

**The Pro-Vision Academy**

**Andre Credit, Superintendent**

**2017-2018**

**District Improvement Plan**

## 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  
District Leadership Team**

<b>Name of Member</b>	<b>Position</b>
Ronald Smith	Business Member
Rev. Kenneth Levingston	Community Member
Jarid Weese	Non-Instructional Staff
Michael Henry	Instructional Support Staff
Andre Credit	Superintendent
Lakechia Dixson	Principal
Carrie Tate	Deputy Director of Student Services
Kierra Taylor	Teacher
Dr. Robin Tymon	Teacher
Patricia Rodgers	Dean of Curriculum and Instruction
Ms. Youlanda Tillman	Parent

# The Pro-Vision Academy

## Comprehensive Needs Assessment

### **School Profile**

The Pro -Vision Academy consists of a middle school and a high school campus. The Pro -Vision Academy 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 Pro-Vision Academy serves approximately 350 students in grades 3 to 12. The Pro-Vision Academy students 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 will incorporate innovative approaches to instruction which integrate distance and collaborative learning initiatives in order to enhance life management, critical thinking skills, and career preparation tactics. The Pro-Vision Academy is expected to serve a minimum of 375 students in grades 3 - 12

for the 2017-2018 school year. 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 Pro-Vision Academy 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 93.9% African-American, 5.9% Hispanic, 71.2% male, 28.7% female, with a low socioeconomic status of 96% and the at risk population is 86%. The instructional staff population is 84.6% African-American, 11.5 % Anglo, 1% Hispanic, 42.3% male and 57.6% female with an average of 4 years of experience. 100% of teachers and instructional paraprofessionals met the previously defined Federal Highly Qualified standards under NCLB.

The overall mobility rate for the campus is estimated to be 25% with a drop-out rate of 2.6%. The average daily attendance rate for students is 93%. There is a total of 623 discipline referrals 2016-17, which is a decrease of 61% from the 2015-2016 school year. The Pro-Vision Academy currently serves 3 English Language Learner students. Currently, less than 6% students identified for 504 services, and 55 students are served through special education services (17.3%).

## **Special Programs**

The Pro-Vision Academy 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. A Credit Recovery Lab, staffed by a College and Career Readiness Counselor and provides academic support/counseling for students at-risk of dropping out.

## **Comprehensive Needs Assessment Process**

The Pro –Vision Academy needs assessment process is described below. The district leadership team formed subcommittees to evaluate the previous years’ data. The committees reviewed program evaluations, survey results, and the following data: Universal Screening data, Formative Benchmarks, Campus CBA data, STAAR/EOC summative reports, faculty and parent survey results, attendance data/trends for students and staff, College Readiness assessment results (SAT, ACT, PSAT) and discipline data. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

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

## **Student Achievement:**

### Strengths

- Middle School Writing
- Embedded Tutorials

### 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.
- Universal screening of all students to track academic progress
- A viable platform to share with parents pertinent information to enhance the academic experiences of their children.
- Review assessment results for special populations to ensure appropriate remediation opportunities during the regular school year and summer school.
- Provide summer enrichment programs for students

## **Instruction, Curriculum and Assessment:**

### Strengths

- Availability of DMAC to disaggregate student data
- Weekly scheduled teacher training/collaboration time
- Technology used in classrooms

### Needs

- Parental support to increase student participation in tutorials or all sub-populations

- Support systems for students to excel and improve achievement in core courses, STAAR Review materials for enrichment and regular classes and supplies needed for support.
- Incentives for student participation in Saturday tutorials
- Teacher training in vertical alignment
- Identify and train teacher leaders
- Literacy and math programs for districtwide implementation
- Connections between grading/grades in the classroom and performance on district benchmarks and state assessments
- Provide professional development opportunities to teachers and administrators to implement instructional programs/strategies to close achievement gaps.

