

Pflugerville Independent School District

Park Crest Middle School

2018-2019 Park Crest Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness



Board Approval Date: October 18, 2018

Public Presentation Date: October 15, 2018

Mission Statement

The mission of the Pflugerville Independent School District is to provide a quality education with a commitment to excellence by facilitating learning in a safe and nurturing environment.

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.

Value Statement

We believe that...

The community expects and supports a quality education as the key to student success.

A strong work ethic strengthens our schools and community.

A safe community contributes to the quality of life in Pflugerville ISD.

All individuals have worth.

Education is an important priority that keeps our community productive and healthy.

Our children are afforded equitable educational opportunities to achieve their potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Park Crest middle school is located near downtown Pflugerville and is comprised of a part/whole of five different elementary schools. We are part of a fast growth district but in a particularly land locked location and thus growth has been fairly consistent. We are a minority-majority campus as we have nearly 75% non-white students. This diversity is something we view as our greatest strength, and helps expose students to peers of different cultures, religions, and backgrounds. Below is a breakdown of our demographics over the most recent five years:

Limited English Proficient	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0 - Not LEP	87.4%	87.1%	85.8%	84.9%	85.2%
1 - Limited English proficient-LEP	7.7%	7.4%	8.5%	8.6%	8.9%
F - Student exited from LEP status - Monitored 1 (M1)	3.0%	2.8%	3.1%	3.1%	2.8%
S - Student exited from LEP status - Monitored 2 (M2)	1.8%	2.7%	2.6%	3.3%	3.1%
Special Education	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0 - Not receiving services	89.7%	88.8%	87.2%	87.2%	86.5%
1 - Participant in pgm or svc	10.3%	11.2%	12.8%	12.8%	13.5%
Economically Disadvantaged	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018*
00 - Not identified as economically disadvantaged	52.8%	58.0%	63.9%	62.1%	59.6%
01 - Eligible for free meals under the National School Lunch a...	35.1%	32.3%	27.6%	27.6%	29.0%
02 - Eligible for reduced-price meals under the National Schoo...	12.1%	9.7%	8.4%	10.3%	11.4%
Ethnicity	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
A - Asian	8.7%	8.7%	8.8%	8.1%	7.1%
B - Black or African American	23.2%	22.4%	22.1%	20.9%	22.2%
H - Hispanic/Latino	35.9%	36.2%	38.2%	38.5%	41.4%
I - American Indian or Alaska Native	0.3%	0.4%	0.3%	0.3%	0.2%

P - Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.0%	0.0%	0.0%
T - Two or More Races	4.3%	3.8%	4.8%	4.3%	4.9%
W - White	27.5%	28.3%	25.9%	27.8%	24.4%
Total Enrollment	932	940	901	903	948

Demographics Strengths

We are a diverse campus where students are able to learn and thrive together in an accepting, safe, and open environment. Intentional work is done around teaching students how to be accepting of others, operating as a "No Place for Hate" environment, and creating systems that are inclusive of all students and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographic breakdown of our student population does not match the demographics of our staff. Over 80% of our 2017-18 staff was white while only a little less than 25% of our students were white. This largest discrepancy is with respect to our African American population who has been identified as an under performing group of students. **Root Cause:** Intentional culturally responsive hiring strategies have not been put in place.

Student Achievement

Student Achievement Summary

Park Crest experienced relative success in terms of student achievement compared to other middle schools in the district and middle schools within our group of 40. Specifically we had 55% of all tests taken by all students reached the MEETS or MASTERED level. Our relative performance as a campus was a score of a 55, which gave us a B rating. However, we noticed significantly lower results from our African American students across all tests. In addition, we noticed that our student growth measure, 2A was our lowest domain. We had 422 tests (not students) that did not make progress in reading/math. The two tables below also help to illustrate our student achievement results:

2017-18 Student Performance (ALL TESTS)

	All students	African American	Hispanic	White	Asian	Two or more Races	Eco. Dis.	EL (Current & Monitored)	Special Education
% approaches	84%	75%	83%	89%	97%	88%	78%	85%	84%
% meets	55%	44%	50%	63%	86%	63%	43%	54%	55%
% masters	26%	19%	20%	33%	62%	33%	18%	28%	35%

