

Pflugerville Independent School District

Provan Opportunity Center K-12

2025-2026



Board Approval Date: October 16, 2025
Public Presentation Date: September 23, 2025

Mission Statement

Our mission at the Provan Opportunity Center is to improve ourselves every day by engaging in meaningful academic pursuits, inspiring our students to transition successfully to their home campus, and growing our students social and emotional capacity so that they are poised to provide positive leadership in their schools and the community. We serve a diverse student population, providing opportunities for growth and success both academically and socially.

Vision

Helping students find their way by engaging them academically, inspiring them socially and growing them emotionally.

Value Statement

Like air, we rise.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Named for Robert Provan an Austin attorney and activist who promoted equity and hope through his advocacy work in the region, the Provan Opportunity Center serves as Pflugerville ISD's disciplinary alternative educational program. We serve students from across the district, in grades 1-12. Pflugerville ISD is an increasingly diverse community encompassing approximately ninety-five square miles and includes all or part of six municipalities including Pflugerville, Austin, Coupland, Hutto, Manor and Round Rock. Current student placement demographics include: 56% Hispanic, 10% White, 29% Black/African American, and 3% Asian. In 2024-2025 75% of placements were mandatory. Middle school placements make up 39% of the Provan OC student population, 51% high school, and 2% elementary. Recidivism rates have remained static over the last year. In 2020-2021 3% of students returned to OC more than one time; in 2021-2022 10.9% of middle school students returned to the OC more than once throughout the year and 14.4% of high school students returned more than once throughout the year and 100% of elementary students returned more than once throughout the year. Recidivism reduced significantly during the 22-23 school year; 0% of elementary received more than one placement, 7.9% of middle school students and 7.5% of high school students received more than one placement at the DAEP; this trend continued into the 2023-2024 school year with 7.8% of students returning for a second, third, or fourth placement and in 2024-2025 there was a slight reduction with 7.6% of students returning for a second or third placement.

Staff: The current staff demographics are as listed: 51% White/Non-Hispanic, 24% Hispanic, 24% African-American/Black, 1% Asian.

Student Demographics Comparison 24-25	Provan OC	PfISD
Hispanic	56%	49.0%
Black/African American	29%	15.18%
White	10%	21.46%
Native American/Alaskan Native	0%	.15%
Two or More Races	0%	4.85%
Asian	2.1%	9.14%

Demographics Strengths

Our staff maintained diversity from the 22-23 school year into the 23-24 and 24-25 school year. Our demographics among our educational associates more closely mirror our student population currently. The Provan OC stands poised to offer support to district campuses to provide services through professional development and transition planning to continue to impact the reduction of these key indicators.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 15.18% of students in PfISD are Black/African-American, while 29% of students placed at OC are Black/African-American. These data points indicate an

over-representation of Black students in our DAEP.

Problem Statement 2: Recidivism rates trend at 7.8% campuswide.

Problem Statement 3: 13.84% of students in PfISD receive special education services while 24% of students at the OC receive special education services, an increase from the previous year. This indicates an over-representation of students receiving special education services in our DAEP.

Problem Statement 4: Currently, there is inconsistency in the transition process for students entering and exiting the Provan Opportunity Center. Communication, documentation, and support structures between Provan and home campuses vary, leading to gaps in continuity of academic, behavioral, and social-emotional supports. Without a unified, district-aligned transition framework, some students experience difficulty re

Root Cause: Analysis of current practices and feedback from staff, home campuses, and district departments indicates that the inconsistency in student transition planning stems from several key factors: Lack of a standardized transition framework Inconsistent communication and follow-up with home campuses:

Student Learning

Student Learning Summary

During the 23-24 school year, Provan OC shifted to an online curriculum using Edgenuity to ensure that our curriculum consistently aligned to the district scope and sequence. In doing so, we were better able to ensure that students are prepared to enter their class having received instruction aligned to their home campus work while they were off campus. Provan Opportunity Center provides positive behavioral intervention supports and restorative practices as part of a targeted social/emotional/learning program that focuses on specific behaviors that have led to most frequent offenses. Small class sizes allow teachers to identify student academic needs more quickly. Differentiation can occur more easily and teachers also have differentiated professional learning communities for middle and high school cohorts. Incoming and outgoing transfer grades will be another data source to track student progress.

Student Learning Strengths

During their time placed at Provan Opportunity Center, students receive supported direct instruction, using a blended learning model, and are issued grades in all core content areas from teachers at the OC. Students continue working on their elective course work through the district Learning Management System, Canvas, from their home campus teachers. Most home campus elective teachers issue grades to students during their placement. Additionally, students are able to earn credits through the district credit recovery system, Edgenuity, for courses that they have previously failed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: It continues to be a challenge to maintain consistent DAEP to home campus communication to support student elective course work.

Root Cause: Often teachers from home campuses do not respond; it is time consuming to repeatedly make attempts to contact teachers and our limited staff are not able to make an increased time commitment to contact teachers repeatedly for responses.

Problem Statement 2: Observations reflect that not all teachers are consistently engaged with students regularly and seem to lack understanding of how to effectively implement a "blended learning" model.

Root Cause: Teachers have not received adequate training on what "blended learning" should or could look like.

School Processes & Programs

School Processes & Programs Summary

Staff have been provided professional development in positive behavioral intervention strategies and restorative practices. Staff understand the need for consistency in their classroom and throughout the campus. The master schedule now favors social emotional learning by offering the SEL course during the school day so that students have the opportunity to learn and discuss SEL competencies during one of their scheduled class periods at all levels. Student behavior is strictly monitored--students are escorted everywhere on campus by an educational associate, including trips to and from the restroom and to the nurse. Students are assigned to a cohort once they are enrolled on the campus. Individual cohorts do not ever interact with other cohorts, which ensures the safety of all students. The campus continues to implement PBIS and restorative practices. There has been a reduction in incidents of Serious Misbehavior While at OC (code 59) from 7 in 2021-2022 down to 1 in 2022-2023 and 1 again in 2024-2025.