## **Family and Community Involvement:**

### Strengths

- Campus Outreach
- Participation with outside businesses
- Parent participation on ARD's
- Parent participation in district sponsored events

### Needs

- Outreach Coordinator
- Increase parental involvement in parent academic meeting(s)
- A parent literacy program
- Incentives for parent participation in district/campus 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 and career awareness/readiness for all stakeholders
- Conduct Student Surveys for grades 6 - 12
- 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

## **Instructional 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 technology for students' instructional use

## **Summary of Identified Needs and Related Strategies**

*The Pro-Vision Academy 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  
Action Plan  
2017-2018**

<b>Focus</b>	<b>Improve low performing schools.</b>
<b>Goal 1:</b>	Develop/implement an instructional model that supports accelerated instruction to bridge academic gaps for students.
<b>Objective A</b>	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. Develop/implement a process for creating district formative curriculum assessments aligned to the rigor of the state standards (TEKS) to guide both teaching and learning.	Dean of Instruction Contract Consultants Teacher Leaders Campus Principal	F- Campus Budgets S- General Ledger	Title II .25 FTE (Instructional Coach) .25 FTE (Accountability and Research)	Monthly  (2,3,4,9,10)
2. Provide ongoing professional development to increase the capacity of campus leaders to lead and monitor improvement of instructional practices guided by the TTESS dimensions.	Administrative Team	F-Attendance Log F-Agenda Items  S- Data Analysis showing closing achievement gaps on district/state assessments	Title II Time and Effort	September 2017 –May 2018 Monthly 2,3,4 ,9,10
3. Provide professional development opportunities for teachers which support the use of the Fundamental Five in planning and delivering instruction.	Dean of Instruction Campus Principal	F- Teacher Participation  S- Increase results on STAAR/ EOC Test	Benchmark Data Title I General Fund Time and Effort	Quarterly (2,3,4, 9,10)

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Action Plan  
2017-2018**

<b>Focus</b>	<b>Improve low performing schools.</b>
<b>Goal 1:</b>	Develop/implement an instructional model that supports accelerated instruction to bridge academic gaps for students.
<b>Objective B</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. Update Response to Intervention procedures and program evaluation.	Superintendent Dean of Instruction Campus Principal	F- Completed Manual S- RtI Student Rosters RtI Intervention Plans	Time and Effort	August 2017  (2,3,4,9,10)
2. Provide programs, resources, training and data systems which are aligned to standards in order to monitor the performance/ progress of low achieving students and develop consistency, reliability and validity for intervention processes.	Administrative Team	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
3. Conduct quarterly meetings with campus administrators to review student progression and assess ongoing campus needs to adequately serve low achieving students.	Administrative Team Teachers Interventionists	F- Teacher Participation  S- Increase results on STAAR/ EOC Test	Benchmark Data  Time and Effort	Quarterly (12,3,4,5,8,9,10)
4. Provide professional development to instructional and administrative staff when campuses/teachers do not implement RtI effectively.	Administrative Team	F –Evidence of PD S- Observation records documenting consistent use of RtI processes	Title I Title II	August 2017 – June 2018

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<b>Goal 1:</b>	Develop/implement an instructional model that supports accelerated instruction to bridge academic gaps for students.
<b>Objective C</b>	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. Select, implement and monitor the consistent use of District-provided curriculum materials, and tools in the Special Education Inclusion setting for Reading, Writing and Math.	Superintendent Dean of 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. Provide professional development for Special Education teachers in understanding the TEKS, pre-requisite skills, and strategies to support learning of essential standards through initial PD and spiraled campus/teacher support.	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)

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

Strategy/Action	Person(s) Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Host a Training of Trainers for select teacher leaders and administrations on the Gurion model for single gender instruction.	Superintendent Dean of Instruction Campus Principal	F- Classroom Observation Reports S- Increase results on STAAR/ EOC Test	Gurion Institute Faciliator Title I General Fund	August 2017  (2,3,4,9,10)
2. Host an initial training to introduce all district staff to the concept of single gender classrooms, district expectations, and model for implementation.	Superintendent Dean of Instruction Campus Principal	F-Training Logs; Agenda Items; Observations; Surveys S- DMAC Data Analysis showing closing achievement gaps on district/state assessments	Gurion Institute Faciliator Title I General Fund	August 2017  (2,3,4, 8,9,10)
3. Send a team of teachers to 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 Title II	November 2017  (1,2,3,4,5,8,9,10)
4. Provide necessary resources for a school-wide book study using <b>the book "Boys and Girls Learn Differently"</b> which target boys and girls as learners at different levels.	Campus Principal	F – Team presentations	Boys & Girls Learn Differently by Michael Gurion Title I	August – Dec. 2017

