

Pflugerville Independent School District
Provan Opportunity Center K-12
2016-2017 Comprehensive Needs Assessment



Board Approval Date: October 6, 2016

Mission Statement

Our mission at the Provan Opportunity Center is to provide a quality education in a nurturing, safe environment. We will help foster independent self-learners and quality citizens that will function productively at their home campus and beyond.

Vision

To intervene socially, emotionally, and academically as we help students find their way.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Serving as the districts DAEP, the Provan Opportunity Center served 488 students during the 2015-2016 . Serving a diverse district, our campus enrollment breakdown was as follows over the past year:

- 61% Hispanic
- 31% African American
- 11% Caucasian
- 80% Economically Disadvantaged
- 19% English Language Learners
- 20% Special Ed
- 18% 504

Demographics Strengths

The highly diverse population of students allows for rich conversations in classrooms. Teachers work to incorporate student voice into their lesson planning, and utilize the strengths of the students in their classrooms to support instruction. Additionally, the number of discretionary placements for African American students declined for the previous school year.

Demographics Needs

The over-representation of economically disadvantaged students as well as our Hispanic and African American population is a concern. Especially when placed in the context of Index 3 of our accountability system. Additionally, 41% of of students placed over the past year are for discretionary reasons.

Student Achievement

Student Achievement Summary

The Provan Opportunity Center does not receive accountability ratings, nor student testing measures.

Provan Opportunity Center will be supporting the District Safeguards:

Reading Special Education 41%

Math Special Education 53%

Writing African-American 58%

Writing Special Education 18%

Writing Economically Disadvantaged 59%

Writing English Language Learners 56% (current)/60% (current + monitored students)

Science Special Education 34%

Social Studies Special Education 51%

Social Studies English Language Learners 48%

Student Achievement Strengths

The Provan Opportunity Center does not receive accountability ratings, nor student testing measures.

In reviewing the District data, reading is a strength at the elementary and secondary grade levels.

Student Achievement Needs

The Provan Opportunity Center does not receive accountability ratings, nor student testing measures.

In reviewing the District data, reading is a strength at the elementary and secondary grade levels with Special Education being a challenge at all levels. One high school with a large percentage of students who attend Provan struggle with reading (5 student groups). Writing and Science is a challenge for elementary and middle school with focus areas of: Special Education, Economically Disadvantaged and English Language Learners. In the area of Social Studies, Special Education and English Language Learners are focus areas.

School Culture and Climate

School Culture and Climate Summary

Campus Climate Survey for 2015-2016:

Pflugerville ISD - June 2016

Provan Opportunity Center	Strongly Agree	Agree	Disagree	Strongly Disagree
Principal and Supervisor Support				
My principal or supervisor encourages staff involvement in decisionmaking.	43%	43%	14%	0%
My principal or supervisor encourages collaboration among staff.	43%	57%	0%	0%
My principal or supervisor provides helpful feedback about my work outcomes.	43%	43%	14%	0%
My principal or supervisor contributes to a positive culture in my school or department.	43%	57%	0%	0%
Work Environment				
Facilities are well maintained.	0%	57%	29%	14%
I receive the resources and support I need to do my work.	29%	43%	14%	14%
I am enthusiastic about my work.	43%	43%	0%	14%
My coworkers are committed to doing quality work.	14%	43%	43%	0%
I feel safe at work.	0%	0%	0%	0%
My school is safe.	29%	14%	43%	14%
Training and Development				

The district professional development I receive has improved the effectiveness of my work.	0%	43%	57%	0%
The campus professional development I receive has improved the effectiveness of my work.	29%	43%	14%	0%
PfISD's curriculum improves the effectiveness of my teaching and overall student learning.	0%	40%	20%	20%
Vision and Leadership				
I am satisfied with my superintendent.	14%	43%	29%	14%
I am satisfied with the vision and leadership of my department supervisor.	0%	0%	0%	0%
Relationship with Students and Parents				
I communicate frequently with students.	100%	0%	0%	0%
I communicate frequently with most parents.	14%	71%	14%	0%
Most students in my school show respect for teachers and staff.	0%	71%	14%	14%

School Culture and Climate Strengths

Survey results show confidence in campus leadership and the work environment.

