Pflugerville Independent School District

Provan Opportunity Center K-12

2026-2027

Accountability Rating: Not Rated



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.

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 5
Goals 7
Goal 1: PfISD will recruit, support, and retain teachers and principals. 7
Goal 2: PfISD will build a foundation of reading and math. 7
Goal 3: PfISD will connect high school to career and college 8
Goal 4: PfISD will improve low performing schools. 8
Policies, Procedures, and Requirements 9
Addendums 10

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Provan Opportunity Center serves students from across Pflugerville ISD who require an alternative educational setting due to disciplinary placements. During the 2025-2026 school year, the campus served **358 unique students through 399 placement records**, representing students from elementary, middle, and high school campuses throughout the district. The student population included a significant number of students receiving specialized services, with **40% identified as Special Education students and 30% identified as Emergent Bilingual students.** The campus also recorded an overall **recidivism rate of 10.5%**, highlighting the continued need for strong transition, reintegration, and behavioral intervention systems.

As a Disciplinary Alternative Education Program (DAEP), Provan Opportunity Center's primary focus extends beyond disciplinary consequences to include academic engagement, social-emotional growth, behavior intervention, and successful transition back to students' home campuses. Through implementation of blended learning, restorative practices, individualized supports, and collaborative partnerships with families and sending campuses, the campus strives to create a safe, structured, and supportive environment where students can develop the skills necessary for long-term success.
The campus has demonstrated strengths in providing differentiated support for diverse student populations, implementing transition planning processes, maintaining high assessment participation rates, and fostering a restorative approach to discipline. However, data analysis indicates continued opportunities for growth in several key areas, including reducing recidivism, improving attendance, strengthening student engagement, increasing social-emotional learning outcomes, and expanding post-secondary readiness opportunities for students.
A review of campus data suggests that many students entering the program have experienced academic interruptions, attendance challenges, behavioral concerns, and social-emotional barriers prior to placement. Additionally, a significant portion of repeat placements during the 2025-2026 school year were associated with mandatory vaping-related offenses occurring after students returned to their home campuses. These trends emphasize the importance of strengthening preventative interventions, transition supports, family engagement, and collaboration with sending campuses.
For the 2026-2027 school year, Provan Opportunity Center will continue to focus on **The Provan Way: Safety, Structure, and Student Success** by prioritizing four key areas:

- Strengthening transition and reintegration systems to reduce recidivism.
- Increasing student attendance and engagement.
- Expanding social-emotional learning and restorative practices.
- Supporting academic growth and college, career, and military readiness.

Through intentional collaboration, data-driven decision making, and a commitment to continuous improvement, Provan Opportunity Center will work to ensure all students are provided the support, accountability, and opportunities necessary to successfully transition back to their home campuses and achieve positive academic, behavioral, and social outcomes.

Demographics

Demographics Summary

During the 2025-2026 school year, Provan Opportunity Center served **399 placement records representing 358 unique students** from across Pflugerville ISD middle and high school campuses. The student population served included a significant number of students receiving specialized services, with **40% identified as Special Education (SPED)** and **30% identified as Emergent Bilingual (EB)**. High school students represented the majority of placements, accounting for **272 placement records**, while middle school students accounted for **127 placement records**. The campus recorded an overall **recidivism rate of 10.5%**, with 42 students returning to DAEP for a subsequent placement. High school recidivism was higher at approximately **11.0%**, while middle school recidivism was **7.9%**. Several sending campuses demonstrated higher-than-average placement volumes, particularly Connally High School, Weiss High School, Pflugerville High School, and Westview Middle School.

Student Group	Number of Students	Percentage
Hispanic/Latino	134	34.6%
Black/African American	120	31.0%
White	59	15.2%
Asian	7	1.8%
Multiracial/Other	67	17.3%
Total Students Served	**387**	**100%**

Demographics Strengths

1. Diverse Student Support Systems
Provan Opportunity Center successfully served a highly diverse student population, including students receiving Special Education services (40%) and Emergent Bilingual services (30%), while maintaining access to academic, behavioral, and social-emotional supports.

2. Strong Districtwide Reach
The campus provided services to students from all secondary campuses across Pflugerville ISD, demonstrating a districtwide commitment to equitable disciplinary interventions and student support.

3. Lower Middle School Recidivism
Middle school students demonstrated a lower recidivism rate (7.9%) than high school students (11.0%), indicating that transition supports and restorative interventions may be having a stronger impact on younger students.

