

Plano Independent School District
Guinn Special Programs
Campus Improvement Plan
2020-2021



Board Approval Date: October 20, 2020

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are Plano ISD's special programs school for students in 9th through 12th grades. Our 28 certified teachers work with between 450 and 500 students each academic year in a variety of programs designed to address their unique needs. These students come to us from each of the district's 10 high school campuses.

Demographics Strengths

Our campus teacher-to-student ratio is 1 - 16 in addition to various support staff. Our campus demographics are consistent with district demographics with regard to White and Hispanic/Latino populations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The yearly percentage of students receiving free and reduced lunch at Guinn SPC for the past 3 school years has been 43%, 35% and 62%, which are higher than the districts overall percentages that are 30%, 31% and 33% respectively. **Root Cause:** Financial challenge with paying for summer school, eSchool and/or night school options.

Student Learning

Student Learning Summary

Disaggregated data is not available for our campus, but discussions and collaborative efforts are being made between the school and the Assessment, Research and Program Evaluation Department. Data pertaining to students enrolled in Guinn's special programs are aggregated with their home campuses.

Student Learning Strengths

Disaggregated data is not available for our campus, but discussions and collaborative efforts are being made between the school and the Assessment, Research and Program Evaluation Department. Data pertaining to students enrolled in Guinn's special programs are aggregated with their home campuses.

Problem Statements Identifying Student Learning Needs

Problem Statement 2: Disaggregated data is not available for our campus, but discussions and collaborative efforts are being made between the school and the Assessment, Research and Program Evaluation Department. Data pertaining to students enrolled in Guinn's special programs are aggregated with their home campuses. **Root Cause:** Disaggregated data is not available for our campus, but discussions and collaborative efforts are being made between the school and the Assessment, Research and Program Evaluation Department. Data pertaining to students enrolled in Guinn's special programs are aggregated with their home campuses.

School Processes & Programs

School Processes & Programs Summary

There are five primary programs at Guinn Special Programs Center:

1. The Academic Program for students needing courses not offered at their home campuses
2. Senior SUCCESS Program for students who are at severe risk of not fulfilling graduation requirements
3. Senior ASAP Program for students at least 17 years old who have accumulated a minimum of 18 credits and are expected to complete all graduation requirements within the current semester
4. Disciplinary Alternative Education Program
5. Expectant Parent Program

Guinn utilizes a unique process of enrollment and monitoring so that each student's academic, social, and emotional needs are addressed. Teachers utilize the same Plano ISD curriculum as do home campuses. Personnel includes highly-qualified teachers who can address the diverse learning needs of students.

School Processes & Programs Strengths

Students who enter Guinn SPC at risk for dropping out tend to remain in school and achieve graduation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Enrollment at the end of each school year is on average 500 to 600% of enrollment at the beginning of the school year. Due to the changing student population throughout the school year, additional resources are needed to address dynamic student needs. **Root Cause:** Enrollment is often dictated based on situational events at home campuses.

Perceptions

Perceptions Summary

School administrators use surveys to obtain feedback from staff and students about the climate of the school. In order to support Plano ISD's vision of a commitment to excellence for all students, we are in year two of articulating both a vision and a mission statement for our campus to represent our value and beliefs.

Perceptions Strengths

We are able to support Plano ISD's high schools and senior high schools by providing courses and interventions that would normally not be provided on the home campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some perceive that students in our programs are here primarily for disciplinary reasons while, in fact, it is one of the least common reasons for enrollment.

Root Cause: Alternative schools in many other school districts are utilized for disciplinary placements only.

Priority Problem Statements

Problem Statement 1: The yearly percentage of students receiving free and reduced lunch at Guinn SPC for the past 3 school years has been 43%, 35% and 62%, which are higher than the districts overall percentages that are 30%, 31% and 33% respectively.

Root Cause 1: Financial challenge with paying for summer school, eSchool and/or night school options.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data





Goals

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: To articulate the new vision and mission of Guinn Special Programs Center.

Evaluation Data Sources: Previous mission and vision statement as portrayed in the Guinn website

Summative Evaluation: None

Strategy 1: Organize a team consisting of administrators, teachers, students, parents, district support, and community members to research mission and vision statements development by November, 2019 Strategy's Expected Result/Impact: A clear mission and vision statement by the beginning of the 2020 - 2021 school year Staff Responsible for Monitoring: Campus Leadership Team Title I Schoolwide Elements: 2.6 - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Generate three proposed mission and vision statements by December, 2019 Strategy's Expected Result/Impact: A clear mission and vision statement by the beginning of the 2020 - 2021 school year Staff Responsible for Monitoring: Campus Leadership Team Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Vote on three mission and vision statements by March, 2020 Strategy's Expected Result/Impact: A clear mission and vision statement by the beginning of the 2020 - 2021 school year Staff Responsible for Monitoring: Campus Leadership Team Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Sonja Pegram	Principal
Administrator	Valerie Vanwinkle	Assistant Principal
Non-classroom Professional	Qiana Elam	Social Emotional Leader
Classroom Teacher	Kevin Sowell	Program 3 Team Leader/Science Department Chair
Non-classroom Professional	Keith Walls	ASAP/Success Programs Team Leader
Community Representative	Latoya Anderson	Community Representative
Business Representative	David Stephens	Business Representative
Classroom Teacher	Paige Johnson	Math Department Chair
Classroom Teacher	Gwen Baumann	Social Studies Department Chair
Classroom Teacher	Tyler Yarbrough	English Department Co-Chair
Classroom Teacher	Jimmie Burgess	English Department Co-Chair
Parent	Araceli Rodriguez	Parent
Student	Efrain Alonzo	Student
District-level Professional	James Dearing	District Representative
Community Representative	Julian Grayson - Sample	Community Representative
Parent	Nadia Davis	Parent
Student	Madysen Bass	Student

Addendums

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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