**The Pro-Vision Academy  
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<b>Focus</b>	<b>Improve low performing schools.</b>
<b>Goal 2:</b>	Increase parent and community involvement in the school's academic activities
<b>Objective A</b>	The parents and community members attending parent involvement meetings and workshops will increase 30% district wide by May 2018.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Refine data gathering system to accurately document parent participation during the 2017-2018	School Administrator District Community Engagement Coordinator	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 quarterly district newsletter to keep stakeholders abreast of all activities regarding the district.	District Community Engagement Coordinator	F- Copies of newsletters  S-Increase parental participation by 3%	Time and Effort  Printing Materials Postage	Quarterly (T1-6)
3. Invite community members into schools as speakers for careers, motivation, and to connect the relevance of life events to the curriculum.	Superintendent Principal District Community Engagement Coordinator	F - List of speakers, topics and agendas  S - Surveys	Time and Effort Parent/Community Survey	October 2017- May 2018(6)
4. Identify, showcase and solicit involvement/support of school activities.	Superintendent Principal	F - Showcase artifacts S - Increase parental participation by 3%	Time and Effort	October 2017- May 2018(6)
5. Conduct Title I meetings to review guidelines, funding and procedures of Title I	District Community Engagement Coordinator	F- Meeting Notice S - Sign-In Sheets Agenda, Handouts, Evaluation Forms	Title I	October 2017 January 2018

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<b>Focus</b>	<b>Improve low performing schools.</b>
<b>Goal 2:</b>	Increase parent and community involvement in the district's academic activities
<b>Objective B</b>	Increase community awareness and involvement by 3 new organizations.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Research opportunities to involve new community groups in Pro-Vision activities.	Administrative Team	F-Parental Survey S-Phone Logs Sign-In sheet	Student and Parent surveys, website brochures and newsletter	Fall and Spring (6)
2. Educate business leaders and the community about opportunities to be involved in The Pro-Vision Academy through recruiting presentations and relationship building.	Founder Superintendent Principal	F – Contact Logs  S – Roster of new partnerships and log of participation	District Promotional Materials to Highlight Programs and Needs	August 2017 – July 2018 (6)
3. Educate parents on district academic initiatives.	District Community Engagement Coordinator Dean of Instruction	F- Agendas, Sign-in Sheets S – Evaluation Forms	Title I	Quarterly



**The Pro-Vision Academy  
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<b>Focus</b>	<b>Improving Low Performing Schools</b>			
<b>Goal 3:</b>	Maintain a positive school climate.			
<b>Objective A</b>	Increase appropriate student behavior in order to decrease discretionary discipline removals by 5%.			
Strategy	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Revise student and employee handbooks to reflect new legislation.	Superintendent Principal Dean of Instruction Deputy Director of Student Services	S-Student and Employee Handbooks	Revise student and employee handbooks to reflect new legislation.	Superintendent Principal Dean of Instruction Deputy Director of Student Services
2. Provide training for school-based staff on implementation of all new legislation.	Superintendent Principal Dean of Instruction Contract Consultants Deputy Director of Student Services	F-Training Agenda S – Discipline Records	Provide training for school-based staff on implementation of all new legislation.	Superintendent Principal Dean of Instruction Contract Consultants Deputy Director of Student Services
3. Revise student and employee handbooks to reflect new legislation.	Superintendent Principal Dean of Instruction Deputy Director of Student Services	S-Student and Employee Handbooks	Revise student and employee handbooks to reflect new legislation.	Superintendent Principal Dean of Instruction Deputy Director of Student Services