4. Comprehensive Transition Systems
The campus implemented multiple transition supports including:

- Exit meetings
- Re-entry planning
- Student reflection processes
- Restorative practices
- Communication with home campuses
- Individualized behavior supports

These systems provide a strong foundation for continued improvement in student outcomes.

5. High Levels of Student Support Collaboration

The campus utilizes counselors, social workers, administrators, teachers, and home campus personnel to support student success and reintegration efforts, aligning with The Provan Way and restorative practices. This collaborative approach strengthens support for students with behavioral, academic, and attendance challenges.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The overall campus recidivism rate increased to 10.5%, exceeding the campus goal and indicating that a significant number of students continue to experience behavioral challenges following reintegration to their home campuses.
Root Cause: While transition supports were implemented consistently, a substantial number of repeat placements occurred during the final months of the school year, largely due to mandatory vaping-related offenses occurring after students returned to their home campuses. Preventative interventions and monitoring systems at sending campuses were not consistently implemented prior to repeat DAEP referrals.

Problem Statement 2: High school students experienced a higher recidivism rate (11.0%) than middle school students (7.9%), indicating a need for additional supports and interventions for secondary students transitioning back to their home campuses.
Root Cause: Many high school students face increased independence, access to vaping products, peer influence, and behavioral decision-making challenges. Existing transition plans may require stronger follow-up monitoring, mentoring, and campus-based intervention supports after students return to their home campuses.

Problem Statement 3: Students receiving Special Education services represent approximately 40% of all placements, significantly higher than the districtwide percentage of students receiving Special Education services.
Root Cause: Students receiving Special Education services often require additional behavioral, social-emotional, and executive functioning supports. Inconsistent implementation of behavior intervention plans, self-regulation strategies, and transition supports across settings may contribute to disciplinary referrals and placements.

Problem Statement 4: Emergent Bilingual students represent approximately 30% of all students served at Provan Opportunity Center, indicating a need to ensure behavior interventions, restorative practices, and transition supports remain student-centered and linguistically responsive.
Root Cause: Language barriers, communication challenges between school and home, and varying levels of access to translated behavioral supports and resources may impact student understanding of expectations and available interventions.

Problem Statement 5: A small number of campuses account for a disproportionately large percentage of DAEP placements, including Connally High School, Weiss High School, Pflugerville High School, and Westview Middle School.
Root Cause: Differences in student needs, disciplinary trends, vaping-related incidents, and access to preventative intervention systems contribute to higher referral rates from specific campuses. Increased collaboration and targeted preventative supports may be necessary to address campus-specific trends.

Goals

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

Performance Objective 1: By June 2027, Provan Opportunity Center will strengthen staff retention, instructional capacity, and collaborative leadership systems by maintaining a staff retention rate of at least 85% through purposeful PLC implementation, instructional coaching, staff leadership opportunities, and supportive campus culture practices.

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

Performance Objective 2: By June 2027, Provan Opportunity Center will strengthen transition and reintegration systems to reduce the campuswide recidivism rate from 10.5% to 9.0% or lower.

High Priority

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

Performance Objective 3: By June 2027, Provan Opportunity Center will recruit, hire, and retain highly qualified staff to ensure all positions are filled with effective educators and support personnel who align with the campus mission, support student success, and contribute to a positive campus culture.

High Priority

Evaluation Data Sources: Hiring and Retention Data

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

Performance Objective 1: By June 2027, Provan Opportunity Center will maintain 100% participation in required district and state academic screeners and assessments for all eligible students.

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

Performance Objective 2: By June 2027, Provan Opportunity Center will maintain a minimum student engagement rate of 90% across classrooms

through intentional blended learning implementation and instructional coaching.

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

Performance Objective 1: By June 2027, Provan Opportunity Center will expand student awareness of college, career, military, workforce, and service-learning opportunities while strengthening understanding of graduation requirements and credit accrual.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2027, Provan Opportunity Center will strengthen implementation of SEL instruction and restorative practices to improve emotional regulation, decision-making, and student self-awareness.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2027, Provan Opportunity Center will collaborate with sending and receiving campuses to ensure individualized transition supports and re-entry documentation are implemented for 100% of students entering and exiting the program.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By June 2027, Provan Opportunity Center will increase overall campus attendance from approximately 83.1% to at least 84.5%.

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 CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums