VISION

"The vision of The Pro-Vision Academy is to provide a small, safe intimate environment where teachers can more effectively identify and address individual student needs. Through academics, cultural enrichment, professional counseling, life skills training, mentoring, parental involvement, community service, and sports and recreation, students are transformed into intelligent and well-rounded young adults."

MISSION

"Our Mission is to inspire hope and purpose in young people through access to academic, economic and social enrichment opportunities."

2017-2018
Shared Decision Making Committee

Name of SDMC Member	Position
Ronald Smith	Business Member
Kenneth Levingston, Jones Memorial	Community Member
Cala Smith	Non-Instructional Staff
Latorya Credit	Teacher
Dr. Robin Twymon	Teacher
Whitney Dewalt	Teacher
Arnell Evans	Instructional Support
Lakechia Cole- Dixson	Principal
Patricia Rodgers	Dean of Curriculum and Instructions
Youlanda Tillman	Parent

The Pro-Vision Academy Middle School Comprehensive Needs Assessment

School Profile

The Pro -Vision Academy Middle School has served, and will continue to serve, young people who are considered at high risk for failure, not only academically, but also in life. The middle school serves approximately 200 students in grades 3 to 8. These are both academically and behaviorally at risk. The campus is located in Southeast Houston, in the Sunnyside neighborhood. This unique open enrollment charter school utilizes highly effective educational and counseling programs to provide students with the socio-educational support needed to break patterns of failure and despair and redirect them into a pattern of long-term success. The surrounding community consists of established businesses that donate various resources, supplies and support to the schools in an effort to assist in achieving designated goals.

In providing the best educational program possible, The Pro-Vision Academy Middle School Middle school embraces the district vision to incorporate innovative approaches to instruction by integrating distance and collaborative learning initiatives which impact life management, critical thinking skills, and career preparation tactics. Recruitment efforts will target students who may have been at a disadvantage as a result of directly experiencing one or more of the following:

- danger of dropping out or not completing high school;

- risk of academic failure, deficits, or skills; and

- negative peer group involvement.

The campus will also serve the students' families through a socio-educational program that includes: parent support groups, parent training, student community service initiatives, and community involvement in assisting the family.

The student population is 97.2% African-American, 6.5% Hispanic, 67% male, 33% female, with a low socioeconomic status of 80% and the at risk population is 72.2%. The instructional staff population is 86%African-American, 14%Anglo, 7% Hispanic, 36% male and 64% female with an average of approximately 3 years of experience.

The overall mobility rate for the campus is estimated to be 25%.The average daily attendance rate for students is 95%. There is a total of 517 discipline referrals this year, which is a decrease of approximately 48.5% for the 2016-2017 school year. The middle school currently serves no English Language Learner students. Currently, less than 6% of students are identified for 504 services, and the Special Education department serves 22 students (11%).

Special Programs

The Pro-Vision Academy Middle School Middle School Wide Title 1 program consists of parental involvement activities, extended day for math and reading as well as math and reading professional development for instructional staff.   Our State

Compensatory Program (SCE) includes student mentors and supplemental instructions in math, science, reading and social studies.

Comprehensive Needs Assessment Process

The Pro-Vision Academy Middle School Middle School needs assessment process is described below. The Shared Decision Making Committee (SDMC) formed subcommittees to evaluate the previous years' data. The committees reviewed program evaluations, survey results, and the following data: Common Curriculum Based Assessment, District Developed Benchmarks, STAAR summative reports, faculty and parent survey results, attendance data/trends for students and staff, and discipline data. Documentation of the process includes meeting minutes, agendas, sign-in sheets, copies of data reviewed and completed worksheets from the Region 20 CNA tool.

Committee members reviewed the data listed above to identify areas of strengths and needs. The data showed:

Student Achievement:

Strengths
- 7th Grade Writing
- Embedded Tutorial Participation

Needs
- Provide student access to educational technology which will support literacy and STEM activities for Math and Science

- Decrease the achievement gap among all student populations.
- Provide Reading, Math and Writing support in all grade levels/all content areas.
- A viable platform to share information with parents pertinent to the enhancement of the academic experiences of their children.
- Appropriate remediation opportunities during the regular school year and summer school for students with disabilities.

Instruction, Curriculum and Assessment:

Strengths
- Availability of DMAC to disaggregate student data by content and grade level
- Weekly scheduled teacher training/collaboration time
- STAAR Review materials for enrichment and regular classes.