Historical Student Passing (approaches) %

	2013	2014	2015	2016	2017	2018	2017 (Masters)	2018 (Masters)
Math 6th	79%	84%	n/a	81%	86.19%	79.58%	25%	18.00%
Reading 6th	82%	84%	86%	80%	79.93%	72.63%	26.02%	22.00%
Math 7th	60%	67%	n/a	71%	74.76%	71.29%	10%	5.00%
Reading 7th	81%	84%	86%	75%	81.67%	81.11%	29%	38.00%
Writing 7th	75%	75%	81%	72%	72%	78.00%	13%	18.00%

Math 8th	95%	96%	n/a	86%	92.36%	91.00%	14.93%	12.00%
Reading 8th	95%	96%	93%	94%	92.51%	89.00%	24.15%	29.00%
Science 8th	85%	81%	80%	79%	82.65%	84.62%	24.15%	35.00%
Social Studies 8th	81%	78%	84%	78%	83.39%	79.17%	37.29%	32.00%
Algebra 1	100%	99%	100%	100%	100%	100%	77.30%	90.00%

Student Achievement Strengths

Park Crest experienced overall academic success by receiving a campus accountability rating of a B and four out of seven campus distinctions. Specifically, domain 1 received a B, domain 2A received a C, domain 2B received a B, and domain 3 received a B. The individual state assessments in which Park Crest saw growth was:

PCMS improved the percentage of students who passed the following STAAR Assessments:

- 7th grade writing
- 8th grade science
- Algebra 1 (100%)

PCMS improved the percentage of students who mastered the following STAAR Assessments:

- 7th grade reading
- 7th grade writing
- 8th grade reading
- 8th grade science
- Algebra 1

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Park Crest experienced stagnant, or a decrease in the percentage of students who reach the approaches level on the STAAR tests in math and reading across all grade levels. **Root Cause:** High quality instruction was disrupted due to mismanaged student behaviors.

School Culture and Climate

School Culture and Climate Summary

The 2017-18 school year was a bit of a setback for Park Crest as we experienced an increase in student referrals, student and teacher attendance percentages decreased, and overall campus morale was lower than years past as reflected in campus data and staff surveys.

Park Crest's culture and climate is reflective of the Capturing Kids Hearts training and revolves around relationship building. Administrators, Instructional Coaches, and counselors are continuously providing teachers with tools to use for classroom management. Social contracts are visible and evident in classrooms. In order to further our current success with our Capturing Kids Hearts strategies, Park Crest has chosen to participate as an entire campus in the Capturing Kids Hearts online launch training during our August Back-to-school Professional Development.

In addition to building relationships, Park Crest has created the PCMS Crest which defines our campus Mission, Vision, and Core values. The crest also defines the character traits which we value in our students, staff, administrators, and parents. Using this Crest as our guide, we continue to improve by acknowledging and awarding individuals exhibiting these character traits.

School Culture and Climate Strengths

Intentional steps have been taken at Park Crest to enhance the school culture and climate as it relates to students staff, and parents.

The following list illustrates strengths identified within the climate survey:

- I am proud to work in Pflugerville ISD (90%)
- I like the work I do (93%)
- I understand what is expected of me in my job (93%)
- My job allows me to use my skills and abilities (92%)
- Facilities are well maintained (90%)
- I feel secure in my employment with this district (93%)
- Teachers are held to high professional standards (91%)
- My work is aligned with the campus vision (93%)

In addition to this list, staff identified the following strengths:

- three dances each year that are open to all students
- strong PLC's that follow the PLC process
- a strong PBIS program that utilizes caught being good tickets and student incentives to reward expected behavior

- communication systems for clear, consistent, and timely internal/external newsletters
- Capturing Kids Hearts program is school-wide and implemented with fairly consistent fidelity.
- Frequent staff rewards of "jeans days" for expected behavior, task completion, and rewards.
- Faculty Holiday party
- Staff luncheons
- Active and supportive PTO
- Numerous family nights that are well attended

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Based on various surveys, formal and informal conversations with staff, and campus referral data, we have a high occurrence of disruptive and disrespectful behavior that results in student referrals. **Root Cause:** Clear and consistent student expectations were not developed and upheld by PCMS staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Due in part to retirements, promotions, difficulties in managing student behavior, and the addition of new positions from the district, we hired a large number of new staff members. In total, 30 new staff members were added to the campus, six of those positions are new FTEs, and nine are teaching assistants. The positions in which we hired for the 2018-19 school year are:

Counselor
Security Guard
Science IC
Dyslexia Itinerant
Band Director
Theatre Arts
Computer Teacher
Succeed & Achieve
Math 6
Girls Coach/8th Science
Boys Coach/Tx History
ELA 8
ELA 6
ELA 6
ELA 6
Behavior Support
Behavior Support
Essential Academics
IBC Teacher
EA - IBC
EA - IBC
EA - RIN
EA - RIN
EA - RIN
EA - RIN
EA - Inclusion
EA - Inclusion
EA - Essentials
EA - Essentials

Staff Quality, Recruitment, and Retention Strengths

Recruitment: At PCMS, we do our best to hire quality educators based on experience and their knowledge of Professional Learning Communities, relationship building, and student support and intervention. Our goal is to find people who fit in a structured, goal-oriented, data-driven, collaborative campus.

