

Pflugerville Independent School District

Pace

2016-2017 Comprehensive Needs Assessment



Board Approval Date: October 6, 2016

Mission Statement

Our mission at Pflugerville Academic Center of Excellence is to provide a quality, accelerated education with a commitment to excellence by facilitating academic and behavioral learning in a safe and nurturing environment. We will help foster independent self-learners and quality, self-governing citizens who will function productively in their post high school lives.

Vision

Our students are...

- Productive citizens committed to the community.
- Enthusiastic learners who practice continual self development.
- Sensitive to others' needs and feel safe, both physically and emotionally.
 - Applying and understanding technology.
 - Positive role models
- Setting challenging personal goals to achieve their full potential.
- Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

Core Beliefs

Education is the great equalizer – Dr. MLK Jr.

Success in education is key. This cannot be optional. There are many barriers, challenges and distractions. Most learners are kinesthetic or visual. Most

teaching is auditory. Young learners are divergent thinkers. Most instruction is convergent thinking. We focus on differentiated instruction, so we can reach many different learning styles, while teaching students to succeed in settings outside of their comfort zone. We also teach students to think.

One of the challenges that some of our students have is a poverty cycle. Without a quality education and training, they will be stuck in entry level jobs and continue the cycle. We want to have each student ready for continuing their education at a University, Junior College, trade school as well as being ready for a start in a career, skipping the entry level job.

Darkness can't chase out darkness, only light can do that. Hate can't chase out hate, only love can do that. - Dr. MLK Jr.

Punishment tells us what and where we can't or shouldn't do or go. Inspiration shows us what and where we can or should do or go. Inspiration creates the wonderful. I just don't see how you can get to wonderful through punishment. We are in the pursuit of the wonderful. – Mike Harvey

I'm not saying that there is no need for punishment. When you need to tell a student that they shouldn't do something, then an **appropriate** consequence is necessary. Just don't expect them to all of the sudden find "the light". Holding a grudge, holding love or a relationship hostage or making the consequences more severe won't get you there either. You will be frustrated and possibly unprofessional. Your next job after a consequence is to continue inspiring the student.

There are an infinite number right and wonderful decisions, but there that many wrong or poor decisions. It is possible to have an infinite number of punishments and still not get to a right or wonderful decision in your lifetime. It is like showing a student that there are an infinite number of doors. The student starts opening them. Every time a wrong door is opened, then the student will get shocked. Imagine the frustration and the resentment that develops.

By inspiring, we open and show doors to right and wonderful decisions. If they live and feel the wonderful, they keep that forever. They can become addicted to wonderful. Most importantly, by showing it to them, they know where to look in the future.

"If you treat an individual as he (she) is, he will remain how he (she) is. But if you treat him (her) as if he (she) were what he (she) ought to be and could be, he (she) will become what he (she) ought to be and could be."

— [Johann Wolfgang von Goethe](#)

Students learn compassion and understanding for others, while understanding that the world doesn't revolve around themselves. We do not segregate students into superficial special groups and celebrate each group. We celebrate each individual student's uniqueness and how we can all work together and respect each other. The students work with special needs students, veterans, retired and the homeless. This also gives us a chance to catch students doing something wonderful and praise them for it.

We are all dealing with something in our lives, even the staff. Yours is not better or worse than mine. Yours is yours and mine is mine. – PACE students

Don't judge others by their struggles. Help them through it. This does mean that you have to be honest. It also means that at times that honesty may not be what the other person wants to hear. If your friend is going to do something that is not in their best interest or in the best interest of others, a true friend will disagree or intervene. If you are afraid of being a snitch or not holding them accountable, then you are part of the problem. Passively letting your friend spiral out of control is not being supportive, it makes you the most dangerous person in your friend's life.

Treat every student as much as possible as your own child. – Mike Harvey

A parent does not give up on their child every time they make a mistake. They take appropriate action to teach the child right from wrong. This is done with love and the best intentions. A parent listens to their child to understand what they are dealing with, so the parent can use their experience and wisdom to guide the child through their troubles and confusions.

If morals are sufficient, rules are not necessary – 8th Habit

When people have responsible behavior, we don't need to try to control them with rules. The stronger your character, the more freedom you experience.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Students struggle with short answer responses on the EOC, scoring mostly 0s and 1s

Students struggle with the Eng 2 Writing on the EOC, scoring below a 2

Students struggle transferring and retaining material. This seems to be from:

- trying to mimic and remember information
- low academic vocabulary
- reading difficulties

First time testers do better than repeaters.

Student Achievement Strengths

Students typically pass the Eng 1 EOC Writing

Students typically come to PACE already passing the Alg and Bio EOC. If they have not taken it, they usually pass here.

Students typically pass the EOC US History

Student Achievement Needs

Students struggle with short answer responses on the EOC, scoring mostly 0s and 1s

Students struggle with the Eng 2 Writing on the EOC, scoring below a 2

Students struggle transferring and retaining material. This seems to be from:

- trying to mimic and remember information
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School Culture and Climate

School Culture and Climate Strengths

PACE has a history of building a strong, positive and supportive culture. PACE has core values that are taught and practice by all staff and students.

School Culture and Climate Needs

PACE students have trouble maintaining their positive momentum after setting goals. When there are set backs, they tend to put school lower on the priority level.

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Goal 1: Each student will be fully prepared to reach his/her potential.

Performance Objective 1: Increase student ownership of their education and life path, instead of being passive participants.

Performance Objective 2: Increase student critical thinking in subject areas and success on short answer responses (SARs).

Performance Objective 3: Students will think critically and be more engaged in the learning process, rather than mimicking instruction.

Performance Objective 4: Students will push themselves and learn more about business and careers through the restart of our Business Professionals of America program.

Goal 2: PfISD Learning Communities will provide a safe and nurturing school environment.

Performance Objective 1: PACE will articulate the understood core values of the program and the ways they are instilled in the students we serve.

Goal 3: PfISD will attract, develop, and retain world class educators committed to serving each student.

Performance Objective 1: Hire a high quality Math teacher.

Goal 4: PfISD will develop and promote positive community relations through effective communication, the involvement of stakeholders, and the establishment of business and community partnerships.

Performance Objective 1: Motivate and encourage students by hearing life journeys from community members.

Performance Objective 2: Create community partnerships that lead to job shadowing, mentoring and employment of our students.

Goal 5: PfISD will support the District's vision and mission by supporting operations that are effective, efficient, and accountable.

Performance Objective 1: Using the techniques from the breakthrough coach, set times for coaching in the classroom and office work (like the CIP) will be designated to decrease some of the randomness and increase efficiency. This must be done without a loss in customer service.

Performance Objective 2: Since we are funded strictly by SCE funds for all aspects of or school, using fund efficiently and without unnecessary delay due to the earmark of our funding or late submissions to finance dept.. All students are at-risk.