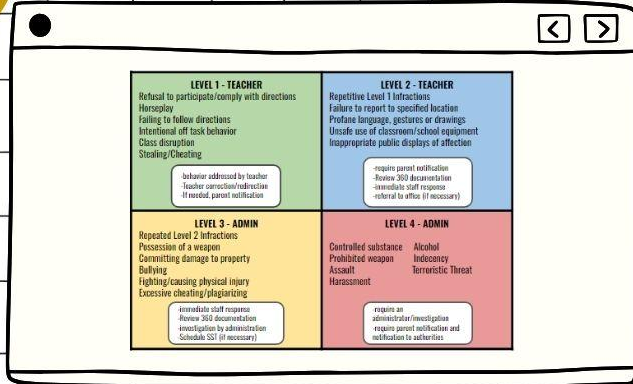
Plano ISD | Discipline Management Plan

PBIS



- Partner with Safe and Civil
 - Foundations training for cohorts
 - Additional behavior trainings such as Tough Kid, Absenteeism & Truancy, Discipline in the Secondary Classroom
- Four cohorts of campuses
 - Cohort 1: 19 Elementary Campuses who have completed Foundations training
 - Cohort 2: Year 3 Middle School
 - Cohort 3: Year 2 High School/Senior High School
 - Cohort 4: Year 1 Remainder of Elementary Campuses
- 4 trainings per cohort throughout year with opportunities for Site Visits and one on one meetings. All campuses can receive real time support from the student management team.

Levelled Guide of Discipline



LEVEL 1 - TEACHER Refusal to participate/comply with directions Horseplay Failing to follow directions Inferior off task behavior Class disruption Stealing/Cheating behavior addressed by teacher Teacher correction/redirection If needed, parent notification	LEVEL 2 - TEACHER Repetitive Level 1 infractions Failure to report to specified location Profane language, gestures or drawings Unsafe use of classroom/school equipment Inappropriate public displays of affection requires parent notification Requires 300 documentation immediate staff response referral to office (if necessary)
LEVEL 3 - ADMIN Repeated Level 2 infractions Possession of a weapon Committing damage to property Bullying Fighting/causing physical injury Excessive cheating/plagiarizing immediate staff response Requires 300 documentation Investigation by administration Schedule 555 (if necessary)	LEVEL 4 - ADMIN Controlled substance Prohibited weapon Assault Harassment Alcohol Indecency Terroristic Threat requires an administrative investigation requires parent notification and notification to authorities

The Levelled Guide defines behaviors that are subject to disciplinary action in a four-tiered system and provides definitions, examples, staff procedures and responses.

Review360




- Used in conjunction with the Leveled Guide of Discipline
- District mandatory reporting system
- Training given to all staff yearly on how to use
- 'Report an Incident' options:
 - Teacher Managed
 - Office Referrals
 - Discipline Incidents (admin only)
 - Discipline
 - Threat Assessments
 - Bullying Investigations
 - Restraint (SpEd or GenEd)
 - Referral to Student Management Team



SSP



- Student Support Plans are created for attendance, behavior, and/or course performance. All three areas are always looked at together.
 - District staff monitor the fidelity of progress monitoring.
 - Discretionary placements require that a student support plan has been developed, implemented, and progress monitored.
 - Referrals for the SMT campus support require a SSP to be developed.
 - SSP's are required for transitions to and from DAEP.
- 

Student Management Team



Number of Campuses Trained in STOIC	25
Number of Campus Staff Trainings	51
Number of Admin Trainings	50
Number of Students Supported Directly (observations, coaching, etc)	72 (TIER 2/3 Referrals), 100+ (via "Check-Ins"/Campus Support)
Number of ILEs (Independent Learning Environments) created	9
Number of classrooms supported through Tier 1 observations	59
PBIS Trainings (Cohorts 1-4)	11
PBIS Attendance	855
PBIS Site Visits	15
Number of Attended PBIS Campus Meetings	56

Student Management Trainings



- Student Code of Conduct
- STOIC campus trainings
- The Tough Kid
- Teacher Encyclopedia
- Review360
- Plano ISD Leveled Guide
- Investigations
- Bullying
- Threat Assessments
- PBIS Catch-Up for New Admin
- New Teacher Training (Classroom Management)
- Writing Behavior Goals for SSP



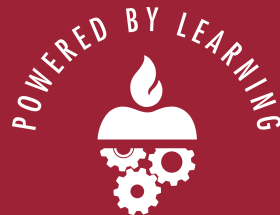
Thank you!

Questions?

Contact Jana Sandall
Director of Student Management
jana.sandall@pisd.edu

Next DBIC Meeting

May 12, 2024
5-7pm



Thank you!