Staff Quality: We believe that students deserve great teachers. In order to ensure all of our teachers are continuing to grow we have implemented staff choice into our professional development (PD) plan. For the last two years we have created various open sessions during our school year PD to allow our staff to learn based on their greatest needs. This differentiated approach to PD leads to more relevant learning. This learning has focused on; school wide expectations, duties/responsibilities, underrepresented populations (SPED, 504, ESL, etc.), technology, classroom management, building relationships, classroom instruction (Pflugerville/Fundamental 5, responsive teaching, Kagan strategies, etc.). We also implemented monthly learning walks to allow teachers to see and learn from one another, as we believe there is an enormous amount of learning that can happen from one another.

Retention: In order to retain great teachers, we have focused heavily on our climate and culture and our shared leadership. We have grown our leadership team, created process champions, and increased communication to ensure everyone feels involved and connected to one another.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Approximately 30% of the staff starting the 2018-19 school year at Park Crest are new to the campus. They come with various skills, as well as deficiencies including understanding the Park Crest way of doing things which lead to inconsistency. **Root Cause:** New teacher orientation and ongoing professional development does not meet the need of new teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Park Crest Teachers and staff offer our students a rigorous curriculum recommended by the state in a structured and differentiated learning environment. Our teachers utilize the Fundamental 5, ELPS, AVID, and other best practices in order to deliver high quality, engaging, and student centered instruction. Our Professional Learning Community approach helps our teachers plan and produce effective lessons, engaging instructional strategies, and common assessments, which helps maintain our data informed decisions for all students. All teachers are using the developed curriculum which was highlighted and rolled out during our beginning of the year Professional Development Conference.

Curriculum, Instruction, and Assessment Strengths

Park Crest Middle School follows the written district curriculum units. Our teachers work effectively in Professional Learning Communities and also use Capturing Kids Hearts, Fundamental 5, ELPS, and AVID strategies.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Based on our student achievement results from the 2018 STAAR tests our instruction and assessments are not ensuring that all students are successful on their state assessments. **Root Cause:** PCMS staff need to better align instruction and assessments to the expectations of state assessments.

Parent and Community Engagement

Parent and Community Engagement Summary

The Park Crest community continues to be involved by supporting academic, athletic, and fine arts events. Our PTO members greatly support our teachers and students. The Social Worker for our campus reaches out to families by offering parent trainings throughout the year. We have had a great turnout for Open House in past three years, and this year was no exception. We have a robust website that provides valuable information to the community along with a weekly Principal's Blog which shares accomplishments and showcase happenings around our campus and in our community.

Parent and Community Engagement Strengths

Park Crest Middle school currently has a strong PTO organization. We reach out to the parents by offering parent training classes and opportunities for parents to come on campus for various events and activities. We have a vibrant campus website and a large following on the principal's listserve & blog.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a population of parents who have not been reached by our current methods of communication and family events. **Root Cause:** PCMS staff have not found a way to connect to and engage all PCMS parents and community members.

School Context and Organization

School Context and Organization Summary

At Park Crest, our main focus is student progress through a focus on continuous improving. Our mission of striving to "keep improving, always, in all ways." echoes throughout the campus and into the classrooms. Every department, teacher, and student creates SMART Goals to focus on areas of improvement throughout the year. We also take pride in a structured way of operating, so students will learn and respect the learning environment through the use of the campus wide Park Crest Playbook.

School Context and Organization Strengths

PCMS has a strong Professional Learning Community structure and productivity. Planning time is embedded into the school day, along with valuable grade-level collaboration. Teachers are required to create all assessments in Eduphoria where the data can be analyzed. As a result, important conversations about teaching and learning can take place. In addition, we operate under a common understanding of our mission, vision, and expected behaviors and traits through our Puma PROS expectations and our PCMS Crest.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Based on survey data, informal and formal conversations, and campus data, as an organization we do not consistently hold students accountable to all campus-wide expectations in the hallway and in the classrooms. **Root Cause:** PCMS systems for holding students accountable for campus-wide expectations are insufficient.

Technology

Technology Summary

Park Crest has a relatively large collection of technology devices. However in comparison to the number of staff and students on campus, access to those devices is not always possible for all students in all classrooms. The technology that we have at PCMS includes:

Each Core Content PLC (12 total) has a laptop cart which is shared between the two to three teachers in that PLC.

One computer lab consisting of 30 Dell 780 desktop computers that the campus signs up to use.

One computer lab of 30 Dell 780 desktops that are used for a technology class consisting of technology applications, webmastering and broadcast media.

Project Lead the Way has a set of 25 Dell Laptops.

Each teacher has a Dell 780 Desktop as their teacher computer as well as a document camera and classroom projector.

3 Lenovo netbook carts consisting of 30 netbooks that are used in the ELA department.

2 iPad carts consisting of 30 Ipads which are used by ELA and Math for intervention.

SPED department has a laptop cart consisting of 15 Dell Laptop that are used in CM and inclusion classrooms.

Library has a full laptop cart, 10 Dell 780 Desktops, and 3 Omniplex 9010 that are used for research.

Our Fine Arts Department received a laptop cart that has been purchased by the district.

Each AP and Counselor has a laptop.

Last school year, PCMS piloted the new technology devices from the district and was a leader in thier implementation.

Technology Strengths

Park Crest technology strength -- ipad carts, dell laptops, and lenova carts.

PCMS teachers utilize laptop carts to differentiate instruction, provide SPED testing accomodations, and enhance classroom instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1: Park Crest does not have enough student devices for every student on campus to have access to a device in each core content classroom, every period. **Root Cause:** Park Crest has chosen to allocate the bulk of the campus budget to other areas aside from student devices.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 22, 2018

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

Performance Objective 1: Park Crest will operate more efficiently and effectively, as measured through the 2019 campus climate survey, through ongoing professional development to include communication of clear expectations and procedures for all campus activities

Performance Objective 2: In addition to on-going professional development, Park Crest will develop and support our new-to-profession, new-to-district & new-to-campus teachers through monthly meetings, one-on-one mentoring, and daily check-in support throughout the 2018-19 school year.

Performance Objective 3: Park Crest Middle School will retain at least 80% of our highly qualified educators from the 2018-19 compared to 70% in the 2017-18 school year.

Performance Objective 4: Over the course of the 2018-19 school year Park Crest will attract and retain a more diverse staff population that more closely represents the student population as open positions become available.

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

Performance Objective 1: PCMS will demonstrate a 5% increase in the percentage of students who will attain or surpass the Meets level of performance on the 2019 6th, 7th, and 8th grade Math STAAR exams.

Performance Objective 2: PCMS will demonstrate a 5% increase in the percentage of students who will attain or surpass the Meets level of performance on the 2019 6th, 7th, and 8th grade Reading STAAR exams.

Performance Objective 3: PCMS will demonstrate a 5% increase in the percentage of 7th grade students who will attain or surpass the Meets level of performance on the 2019 Writing STAAR exam.

Performance Objective 4: PCMS will demonstrate a 5% increase in the percentage of students who will meet or exceed one years growth (progress measure) on 2019 STAAR Reading and Math exams.

Performance Objective 5: PCMS will demonstrate a 5% increase in the percentage of 8th grade students who will will attain or surpass the Meets level of performance on the 2019 Science and Social Studies STAAR exam.

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

Performance Objective 1: PCMS will achieve at least a 5% increase in the percentage of students who reach the Masters level of performance on each of the 2019 STAAR exams compared to 2018.

Performance Objective 2: Professional Development will be provided to staff members in order to better understand micro-messaging and how it affects student access in order to increase the % of minority students who register for STEM classes from 2017-18 to 2018-19.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Park Crest will promote clear, timely, and effective communication with all stakeholders through no less than weekly updates during each week of the 2018-19 school year.

Performance Objective 2: During the 2018-19 school year, Park Crest will increase the number of events that are offered for parents to attend compared to the number offered during the 2017-18 school year, in order to increase parent engagement and involvement over the course of the school year.

Performance Objective 3: PCMS will have a reduced number of referrals in 2018-19 compared to the 1,019 referrals in the 2017-18 school year through the implementation of Positive Behavior Supports from the first day of school until the end of the 2018-19 spring semester.

Performance Objective 4: PCMS will have an increase in the number of "agree" and "strongly agree" responses on the 2018-19 campus climate survey compared to the 2017-18 survey through participating in anti-bullying awareness programs.