Students served at Provan have historically struggled with regular daily attendance at their home campus; this trend continues during their placement. Problems with tracking this data have stemmed from changes to how students are enrolled on our campus. Through our internal tracking system, our overall attendance rate was 81.8% for the 24-25 school year. Much of our lower attendance rate can be attributed to chronic attendance issues.

School Processes & Programs Strengths

Provan PBIS strategies and programs are more rigorously utilized by staff on campus. There is a set SEL course schedule which includes a specific topic per day focused on the five core competencies. High School and Middle School teachers meet as a PLC weekly and the campus leadership team meets bi-weekly. During the 24-25 school year, we added a tier 2 support system for SEL, with incorporating targeted student groups led by our counseling and SEL team.

Each classroom carries the same student expectations and all student expectations are clearly communicated for all areas of the campus. Students are rewarded with incentive points for demonstrating expected behaviors; student points can be used to purchase placement days which can shorten student placement lengths.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although student attendance is improved from previous years, student attendance remains lower than expected at 81.8% for the 24-25 school year.

Problem Statement 2: The campus recidivism rate continues to remain stagnant at 7.8% for the 24-25 school year.

Root Cause: Supports on the home campus are not always adequate for our highest need students.

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. This year our campus will serve as a resource to emergent bilingual families in partnership with the PflSD Multilingual Department. Additionally, we are collaborating with all home campuses to support students through their transition back to their home campus upon completion of their placement. The campus will maintain and continue implementation of a transition plan involving collaboration with campus administrators throughout the district. There is focus on the development of positive culture building practices involving all staff members monthly.

We will continue to support students with classes to educate on drug and alcohol abuse.

Spring 2025 Upbeat Teacher Climate Survey results indicate:

84% of staff responded favorably when asked questions pertaining to school safety and order.

70% of staff responded favorably when asked questions pertaining to appreciation.

88% of staff responded favorably when asked questions pertaining to principal/teacher trust.

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 when 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: Only 64% of staff reported that there are opportunities for teachers to take on leadership roles at the school.

Root Cause: One teacher for each team represents teachers on the campus leadership team, but our practices may not be public enough for full staff understanding.

Problem Statement 2: Only 73% of staff reported that the work environment at OC supports their ongoing professional growth.

Goals

Revised/Approved: August 29, 2025

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

Performance Objective 1: By June 2026, Provan Opportunity Center will support and retain its teachers and staff establishing purposeful and meaningful professional learning communities through collaboration, as measured by an increase in staff retention rates by comparing 24-25 and 25-26 staff retention rates. In July of 2024 Provan Opportunity Center retained 81% of its staff and in July of 2025 Provan OC retained 73% of its staff. In July of 2026 OC will retain at least 83% of its staff, increasing the retention rate by 10 percentage points.

High Priority

Evaluation Data Sources: PLC agendas and surveys regarding PLC success
Retention rate (Summer 2025 & Summer 2026)

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

Performance Objective 2: Campuses will improve transition practices in order to reduce the recidivism rate from 7.9% to no higher than 6.4%.

Evaluation Data Sources: End of year recidivism rate.

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

Performance Objective 1: 100% of students will engage in all academic screeners and assessments while placed at Provan Opportunity Center as reflected on the PfISD Curriculum Department Assessment calendar.

Evaluation Data Sources: Assessment participation

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

Performance Objective 2: Provan campus administration will support teachers throughout the year, ensuring that there is a minimum engagement rate of 85%.

Evaluation Data Sources: Campus administration will collect observational data (student engagement rates) and monitor this data point throughout the year.

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

Performance Objective 1: By June 2026, Provan Opportunity Center will connect high school students to career, college and service learning projects by increasing student awareness of opportunities and the credit accrual process.

Evaluation Data Sources: Student survey data

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2026, Provan Opportunity Center will provide direct Social Emotional Learning (SEL) instruction and gather feedback from students' progress. SEL and climate and culture survey data will be analyzed to measure efficacy. Students will provide feedback on the survey on the impact of the SEL lessons on their compared level of emotional regulation and decision making prior to attending OC and at the end of their OC placements. It is expected that these levels will improve after completion of student placements at OC.

Evaluation Data Sources: Student surveys
Academic progress from SEL curriculum and instruction

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2026, the Provan Opportunity Center will collaborate with all sending and receiving campuses to create a consistent, data-driven, and supportive transition plan for 100% of students entering and exiting the program.

Evaluation Data Sources: Reduction in recidivism for placements at the Provan Opportunity Center
Student survey

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Provan Opportunity Center attendance rate will increase from 83.8% in 24-25 school year to at least 86.8% in the 25-26 school year.

Evaluation Data Sources: Attendance data

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By June 2026, Provan Opportunity Center will provide direct weekly Social Emotional Learning (SEL) instruction using the Rethink Ed and Positivity Project curricula. Student growth in emotional regulation and decision-making will be measured through climate and culture surveys and pre-/post-placement feedback surveys. It is expected that students will report improved self-regulation and decision-making skills by the end of their placement, as compared to their self-assessed levels prior to enrollment.

High Priority

Evaluation Data Sources: Pre- and post-placement student surveys

Climate and culture survey results

Teacher reflection and behavior tracking logs

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025

Addendums