

# **Pflugerville Independent School District**

## **Park Crest Middle School**

### **2023-2024 Board Approved**



**Board Approval Date:** October 19, 2023

# 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.

## Core Beliefs

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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	14
Perceptions	15
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: PfISD will recruit, support, and retain teachers and principals.	18
Goal 2: PfISD will build a foundation of reading and math.	19
Goal 3: PfISD will connect high school to career and college.	20
Goal 4: PfISD will improve low performing schools.	20
Addendums	22

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Park Crest Middle School is located near downtown Pflugerville and is comprised of students coming from five different elementary schools and feeds into two nearby high schools. We are part of a quickly expanding district but in a particularly land-locked location and thus growth has been fairly consistent. Boundary changes over the past five years have been our primary vehicle for enrollment and demographic changes. Enrollment as of Fall 2023 is approximately 715 students across grades 6-8.

### Students

We are a minority-majority campus as we have 80% non-white students. This diversity is something we view as our greatest strength, and helps expose students to peers of different races, ethnicities, cultures, religions, and backgrounds.

Student Demographics - Park Crest Middle School (Source: TAPR & OnDataSuite, Skyward)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Total Enrollment</b>	<b>964</b>	<b>972</b>	<b>883</b>	<b>768</b>	<b>715</b>
African American	23.0%	21.7%	22.5%	24.5%	22.1%
Hispanic	38.9%	39.3%	42.8%	42.7%	43.2%
White	25.3%	25.6%	21.9%	20.1%	20.6%
American Indian	0.3%	0.3%	0.2%	0.3%	0.1%
Asian	6.0%	6.3%	6.1%	6.3%	6.2%
Pacific Islander	0.2%	0.3%	0.0%	0.0%	0.1%
Two or More Races	6.2%	6.5%	6.3%	6.3%	7.7%

During the 2023-2024 school year, 55% of Park Crest students are identified as At-Risk, 37% are identified as economically disadvantaged with 32% of our students receiving free meals. The percentage of Emergent Bilingual students grew from 14.1% to 15.7%.

Student Special Program Identification/Participation - Park Crest Middle School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	48.3%	44.1%	43.4%	48.4%	36.8%
Emergent Bilingual	7.8%	9.5%	10.5%	14.1%	15.7%

Student Special Program Identification/Participation - Park Crest Middle School (Source: TAPR & OnDataSuite)					
At-Risk	46.6%	43.2%	64.4%	55.5%	55.1%
Special Education	14.3%	16.2%	16.3%	15.7%	13.99%
Gifted & Talented	12.6%	12.8%	11.6%	12.5%	13.2%
Dyslexia	8.1%	4.8%	8.6%	9.9%	10.4%
Section 504	13.2%	12.6%	8.6%	13.2%	13.7%
Immigrant	0.8%	0.6%	0.8%	0.8%	1.7%
Homeless	0.9%	0.9%	1.5%	0.7%	0.7%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	10.9%	11.8%	11.2%	not yet reported	not yet reported

## Staff

When comparing teacher to student demographics, the teaching staff is not as ethnically diverse or representative of the student body with nearly 76% of teachers identifying as White. However, there has been a sharp increase in the number of African American teachers at PCMS over the past four years.

Teacher Demographics (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
African American	2.1%	3.2%	9.4%	7.7%	9.5%
Hispanic	19.2%	16.6%	16.1%	16.8%	14.6%
White	78.3%	79.8%	74.5%	75.5%	75.9%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.5%	0.0%	0.0%	0.0%

As of 2021-2022, more than half of PCMS teachers have 11 or more years of teaching experience.

Teachers by Years of Experience - Park Crest Middle School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Beginning Teachers	7.9%	3.1%	5.3%	1.2%	5.1%
1-5 Years Experience	22.3%	21.2%	22.3%	23.6%	16.6%

Teachers by Years of Experience - Park Crest Middle School (Source: TAPR)					
6-10 Years Experience	7.9%	18.2%	16.9%	19.1%	17.6%
11-20 Years Experience	46.7%	43.2%	40.0%	26.6%	31.8%
Over 20 Years Experience	15.2%	14.4%	15.6%	29.4%	29.0%

### Demographics Strengths

- Park Crest has a diverse student body who represent a majority minority school. Our faculty is made up of a group of educators in which more than half of the teachers have 11 years or more of experience and continues to become more racially and ethically diverse with the addition of new staff members.
- Park Crest is located in central Pflugerville and has the opportunity to partner with local businesses and our PTO.
- Park Crest has a tenured staff and has hired 3 new to the profession teachers who are partnering and learning from our experienced staff.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The number of students identified as At-Risk of dropping out of school has remained steady , with 55% of all At-Risk students being identified because they did not pass a STAAR test in Spring 2023 or prior. **Root Cause:** Lack of pre-testing and use of data to provide targeted interventions to close achievement gaps.