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<b>Focus</b>	<b>Improving Low Performing Schools</b>			
<b>Goal 3:</b>	Maintain a positive school climate.			
<b>Objective B</b>	Increase appropriate student behavior in order to decrease discretionary discipline removals by 5%.			
Strategy	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Monitor and oversee Positive Intervention Support (PBIS) structures.	Principal	F – Discipline Referrals S – Reduced number of discipline referrals or Level I and II offenses.	Mentor Coach	(1, 2, 8, 9)
2. Monitor and analyze the collection of campus and district 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	(1, 2, 8, 9)
3. Create, implement, and monitor the use of a continuum of behavior support options that promote access to the general education setting and progress in the general curriculum.	SPED Director, Behavior Specialists, Teachers	F-Discipline Data review S-Reduction of ISS and OSS placements from prior year	Incentives Title I	(1, 2, 8, 9)
4. Conduct systemic reviews of student behavior programs for fidelity of implementation and to assess the need for revisions to increase impact on student success.	Behavior Specialists, Administrative Team	F – Scheduled team meetings for data analysis S- Reduced ISS and OSS placement and increased time in the instructional setting	Tracking Forms	(1, 2, 8, 9)

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<b>Focus</b>	<b>Build a foundation of reading and mathematics</b>
<b>Goal 4:</b>	All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics
<b>Objective A</b>	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. Provide 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 Instruction Principal Dept. Chair	F- Classroom Observations; CBA results, Benchmarks  S - 2018 STAAR results	ESC 4 HCDE District Trainers Title I Title II General Fund	Weekly: August 2017 - June 2018
2. Provide 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 Instruction Principal Dept. Chair	F- Classroom Observations; CBA results, Benchmarks  S - 2018 STAAR results	ESC 4 HCDE District Trainers Title I Title II General Fund	Weekly: August 2017 - June 2018
3. Provide ongoing math and reading support and tutoring to 3 <sup>rd</sup> through 12 <sup>th</sup> grade.	Dean of Instruction Principal	F - CBA results, Benchmarks  S - 2018 STAAR results	Tutors Title I	Weekly: August 2017 - June 2018
4. Provide research-based instructional software for reading interventions and differentiation for all students.	Dean of Instruction Principal	F - Quarterly software Reports, CBA results S - 2018 STAAR results	General Fund Title I	Weekly: August 2017 - June 2018
5. Provide research-based instructional software for math interventions and differentiation for all students.	Dean of Instruction Principal	F - Quarterly software Reports, CBA results S - 2018 STAAR results	General Fund Title I	Weekly: August 2017 - June 2018

**The Pro-Vision Academy  
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<b>Focus</b>	<b>Recruit, support, and retain teachers and principals.</b>
<b>Goal 5:</b>	Maintain a high quality/highly qualified effective staff.
<b>Objective A</b>	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. Assist teachers in maintaining or attaining certification through alternative certification, GT certification, Bilingual/ESL certification and TExES testing to ensure all staff are meeting highly effective requirements	Principal	F-Fall Certification Report, Training Registration, Certificates of completion S – End of Year Certification Report	Attendance Logs For Professional Development Title I Title II General Fund	Quarterly (T1- 3,5)
2. 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 Title 1 General Fund	Quarterly (T1- 3,5)
3. Attend Job Fairs to promote the district and fill shortage areas	Principal Dean of Instruction	F – Interview Logs, Job Fair Registration S – List of New Hires	General Fund	March – June 2018
4. Provide stipends for high performing Instructors	Principal	F- Benchmarks S-STAAR Test Scores	Title II	Yearly (T1-5)
5. Provide non-certified teachers training appropriate to their teaching assignment in order to be “highly effective “	Dean of Curriculum and Instruction, Instructional Coach	S- STAAR EOC Results F- End of the Year PDS Reports	Attendance Logs for Professional Development Classroom Observation and Walkthroughs	Quarterly (T1- 3,5)

6. Develop a structured on-going training program for teacher assistants.	Dean of Instruction Consultants	F-Training Modules S – Training Evaluation, Certificates of Completion	Title I	September 2017 – June 2018
7. Develop and implement a comprehensive district mentoring program for teachers.	Dean of Instruction Consultants	F-Training Modules S – Training Evaluation, Certificates of Completion	Title II	September 2017 – June 2018

