

Plano Independent School District
Guinn Special Programs
2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

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Comprehensive Needs Assessment

Revised/Approved: April 24, 2023

Demographics

Demographics Summary

2022-2023

Total Enrollment: 582

DAEP: 485 DAEP Placements - 11 Carried over to the current school year

Dropouts – 30 DAEP students who were withdrawn for various reasons

Ethnicity -

Hispanic 40%

African American 32%

White 22%

Asian 4%

Other 2%

Gender –

34% Female

66% Male

Special Education -

19% SPED

16% 504

Ethnicity -

15% White

43% Hispanic

30% African American

6% Asian

Gender -

62% Male

38% Female

Special Education -

7% SPED

15% 504

Economic Disadvantage - No data

Demographics Strengths

Guinn supports students from all the Plano ISD campuses sub populations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A higher percentage of hispanic students are represented at Guinn. **Root Cause:** Culture shift with new incoming EL students.

Student Learning

Student Learning Summary

As a unique campus that does not report to TEA regarding student achievement, below is our student learning summary.

In 2022-2023:

DAEP:

485 DAEP Placements - 11 Carried over to the current school year

Dropouts – **30 DAEP students who were withdrawn for various reasons**

Academic:

- 29% Returned to HC
- 40% Graduated
- 7% Stayed for the current school year
- 21% were withdrawn for various reasons

Student Learning Strengths

Students get academic help while at Guinn.

Link tutorials:

- Time built in the school day to capture students needing help.
- Students are able to catch up on missing assignments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A majority of our students come to Guinn with low grades, in both programs. **Root Cause:** DAEP: Missing time in the instructional setting due to poor behavior choices (ISS & OSS) Academic: Overall charge to get students connected back to learning.

School Processes & Programs

School Processes & Programs Summary

Professional Development: Guinn SPC reserves all Wednesdays of the school year for leadership meetings, staff meetings and for optional trade hour learning.

Leadership & decision making processes: Guinn has a leadership team consisting of all department chairs, administrators, counselor, CARE support and Instructional Specialist/ Testing coordinator. This team meets every 1st Wednesday of the month to review implementation of instructional initiatives and to provide input to support the decision making process.

Communication: Guinn prides itself at ensuring all stakeholders receive needed information. Remind is used to communicate to parents and teachers. The school messenger is used to communicate to parents. A Monday Memo is used to communicate with teachers. A daily PA is used to build a climate of high expectations for all students.

Support Services: Guinn houses a Plano ISD social worker, Joshua Nunley. We also have a new Guinn Support Team for all DAEP students. Each student is assigned a mentor adult who will keep checking on them throughout their stay at Guinn. Every three weeks, a progress check is made for their goal to ensure that they are on the right path to accomplishing their goal while at Guinn.

Link: Non-instructional time where students are supported with their behavior goals and HB1416 tutoring needs.

E hall pass: To limit the number of students in the hallway

School Processes & Programs Strengths

Strengths:

- Staff input in most of our processes.
- Collaborative culture

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Tailoring professional learning needs to individual staff. **Root Cause:** Diverse student and content needs across the campus.

Perceptions

Perceptions Summary

Staff Survey Results: HRS 1 and 2

Culture: Positive

Community Partnerships: Canes, Chase Oaks Church, Barnes and Noble, Lowes

Volunteer data: At least 2 volunteers support the Guinn campus.

Student Feedback: Exit surveys that were predominantly positive

Staff retention: 98% - 1 resignation & 2 retirements in 2022/23

Perceptions Strengths

1. The overall perception of Guinn as an alternative school has changed over the past few years from punitive to learner centered.
2. Because alternative schools nationwide are seen as schools for student misbehavior, there is a misconception that Guinn is entirely a discipline school, yet we have students in the transition/academic program as well as the school age parent program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents and students experience anxiety about enrolling at Guinn. **Root Cause:** The negative perception of an alternative school yet we have an equal or more number of students in the other programs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Student Data: Assessments

- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 20, 2023

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - 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.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 baseline to 2024.

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1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: Guinn will help improve students' grade from failing to passing by providing academic and STAAR tutoring during link, 3 times a week.

High Priority

Evaluation Data Sources: STAAR results for each student through Edugence. Transfer grades to and from Guinn.

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 1: To achieve CCMR, Guinn will provide opportunities to students to access post graduate opportunities, including support for FAFSA and PSAT/SAT applications.

Evaluation Data Sources: Student survey for post-graduate opportunities.

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Performance Objective 2: Guinn counselor will collaborate with the district counseling department on how to support all students' needs concerning graduation plans.

Evaluation Data Sources: Student Enrollment

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Performance Objective 1: Guinn will provide professional learning on Wednesdays, after school to all staff members.

Evaluation Data Sources: Staff survey

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.





Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

High Priority

HB3 Goal

Evaluation Data Sources: Student attendance data in Teams, daily attendance checks

Strategy 1 Details	Reviews		
Strategy 1: Follow the district guidelines for Guinn attendance taking procedures. Strategy's Expected Result/Impact: Accurate attendance reporting to the state. Staff Responsible for Monitoring: Paige Johnson, Diane Faulkner, Sonja Pegram	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Contacting parents each time a student is absent. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Brianna Bui, Valerie Reed, Sonja Pegram	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Engaging Instruction as it relates to the Guinn snapshot. Strategy's Expected Result/Impact: Improved student attendance. Staff Responsible for Monitoring: Guinn classroom teachers, Sonja Pegram	Formative		Summative
	Nov	Feb	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

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DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

High Priority

HB3 Goal

Evaluation Data Sources: DAEP data & Review 360

Strategy 1 Details	Reviews		
Strategy 1: Student Support Plans will be created and monitored by the Guinn Support Team members. Strategy's Expected Result/Impact: Each DAEP student's progress monitored every 3 weeks Staff Responsible for Monitoring: Guinn Support Team members	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

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DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

High Priority

HB3 Goal

Evaluation Data Sources: Review 360

Strategy 1 Details	Reviews		
<p>Strategy 1: Guinn will link each 04, 05 and 36 coded student respectively with Substance Prevention Specialist and Social worker to receive resources. These students will be mentored in their specific category.</p> <p>Strategy's Expected Result/Impact: Reduction in number of 04, 05 and 36 coded students returning to Guinn SPC.</p> <p>Staff Responsible for Monitoring: Sarah Brucher, Gary Carter, Joshua Nunley</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.





DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher referrals

Strategy 1 Details	Reviews		
Strategy 1: Guinn will use Link (non-instructional period) to provide activities and educate students on bullying prevention strategies. Strategy's Expected Result/Impact: Identification of potential causes of bullying to stop the behaviors. Staff Responsible for Monitoring: Tony Francis, Sarah Brucher	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Guinn will use the Bullying Investigation Matrix for every reported incident. Strategy's Expected Result/Impact: Reduced bullying situation. Staff Responsible for Monitoring: Valerie Reed	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

High Priority

HB3 Goal

Evaluation Data Sources: Review 360

Strategy 1 Details	Reviews		
Strategy 1: While the students are in the pertaining suspension, this assessment shall be conducted. Strategy's Expected Result/Impact: Student Supervision Plans. Staff Responsible for Monitoring: Valerie Reed, Sonja Pegram, Tuan Pham	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: For student referred from other campuses, Guinn shall maintain consistent communication, monitoring and tracking. Strategy's Expected Result/Impact: Compliance with district expectations. Supervision plans for students. Staff Responsible for Monitoring: Sonja Pegram, Valerie Reed and Paige Johnson.	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Sonja Pegram	Principal
Classroom Teacher	Sarah Brucher	Classroom Teacher
Administrator	Valerie Reed	Assistant Principal
Administrator	Fern Johnson	District Representative
Community Representative	Kevin Sowell	Community Representative
Classroom Teacher	Christina McDuffee	Science Department Chair
Classroom Teacher	Jessie Rodriguez	Math Department Chair
Non-classroom Professional	Tony Francis	CARE
Classroom Teacher	Jennifer Jorgensen	Social Studies Department Chair
Classroom Teacher	Terry Cavallito	504 Coordinator and English Department Chair
Classroom Teacher	Emily Stubbe	ESL Coordinator
Classroom Teacher	Herman Aguirre	Electives Department Chair
Classroom Teacher	Victoria Taylor	Math Department Chair
Classroom Teacher	Anna Mackey	Middle School Team Lead
Paraprofessional	Brianna Bui	Middle School Paraprofessional
Non-classroom Professional	Paige Johnson	Testing Coordinator and Program Specialist