Performance Objective 5: Through participation in the CATCH program PCMS will educate students on healthy lifestyles as evidenced through an increase in the number of "agree" and "strongly agree" responses with regards to healthy lifestyles on the 2018-19 campus climate survey compared to the 2017-18 survey.

Addendums

Park Crest School Parental Involvement Plan 2018-19

Greetings Pumas,

We are committed to working together with you to provide the best education for our children. Please review our current Parental Involvement Plan. We encourage and need your input in making our school the best it can be. Thank you for staying involved in your child's education. We look forward to a successful year. If you have any questions, please call our school at 512-594-2400.

Statement of Purpose:

The faculty of our school is dedicated to providing a quality education for all students and to recognizing the essential role of parents and the value of their input.

Goal 1: Provide parents with the opportunity to have input in the Parental Involvement Plan at the district level and our school level.

Strategies

- Provide parents with a copy of the Park Crest school–parent involvement plan via the school website <http://www.pfisd.net/Domain/15> and front office.
- Provide parents with opportunities to give input and suggestions for revision of the district or school plan.
- Provide parents with a copy of the district's parental involvement plan via the school website and front office.

Goal 2: Provide outreach for parents of limited English proficiency (LEP) students so they can be involved in their child's education.

Strategies

- Follow the district LEP Plan to assess possible LEP students and communicate with parents regarding this process.
- Coordinate with various agencies and utilize campus resources to assist parents of LEP students.
- Provide, whenever possible, pertinent school information in the parents' native language.

Goal 3: Provide an opportunity for parents and their children's school to jointly develop a School–Parent Compact that is to be implemented annually and includes: the school's responsibility to provide high–quality curriculum and instruction in a supportive and effective learning environment; the way in which each parent will be responsible for supporting their child's learning; and strategies that will address the importance of ongoing communication between teachers and parents.

Strategies

- Communicate transparently regarding events, activities, and important information through the Principal's Blog, campus website, social media (Facebook & Twitter) principal's list serve, the campus marquee, and community functions.

Park Crest School Parental Involvement Plan 2018-19

- Communicate the valued parent character traits through the utilizing of the PCMS Crest.
- Clearly explain the mission, vision, goals, and strategies PCMS has for continuous improvement always, in all ways.
- Provide opportunities to review the Compact with parents during parent meetings.

Goal 4: Provide notice and information under the "Parents Right to Know" requirements to all parents in Title I schools, in an understandable and uniform format and, to the extent practicable, in a language parents can understand.

Strategies

- Provide each parent with a copy of the student progress report and report card.
- Notify parents, via a letter, if their teacher or paraprofessionals in their child's classroom are not highly qualified.

Goal 5: Provide opportunities for parental involvement capacity building at the district and school levels.

Strategies

- Provide reminders through weekly listserv, blogs, and website to promote parental involvement.
- Provide activities at a variety of times.
- Conduct an annual parent survey requesting parental input.
- Provide assistance to parents in understanding such topics as the Texas Essential Knowledge & Skills and state & local assessments including the PSAT 8/9 and State of Texas Assessment of Academic Readiness (STAAR).
- Provide description and explanation of the curriculum in use at school and the proficiency levels children are expected to meet.
- Convene at minimum an annual meeting to inform parents of their school's participation in the Title I Program and its requirements.
- Create an electronic calendar to include important dates and events that can be referenced anytime at school or home.
- Counselors schedule evening appointments to discuss schedules with parents
- Parent Nights (course fair, open house, 5th grade night, etc.)

Park Crest School Parental Involvement Plan 2018-19

Adoption

The Park Crest Middle School Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent Involvement Plan was developed on October 3rd and October 15th, 2018 and will be in effect for the period of a school year. The school will make available this Parent Involvement Plan to all parents of participating Title I children and make it available to the school community on or before November 1st, 2018.

Zack Kleypas
Title I Campus Principal

These parents were involved with the development and review of this document:

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

Name Date

PARK CREST

We are Pumas



Park Crest Middle School 2018-19 School-Family Compact

Mission: “Keep improving, always, in all ways.”

Vision: To be a Gold Medal Campus – The Best of the Best

In order to best utilize our mission to achieve our vision all stakeholders must be united and seek to exhibit these Puma character traits:

- Staff: Innovative, empathetic, flexible, professional, dedicated, supportive
- Administrators: Supportive, approachable, consistent, empowering, dependable
- Parents: Positive, supportive, learning-focused, involved, communicators
- Students: Leaders, critical thinkers, accountable, effective communicators, accepting, hardworking