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<b>Focus</b>	<b>Recruit, support, and retain teachers and principals.</b>
<b>Goal 5:</b>	Maintain a high quality effective staff.
<b>Objective B</b>	Develop a sequential professional development framework for teachers and support personnel based on needs and experience.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Determine district expectations for PD at the following levels: Administrative assistants, Teaching staff, Campus leadership, and District leadership.	Superintendent	S-PD Survey (BOY)  F – PD Impact Survey; PD Evaluation Forms	Surveys Evaluation Instruments Time and Effort	July – August 2017 (T1- 3,5)
2. Develop a system to track PD in sequential PD framework.	District Administrators Human Resources Contract Consultants	F- Quarterly PD Reports  S- EOY TTESS Goal Setting Conference	Attendance Logs For professional Development  PD Tracking Form General Fund	August – September 2017 (T1- 3,5)
3. Communicate and educate users on the new sequential PD framework.	District Administrators	S- BOY Goal Setting Conference  F – PD Impact Survey; PD Evaluation Forms	Time and Effort	October 2017 (T1-5)
4. Create and implement teacher and leader profiles for professional development framework.	District Administrators Contract Consultants	S- Teacher/Leader Profile Sheets  F – PD Impact Survey; PD Evaluation Forms	Time and Effort Observations Goal Setting Conference General Fund	October– March 2017 (T1- 3,5)
5. Conduct teacher climate surveys to facilitate retention and job satisfaction	District Administrators Contract Consultants	S – Climate Survey F- Survey Evaluation	General Fund	May 2018

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<b>Focus</b>	<b>Connect high school to career and college.</b>			
<b>Goal 6:</b>	To achieve/accomplish high graduation rate.			
<b>Objective A</b>	<i>Increase by 5 % the number of students who meet or exceed graduation standards.</i>			
Strategy	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
1. Provide an at-risk counselor to meet the needs of high school students.	College and Career Readiness Coach Deputy Director of Student Services	F - HR Roster S - Counselor Logs	Referral Forms Menu of Counseling Services 1FTE	Fall 2017 and Spring 2018
2. Host college/university campus visits.	College and Career Readiness Coach Deputy Director of Student Services	F- Sign-In Sheets	General Funds Title 1	Spring 2018  (T1-7)
3. Provide the AVID program for students to assist in preparing students for post high school opportunities.	College and Career Readiness Coach Deputy Director of Student Services	F - Program Previews S - AVID Contract	Title 1	August 2017 - July 2018

4. Provide the APEX program for high school students to assist in Credit Recovery and acceleration for early graduation.	College and Career Readiness Coach Deputy Director of Student Services	F-Contract Renewal S -Log of Student Usage and Credit Earned	Title 1	August 2017 – July 2018
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<b>Focus</b>	<b>Increase Organizational Efficiency</b>				
<b>Goal 7:</b>	Redefine the vision, mission and goals of the district to coincide with changing societal needs and demands.				
<b>Objective A</b>	<i>Create a five-year strategic plan for the district.</i>				
	Strategy	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
	1. Recruit and engage a contractor to train the planning team and guide the planning process.	Superintendent	F-Certificate of attendance	Referrals	Fall 2017
	2. Identify stakeholders to participate in the planning process.	Superintendent Deputy Director of Student Services Founder Consultant	F-Sign-In Sheets	General Funds	January 2018
	3. Develop timelines and calendars for training and planning meetings.	Superintendent Consultant	S - Completed Timelines and Calendars	General Funds	January 2018
	4. Planning team completes training which facilitates the strategic planning process.	Superintendent Consultant	S - Sign- In Sheets Training Agendas Handouts, Team Product/Report	General Funds Consultant	February 2018
	5. Present plan elements to key communicators for input/feedback.	Superintendent Sub-Committees	F- Team Reports S - Communicator Feedback	Planning Team Team Reports District Key Communicators	April 2018
	6. As a team, revisit and finalize the plan incorporating feedback as appropriate.	Superintendent Sub-Committees Consultant	F -Team Reports Communicator Feedback S - 5-year Plan	Planning Team Team Reports Superintendent Consultant	May 2018
	7. Present final plan to board for approval.	Superintendent	S - 5-year Plan	Superintendent Consultant	June 2018