

Pflugerville Independent School District

Provan Opportunity Center K-12

2018-2019 Provan Opportunity Center Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: October 18, 2018
Public Presentation Date: September 28, 2018

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

Helping students find their way by intervening socially, emotionally, and academically.

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Comprehensive Needs Assessment

Revised/Approved: August 07, 2018

Demographics

Demographics Summary

Students: Current student demographics reflect a high number of Hispanic and African-American males with high school students representing about 75% of the total school population. This ratio is currently accurate and 4 year trend data reflects the same demographics and ratios as the school year progresses.

Staff: The current staff demographics are as listed: 16 Caucasian, 6 African-American, 3 Hispanic and 2 with Indian descent. We worked this summer to hire a staff focusing on cultural diversity and will continue that effort if any staff is not retained.

Demographics Strengths

The leadership team developed a specific teacher and ed. asst. profile as we hired an entirely new staff. They have demonstrated strong knowledge of instruction, great efforts to build relationships with students and positive attitudes that have helped us tremendously in the first 3 weeks of school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Administrative staff will continue to target a teacher profile that aligns with demographics of our student population. **Root Cause:** The majority of applicants targeted in certified positions have not aligned with our demographic.

Student Academic Achievement

Student Academic Achievement Summary

OC staff will work to align academic pre-assessments in content and grade level as students begin their placement. The staff provides a targeted social/emotional/learning program that will focus on specific behaviors related to specific offense. Small class sizes allow teachers to identify student academic needs more quickly. Differentiation can occur more easily and teachers will begin differentiated PLC's on Sept. 6th for MS and HS students.

Student Academic Achievement Strengths

Teacher assessments will offer insight if students are placed correctly in classes and what academic level instruction should target. Students will begin their placement with pre-assessments in all core content and social/emotional learning classes. These baseline levels will drive the students instruction and provide a framework for home campuses upon the students return.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Teachers will need to lesson plan including all pre-assessments in all content areas in anticipation of new students each week **Root Cause:** New students from all secondary and elementary campuses arriving each week needing a baseline assessment

School Processes & Programs

School Processes & Programs Summary

The goal beginning June 12th was to hire teachers who are strong with instruction, build positive relationships with students and understand the need for consistency in their classroom and throughout the campus. We have changed the bell and master schedule in order to serve students better. Student transitions were shortened to 2 minutes staggering MS and HS with staff escorting from class to class. Students have a restroom pass to use no more than 4 times per day and we created systems to track their usage each day. Staff members escort one student at a time to the restroom and check the restroom for any prohibited items left in the restroom after each student usage. Cafeteria tables were replaced with rectangular tables that were placed against each wall and students are required to sit facing the wall without talking. A behavioral PLC tracking system was implemented to track minor behaviors each day and students are conferenced with to coach and re-teach appropriate behaviors.

School Processes & Programs Strengths

Many systems have been revamped this year due to adequate staffing and specific implementation with consistency. These include search protocols, breakfast and lunch orders, 1-1 escorting in the hallways, lunch procedures that involve high levels of isolation and no socialization. Instructional improvements have occurred due to less emphasis on point systems and power struggles. Teachers are focusing on teaching and differentiating lessons as they have to teach stacked classes with multiple preps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus will work to create and sustain systems related to teacher and student functions. **Root Cause:** In 2017-2018 there was lack of communication, defined systems and positive culture.

Perceptions

Perceptions Summary

The Provan Opportunity Center builds positive community perceptions with all district campuses and outside community entities by including them in planning and implementation. The campus will develop a district transition plan involving collaboration with district campus administrators. There is focus on the development of positive culture building practices involving all staff members monthly.

Perceptions Strengths

Our goal is to focus on the whole child by meeting the needs academically and with emotional support from administrators, counselor and social worker. Qualitative data observed shows student perceptions have changed significantly which balanced with SEL practices can prevent high recidivism rates from previous years. We strive to maintain a balance between classroom community, student learning, consistency with hallway, dress code and cafeteria structures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Executive Leadership Team will work to communicate and interact with all staff to build a positive culture on campus. **Root Cause:** Lack of strong instructional practices, campus-wide systems and team building opportunities.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: By June 2019, the Provan Opportunity Center will support and retain its teachers and staff through purposeful and meaningful professional learning communities.

Performance Objective 2: By June 2019, Provan Opportunity Center will support and retain its teachers and staff through a positive school systems and organization.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2019, the Provan Opportunity Center will screen students upon their entry and departure to assess their academic and social progress.

Performance Objective 2: By June 2019, the Provan Opportunity Center will update its elective course process to improve student completion rates.

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: By June 2019, Provan Opportunity will connect high school to career and college by inviting speakers who share short-term objectives to reach long-term goals in relation to trades, higher education and employment.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2019, Provan Opportuntiy Center will provide direct Social Emotional Learning (SEL) instruction and gather feedback from students' progress.

Performance Objective 2: By June 2019, Provan Opportunity Center will provide customized social support for students.