Needs
- Parental support to increase student participation in tutorials beyond the school day
- Support systems for students to excel and improve achievement in core courses,
- Incentives for student participation in Saturday tutorials
- Teacher training in vertical alignment
- Literacy and math programs for campus implementation
- Alignment of classroom/report card grades and performance on district benchmarks and state assessments

Family and Community Involvement:

Strengths
- Participation with outside businesses
- Parent participation in ARD meetings
- Parent attendance and support for school activities/athletics

Needs
- Outreach Coordinator
- Increase parental involvement in parent academic meeting(s)
- A parent literacy program
- Incentives for parent participation in campus academic activities
- Increased media usage for community and parental involvement

Staff Quality:

Strengths
- Positive campus climate
- Administrative recognition of staff accomplishments/milestones

Needs
- On-going professional development
- Teacher Mentoring Program
- Professional development plan to support district initiatives

School Culture and Climate:

Strengths

- Parent participation in open house, team meetings, school performances, weekly meetings, and district events.
- Student recognition for honor roll, fine arts, and athletics
- Teacher unity and philosophies aligned with the school mission.

Needs

- Promote college awareness/readiness
- Conduct Student Surveys for grades 7 - 8
- Increase participation in fine arts, athletic programs, and extra- curricular activities.
- Reduce disciplinary referrals

School Organization:

Strengths

- Structured Environment
- Strong administrative support
- Regularly scheduled staff meetings
- Extra-curricular activities

Needs

- Department/grade level chairs to lead vertical alignment meetings and assist with finding areas of need.
- Increased focus on math, reading and writing skills in planning time allotment for class schedules
- Use of data from district benchmarks to evaluate effectiveness of student interventions

Demographics:

Strengths

- An emphasis on inclusive instruction for Special Education students
- Counseling services to address the social and emotional needs of at risk youth

Needs

- Increased supervision of implementation of accommodations and inclusion services for Special Education students
- Targeted instructional support for ELL students
- Increased monitoring of RtI interventions

Technology:

Strengths

- Interactive boards/projectors
- STAAR Intervention Lab
- Laptops for teachers
- Calculators
- Learning pads

Needs

- Additional training to prepare teachers to integrate technology in classroom instruction
- Additional Web-Smart training for teachers
- Additional computers for students' instructional use

Summary of Identified Needs and Related Strategies

The Pro-Vision Academy Middle School has a need for instructional support in all content areas (Reading, Writing, Mathematics, Social Studies and Science). An intervention system will be developed which includes supplemental instruction for all students who are struggling in the content area subjects.

The Pro-Vision Academy Middle School Middle School
Action Plan
2017-2018

Focus	Improve low performing schools.
Goal 1:	Develop/implement an instructional model that supports accelerated instruction to bridge academic gaps for students.
Objective A	Student performance in all content areas as measured by STAAR/EOC will improve by 5 percentage points by May 2018.

Strategy/Action	Person(s) Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Administer district formative curriculum assessments aligned to the rigor of the state standards (TEKS) to guide both teaching and learning at least once in each grading cycle.	Dean of Curriculum and Instruction Principal Teachers	F- Campus Budgets S- General Ledger	Title II .25 FTE (Instructional Coach) .25 FTE (Accountability and Research)	Monthly (2,3,4,9,10)
2. Teachers will participate in ongoing professional development increases the capacity of teachers to plan and deliver TEKS based guided by the TTESS framework.	Administrative Team Teachers	F-Attendance Log F-Agenda Items S- Data Analysis showing closing achievement gaps on district/state assessments	Title II Time and Effort Online PD platform	September 2017 –May 2018 Monthly 2,3,4 ,9,10
3. Implement the Fundamental Five in planning and delivering instruction.	Dean of Curriculum and Instruction Principal Teachers	F- Teacher Participation S- Increase results on STAAR/ EOC Test	Benchmark Data TEKS Resource Lesson Plan Forms Time and Effort	Quarterly (2,3,4, 9,10)

The Pro-Vision Academy Middle School
Action Plan
2017-2018

Focus	Improve low performing schools.
Goal 1:	Develop/implement an instructional model that supports accelerated instruction to bridge academic gaps for students.
Objective B	Refine the Academic RtI process to properly identify and prescribe appropriate intervention at all Tiers.

Strategy/Action	Person(s) Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Refine the RtI process in order to monitor the performance/ progress of low achieving students and develop consistent instructional support for struggling students.	Administrative Team Teachers	F-Training Logs F-Agenda Items S- DMAC Data Analysis showing closing achievement gaps on district/state assessments	Title I Title II DMAC; Renaissance Learning	September 2017 –May 2018 Monthly 2,3,4 ,9,10
2. To conduct grade cycle RtI meetings with campus administrators to review student progression and assess ongoing campus/classroom needs to adequately serve low achieving students.	Administrative Team Teachers	F- Teacher Participation S- Increase results on STAAR/ EOC Test	Benchmark Data Time and Effort	Each grading cycle (12,3,4,5,8,9,10)
3. Provide professional development to instructional staff when teachers do not implement RtI appropriately/effectively.	Administrative Team	F –Evidence of PD S- Observation records documenting consistent use of RtI processes	Progress Monitoring Reports	Each grading cycle

The Pro-Vision Academy Middle School
Action Plan
2017-2018

Focus	Improve low performing schools.
Goal 1:	Develop/implement an instructional model that supports accelerated instruction to bridge academic gaps for students.
Objective C	Develop instructional monitoring systems and professional development plans for Special Education teachers and settings to improve delivery of instruction for students with disabilities in all instructional settings.