School Culture and Climate Needs

Survey showed a need for staff to feel safer with our population as well as more impactful with district curriculum.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Provan Opportunity Center retained all but one of its staff members for the 2016-2017 school year.

Staff Quality, Recruitment, and Retention Strengths

With the majority of the staff returning, the campus can now move to focus on the continual building of capacity through staff development. Additionally, the campus can further align their beliefs in working with at-risk students.

Staff Quality, Recruitment, and Retention Needs

Being such a small campus, planning in isolation as opposed to a team is a concern. The campus needs continued support from content instructional coordinators at the district level, as well as being connected to campus PLC teams around the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Over the 2013-2014 and 2014-2015 school years, the Provan Opportunity Center participated in the NIET program for teacher evaluation and instructional improvement. Administrators were trained in the NIET protocol, and the campus went through weekly PD focusing on classroom instruction and teacher decisions from planning to implementation. This made for a smooth transition into T-TESS for 2015-2016, and again this year. Teachers submit weekly lesson plans, and administrators provide feedback on lesson objectives, success criteria, alignment, and classroom activities / materials. Administrators conducted weekly informal walkthroughs and provided feedback in a consistent manner using 'Power Walks' provided by Lead Your School.

Curriculum, Instruction, and Assessment Strengths

The campus made tremendous gains in understanding effective teaching. Alignment, instruction, and student engagement all improved. The vision of intervening academically took hold as math and science interventions took place daily through push in and pull out methods. Instructional staff continues to build relationships with district level content coordinators as well as colleagues around the district. Networking has continued to be a focus.

Curriculum, Instruction, and Assessment Needs

Continued support in the planning process is needed as teachers plan in isolation just by the very nature of the DAEP program. Frequent support from district level content area specialists as well as support with ESL strategies will continue to be a need as the campus continues to serve a diverse population of students. Professional Development will also focus on co-teaching practices, utilizing education associates to support instruction and student engagement.

Family and Community Involvement

Family and Community Involvement Summary

From Fall of 2013 through Spring of 2016, the Provan Opportunity Center interviewed the majority of students placed on the campus. The interview covered a variety of personal and academic issues, and a few select questions were tracked to outline key issues among our students. The following is a breakdown from over 1200 clinical interviews. (Note - we did not interview a student more than once.)

- 729 live with a single parent, relative, sibling, or 'other'.
- 732 self-admitted to trying drugs or alcohol / 313 were experimenting by the age of 13
- 435 have been arrested, while 150 are on probation.
- 327 have been involved with CPS, with 93 students being removed from the home.
- 166 have reported abuse in the home.

Family and Community Involvement Strengths

In responding to these needs, the counseling, social services, and administrative team worked over the course of the summer to create a parenting program designed to bring students and parents together in order to improve communication, discuss resiliency in teens, and address specific student related issues. The campus recruited social services interns and created a parenting center designed to support our family in need. We house a counselor in partnership with Austin Travis County Integral Care to do both both individual and family counseling in house. We are building relationships with area services (Goodwill, Caritas, Humane Society, Pflugerville Food Pantry, Pioneer Farms) to incorporate service learning for students.

Family and Community Involvement Needs

While the campus is focused on intervening, systematic responses need to improve. The goal is to address student and family needs in a manner that is consistent with targeted goals and outcomes. The campus needs more trained counselors on staff, specifically with an LCDC license.

School Context and Organization

School Context and Organization Summary

The Provan Opportunity Center essentially operates three campuses inside one building. Elementary students have altered start and ending times, as well as their own entrance to avoid interactions with older students. The middle school schedule operates on a 6 period day and accommodates a flex-block schedule with team teaching. The high school schedule is a standard A/B block with 90-minute classes. Students are placed with us for a variety of discretionary or mandatory reasons. The following is a three-year trend by grade level:

Grade	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
# Students Placed	5	13	11	21	24	120	179	194	337

The campus supports all content areas, incorporates problem solving and character education, intervenes in reading, math, and science, and offers counseling and social service support to students and families.

School Context and Organization Strengths

The strength of the campus is the passion of the staff to intervene for kids. The campus was reorganized for the past three years as a 'No Place for Hate' organization. Weekly meetings include HS PLC teams, MS PLC teams, ES needs, Counseling / Social Services / Admin staffings to discuss students, and T-TESS PD. Monthly meetings include EA meetings to discuss needs, and Office staff meetings to address consistency efficiency in our operations, and full faculty meetings to disseminate information and come together as a campus family.

School Context and Organization Needs

Physical Needs - the campus does not have a cafeteria so food is constantly needed to be provided by the neighboring school, placing a drain on their resources, and providing a minimal meal for our students.

Organizational Needs -Transition work must be strengthened across all campus to support students in their successful return to the home campus.

Technology

Technology Summary

The Provan Opportunity Center dispersed computers from a computer lab in 2013, placing 6 desktops in every classroom. We provided the drops for each system, and work to incorporate a blended learning environment in each lesson plan as work to differentiate instruction for our students. The campus also has LCD projectors in every classroom, several document cameras, and Promethean boards in three rooms (6 teachers trained). We utilize laptop carts to supplement in some classrooms, and net-books for ELA classrooms. Administrators utilize smart phones for the informal walkthrough feedback loop.

Campus Technology Liason surveys staff for needs, then models differetn ways for students to demonstrate mastery through technology. Teachers replicate this in their classrooms as evident in admin walkthroughs.

Technology Strengths

The campus is becoming more adept in planning with the blended framework in mind. The high school program utilized E2020 to a greater extent for both credit recovery options as well as "move freely" allowing teachers to pick and choose lessons for students to view prior to classroom discussions. Teahcers utilize technology for instruction on a daily basis, and are open to trylng new formates for student assignments.

Technology Needs

The high school staff need greater training in the use of E2020, especially in the "move freely" options. The laptops are needing great repair and are extremely fragile. Printing options are the campus are limited and require students to come out of class to pick up assignments. Additional training is needed with Eduphoria "data mining". Thre is also a need for online elective offerings.

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Goal 1: Each student will be fully prepared to reach his/her potential.

Performance Objective 1: Academic Focus - Improve student engagement through instructional practices, intervention, and basic academic skills for students.

Performance Objective 2: Social / Emotional Focus - Work to address the root causes resulting in student disengagement from school.

Performance Objective 3: Establish PSST to provide insight and feedback for home campuses as student's transition in order to promote student success and reduce recidivism.

Performance Objective 4: PLC Weekly Meetings - Team will discuss: Student academic progress / update student Exit Profiles as needed to support transition back to the home campus / Discuss and review IEP or BIP for special populations (Special Ed, 504, ELL) as needed / Reflect on teaching strategies / Target critical writing strategies to be used for all students. Identify students in need of targeted transition support.

Goal 2: PfISD Learning Communities will provide a safe and nurturing school environment.

Performance Objective 1: All teaching staff and educational associates will be trained in SAMA de-escalation strategies prior to the start of the school year.

Performance Objective 2: Campus PLC teams will meet weekly to discuss student behavioral concerns, and provide feedback to ensure campus safety as well as assist with the student's transition back to their home campus.

Performance Objective 3: Weekly meetings comprised of admin, campus counselor, social workers, and ATCIC personnel to address the counseling (whole class, groups, individual, family) needs of students.

Performance Objective 4: Implementation of restorative practices through the use of circles.

Goal 3: PfISD will attract, develop, and retain world class educators committed to serving each student.

Performance Objective 1: Educate and Support Staff

Performance Objective 2: Weekly walkthroughs offering feedback focused on instructional decisions. Walkthrough format based on T-TESS and Pflugerville 5 criteria.

Goal 4: PfISD will develop and promote positive community relations through effective communication, the involvement of stakeholders, and the establishment of business and community partnerships.

Performance Objective 1: Recruit and utilize social service interns from local universities to address student needs, counsel individually or in group settings, and create transition plans for students.

Performance Objective 2: Develop Relationships with community partners to address the social and emotional needs of our students.

Goal 5: PfISD will support the District's vision and mission by supporting operations that are effective, efficient, and accountable.

Performance Objective 1: The OC administrative team and attendance / registration office will notify student affairs and home campuses regularly regarding student attendance.

Performance Objective 2: Improve accountability for dispersion instructional materials through conducting inventories, tracking items, and creating checkpoints through the year in order to reduce monetary loss.

Performance Objective 3: Monitor and provide feedback regarding discretionary placements by campus and placement lengths for offenses in order to ensure consistency across the district.