

**Plano Independent School District**  
**Guinn Special Programs**  
**2022-2023 Improvement Plan**



**Board Approval Date:** September 20, 2022

# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
Priority Problem Statements	4
Comprehensive Needs Assessment Data Documentation	5
Goals	6
Goal 1: To increase overall student attendance by 3% from 2021-2022	7
Site-Based Advisory Committee	7
Addendums	8

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Guinn Special Programs has three different programs serving the most at-risk population of Plano ISD.

### Demographics Strengths

Guinn Special Programs had a high retention rate of teachers who are highly qualified and have experience in the traditional campuses. The district's potential dropouts are supported to completion of their graduation requirements.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a steady decrease of students attending school on a daily basis. **Root Cause:** Since the population of Guinn Special Programs is at risk and low SES students do not have transportation to school.

# Student Learning

## Student Learning Summary

Students in the DAEP are becoming more and more conscientious about coming to school. Their performance has improved due to their presence in class.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** There is a steady decrease of students attending school on a daily basis. **Root Cause:** Since the population of Guinn Special Programs is at risk and low SES students do not have transportation to school.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain

## **Student Data: Assessments**

- 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

## **Student Data: Behavior and Other Indicators**

- Attendance data

# Goals

Revised/Approved: July 26, 2022

**Goal 1:** To increase overall student attendance by 3% from 2021-2022

**Performance Objective 1:** Guinn staff will use PBIS and incentives to increase student attendance.

**High Priority**





**Evaluation Data Sources:** Grade book attendance

Teams

Edugence

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue with the goal to meet the expectation

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Providing students with perfect attendance a certificate of improvements.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in the DAEP, transition program and SAPP program coming in daily.</p> <p><b>Staff Responsible for Monitoring:</b> Pamela Redmond, Paige Johnson, Lene Westenburg, Marquita McBride</p>	Formative		
	Nov	Feb	June
	N/A	N/A	N/A
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sonja Pegram	Principal
Classroom Teacher	Sarah Brucher	Academic Team Leader
Administrator	Valerie Reed	Assistant Principal
Student	Journee Harrington	Student
Community Representative	David Stephens	Community Member
Non-classroom Professional	Paige Johnson	Academic Specialist
Classroom Teacher	Stacey Riela	Art Teacher
Paraprofessional	Lola Alvarez	Paraprofessional
Classroom Teacher	Jennifer Clinton	History Team Lead
Classroom Teacher	Ginger Rivas	Special Ed Department Chair
Classroom Teacher	Kristen Harner	Middle School Math Teacher
Parent	Leigh Calmes	Parent
Classroom Teacher	Jessie Rodriguez	Discipline Team Lead
District-level Professional	Fern Johnson	District



# 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
Principal, Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> <li>● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		

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