Strategy/Action	Person(s) Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Implement and monitor the accommodations of District-provided curriculum materials, and tools in Special Education Inclusion setting for Reading, Writing and Math.	Dean of Curriculum and Instruction Campus Principal	F- IEP Progress; Classroom Observation Reports S- Increase results on STAAR/ EOC Test	TEKS Resource System; DMAC; Kurzweil	August 2017 (2,3,4,9,10)
2. Continue to provide training to Special Education teachers to deconstruct the TEKS, identify pre-requisite skills, and align accommodations and implement strategies to support learning of essential standards for students with disabilities.	Administrative Team	F-Training Logs; Agenda Items; Observations; Surveys S- DMAC Data Analysis showing closing achievement gaps on district/state assessments	Title II IDEA-B	September 2017 –May 2018 Monthly (2,3,4, 8,9,10)

The Pro-Vision Academy Middle School
Action Plan
2017-2018

Focus	Improve low performing schools.
Goal 1:	Develop/implement an instructional model that supports accelerated instruction to bridge academic gaps for students.
Objective D	Pilot single gender classes at select grade levels.

Strategy/Action	Person(s) Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Support teachers who received training (TTT) to serve as facilitators/leaders of the single gender instruction initiative (Gurion Model).	Dean of Curriculum and Instruction Campus Principal	F- Classroom Observation Reports S- Increase results on STAAR/ EOC Test	Gurion Institute Manual	August 2017 (2,3,4,9,10)
2. Provide a forum of presentation of the knowledge learned the PD- "The Science of Boy Learners: Creating Classrooms that work for Boys"	Administrative Team	F- Teacher Participation; Presentation to full staff S- Increase results on STAAR/ EOC Test	ESC 4	November 2017 (1,2,3,4,5,8,9,10)
3. Facilitate a school-wide book study using the book Boys and Girls Learn Differently and each team present a designated section to the full staff.	Campus Principal	F – Team presentations	Boys & Girls Learn Differently by Michael Gurion	August – Dec. 2017

The Pro-Vision Academy Middle School
Action Plan
2017-2018

Focus	Improve low performing schools.
Goal 2:	Increase parent and community involvement in the school's academic activities
Objective A	The parents and community members attending parent involvement meetings and workshops will increase *30%* districtwide by May 2018.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Collect data to accurately document parent participation during the 2017-2018	School Administrator	F –Sign –In Sheets and Monthly surveys S-Results of Sign-In Sheets	Surveys and Sign-In sheets Time and Effort	September 2017 (6)
2. Distribute a monthly campus newsletter to keep stakeholders abreast of all activities regarding the campus.	Parent Meeting Coordinator	F- Copies of newsletters S-Increase parental participation by 3%	Time and Effort Printing Materials Postage	Monthly (T1-6)
3. Welcoming community members into the school as speakers for careers, motivation, and to connect the relevance of life events to the curriculum.	Principal Lead Teachers	F – List of speakers, topics and agendas S – Surveys	Time and Effort Parent/Community Survey	August 2017-May 2018 (6)
4. Showcase and involvement/support of school activities.	Principal Lead Teachers	F – Showcase artifacts S - Increase parental participation by 3%	Time and Effort	(6)
5. Host a Title I meeting to review guidelines, funding and procedures of Title I.	Principal	F- Sign In Sheet S – Agendas, Handouts	Parent Compacts	October 2017, February 2018

The Pro-Vision Academy Middle School
Action Plan
2017-2018

Focus	Improving Low Performing Schools			
Goal 3:	Maintain a positive school climate.			
Objective A	100% of Staff and Students are aware of new legislation and protections provided against cyberbullying and human-trafficking of school aged children. (David's Law and House Bill 1272)			
Strategy	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Issue and provide a forum for discussion and clarification for students and employee handbooks which reflect new legislation.	Principal Dean of Curriculum and Instruction	S-Student and Employee Handbooks	Student and Employee Handbook	July 2017
2. Facilitate training for school-based staff on implementation of all new legislation.	Principal Dean of Curriculum and Instruction	F-Training Agenda S – Discipline Records	Student and Employee Handbook	August 2017

The Pro-Vision Academy Middle School
Action Plan
2017-2018

Focus	Improving Low Performing Schools
Goal 4:	Maintain a positive school climate.
Objective B	Increase appropriate student behavior in order to decrease discretionary discipline removals by 5%.

Strategy	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Refine Positive Intervention Support (PBIS) structures. By creating and, implementing, and monitoring the use of a continuum of behavior support options that promote access to the general education setting and progress in the general curriculum	Principal Assistant Principal	F – Discipline Referrals S – Reduced number of discipline referrals or Level I and II offenses.	PBIS training material	August 2017- May 2018 (1, 2, 8, 9)
2. Analyze campus discipline and student behavior data.	Principal	F-Discipline Tracking Chart by grading cycle S − Collaborative discussions regarding the growth or reduction of certain offenses at intervals throughout the year. (Six Weeks, Semester, EOY)	PEIMS Discipline Reports by Grading Cycle, Discipline Referrals	August 2017- May 2018 (1, 2, 8, 9)
3. Conduct systemic reviews of student behavior programs for fidelity of implementation and to assess the need for revisions to increase impact on student success.	Teachers Administrative Team	F – Scheduled team meetings for data analysis S- Reduced ISS and OSS placement and increased time in the instructional setting	Tracking Forms	August 2017-May 2018 (1, 2, 8, 9)
4. Provide opportunities for recognition and celebration of student progress on the continuum of services.	Principal Assistant Principal Teachers	F – Scheduled team meetings for data analysis S- Reduced ISS and OSS placement and increased time in the instructional setting	Certificates and incentives	August 2017-May 2018 (1, 2, 8, 9)

The Pro-Vision Academy Middle School
Action Plan
2017-2018

Focus	Build a foundation of reading and mathematics
Goal 4:	All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics
Objective A	All students and all sub-groups will improve STAAR scores in reading and math by 5% from 2017 to 2018.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Schedule and monitor PD for ELAR teachers throughout the school year and during the summer to include best practice strategies for teaching the core curriculum and incorporating all components of balanced literacy in the elementary classroom.	Dean of Curriculum and Instruction Principal Dept. Chair	F- Classroom Observations; CBA results, Benchmarks S – 2018 STAAR results	ESC 4 HCDE District Trainers	Weekly: August 2017 – June 2018
2. Schedule and monitor math PD throughout the school year and during the summer that builds the capacity of teachers to understand mathematical concepts necessary to teach to the depth and complexity of the mathematics standards.	Dean of Curriculum and Instruction Principal Dept. Chair	F- Classroom Observations; CBA results, Benchmarks S – 2018 STAAR results	ESC 4 HCDE District Trainers	Weekly: August 2017 – June 2018
3. Develop and implement math and reading support and tutoring plan to 3rd through 8th grade.	Dean of Curriculum and Instruction Principal	F - CBA results, Benchmarks S – 2018 STAAR results	Tutors Instructional technology	Weekly: August 2017 – June 2018

The Pro-Vision Academy Middle School
Action Plan
2017-2018

Focus	Recruit, support, and retain teachers and principals.
Goal 5:	Maintain a high quality/highly qualified effective staff.
Objective A	100% of teachers and instructional support personnel have access to and participate in training targeting content knowledge and pedagogical skills.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Develop training opportunities for teachers to improve content and pedagogy knowledge	Principal	F-Internal PD plan S-June HQ report	Attendance Logs For professional Development	Quarterly (T1- 3,5)
2. Facilitate training for non-certified teachers training appropriate to their teaching assignment in order to be "highly effective "	Dean of Curriculum and Instruction	S- STAAR EOC Results F- End of the Year PDS Reports	Attendance Logs for Professional Development Classroom Observation and Walkthroughs	Quarterly (T1- 3,5)

The Pro-Vision Academy Middle School
Action Plan
2017-2018

Focus	Recruit, support, and retain teachers and principals.
Goal 5:	Maintain a high quality effective staff.
Objective B	Fully implement the TTESS evaluation system to include the growth measure.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Select growth measures for the campus population.	Principal Dean of Curriculum and Instruction Lead Teachers	F-Menu of growth measures S– Selected growth measures	Evaluation Instruments Time and Effort	July – August 2017 (T1- 3,5)
2. Train teachers on implementation of the selected growth measure.	Principal Dean of Curriculum and Instruction Lead Teachers	F- Sign –in sheets and agendas S- participants evaluations	Trainers	August – September 2017 (T1- 3,5)
3. Teachers collect student achievement data and artifacts throughout the instructional year.	Teachers	F- Test scores and student work samples S- growth measure	Data management system and student portfolios	October 2017 (T1-5)
4. Evaluate Teachers using all TTESS domains.	Administrative Team	F- Classroom observations S– TTESS evaluation	TTESS evaluation form and walk-through forms.	October– March 2017 (T1- 3,5)