# Student Learning

## Student Learning Summary

### 2023 STAAR & TELPAS Results

#### MATH:

MATH: 6th Grade 2023 STAAR				
	Total Students	Approaches Low Approaches High	Meets	Masters
Park Crest MS - All Students	198	11.62% 15.15%	29.8%	24.75%
Economically Disadvantaged	88	15.91% 20.45%	26.14%	9%
Black/African American	46	15.22% 21.74%	21.74%	17.39%
Hispanic	92	9.78% 11.96%	36.96%	22.83%
White	36	11.11% 11.11%	25%	38.99%
Emergent Bilingual	35	5.71% 5.71%	37.14%	17.14%
Special Education	31	12.9% 6.45%	22.58%	3.23%

MATH: 7th Grade 2023 STAAR				
	Total Students	Approaches Low Approaches High	Meets	Masters
Park Crest MS - All Students	119	15.13% 13.45%	18.49%	3.3%
Economically Disadvantaged	59	15.25% 8.47%	16.95%	3.39%
Black/African American	34	11.76% 11.76%	5.88%	0

**MATH: 7th Grade 2023 STAAR**

<b>Hispanic</b>	56	10.71% 19.64%	19.64%	7.14%
<b>White</b>	17	29.41% 5.88%	35.29%	0
<b>Emergent Bilingual</b>	16	12.5% 6.25%	18.75%	0
<b>Special Education</b>	29	6.9% 6.9%	17.24%	0

**MATH: 8th Grade 2022 STAAR**

	<b>Total Students</b>	<b>Approaches Low Approaches High</b>	<b>Meets</b>	<b>Masters</b>
<b>Park Crest MS - All Students</b>	307	16.61% 20.2%	26.71%	13.68%
<b>Economically Disadvantaged</b>	119	22.69% 20.17%	16.81%	8.4%
<b>Black/African American</b>	74	22.97% 20.27%	17.57%	5.4%
<b>Hispanic</b>	129	19.38% 18.6%	27.13%	10.08%
<b>White</b>	66	7.58% 27.27%	27.27%	21.21%
<b>Emergent Bilingual</b>	41	24.95% 24.39	17.07%	12.2%
<b>Special Education</b>	46	21.95% 24.39%	21.14%	11.99%

**Algebra I EOC for 8th Graders: 2023 STAAR**

	<b>Total Students</b>	<b>Approaches Low (%) Approaches High</b>	<b>Meets (%)</b>	<b>Masters(%)</b>
<b>Park Crest MS - All Students</b>	118	3.39 12.71	30.51	52.54
<b>Economically Disadvantaged</b>	26	3.85 7.69	50	34.62



**Algebra I EOC for 8th Graders: 2023 STAAR**

<b>Black/African American</b>	18	11.11 16.67	38.89	27.78
<b>Hispanic</b>	51	3.92 19.61	31	45.1
<b>White</b>	27	0 7.41	37	66.67
<b>Emergent Bilingual</b>	18	0 11.11	38.89	44.44
<b>Special Education</b>	3	0 33.33	33.33	33.33

**READING**
**READING: 6th Grade 2023 STAAR**

	<b>Total Students</b>	<b>Approaches Low Approaches High (%)</b>	<b>Meets(%)</b>	<b>Masters(%)</b>
<b>Park Crest MS - All Students</b>	221	11.31 15.38	30.32	22.62
<b>Economically Disadvantaged</b>	98	14.29 18.37	29.59	8.16
<b>Black/African American</b>	55	14.55 20	25.45	14.55
<b>Hispanic</b>	98	9.18 11.22	35.71	22.45
<b>White</b>	44	11.36 18.18	25	31.82
<b>Emergent Bilingual</b>	39	5.13 5.13	33.33	15.38
<b>Special Education</b>	35	14.29 2.86	22.86	2.86

**READING: 7th Grade 2023 STAAR**

	<b>Total Students</b>	<b>Approaches Low (%) Approaches High</b>	<b>Meets (%)</b>	<b>Masters (%)</b>
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**READING: 7th Grade 2023 STAAR**

<b>Park Crest MS - All Students</b>	243	12.76 14.4	25.93	28.81
<b>Economically Disadvantaged</b>	101	16.83 12.87	20.79	21.78
<b>Black/African American</b>	54	22.22 16.67	20.37	11.11
<b>Hispanic</b>	100	12 13	27	29
<b>White</b>	50	8 12	34	38
<b>Emergent Bilingual</b>	29	17.24	17.24	13.79
<b>Special Education</b>	37	8.11	8.11	13.51

**READING: 8th Grade 2023 STAAR**

	<b>Total Students</b>	<b>Approaches Low Approaches High</b>	<b>Meets</b>	<b>Masters</b>
<b>Park Crest MS - All Students</b>	292	11.99% 17.47%	26.37%	28.77%
<b>Economically Disadvantaged</b>	107	16.82% 18.69%	27.1%	14.02%
<b>Black/African American</b>	70	12.86% 20%	24.29%	18.57%
<b>Hispanic</b>	130	15.38 16.92	28.46	21.54
<b>White</b>	60	8.33 15	28.33	43.33
<b>Emergent Bilingual</b>	46	21.74 28.26	21.74	8.7
<b>Special Education</b>	43	20.93 16.28	9.3	4.65

	Total Students	2022 TELPAS Composite Rating				
		Beginning	Intermediate	Advanced	Advanced High	
6th Grade	33	3.03%	27.27%	48.48%	21.21%	
7th Grade	29	3.45%	24.14%	58.62%	13.79%	
8th Grade	47	2.13%	19.15%	53.19%	25.53%	

## 2022 Accountability Results

Park Crest MS received an overall accountability rating of C for student performance on STAAR testing in the 2021-2022 school year.

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>75</b>	<b>C</b>
<b>Student Achievement</b>		<b>75</b>	<b>C</b>
STAAR Performance	44	75	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>70</b>	<b>C</b>
Academic Growth	66	70	C
Relative Performance (Eco Dis: 43.4%)	44	63	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	<b>47</b>	<b>75</b>	<b>C</b>

\* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

### 2022 Closing the Gaps Summary

- In Math, all Closing the Gaps targets across all student groups were missed for both Growth and performance at Meets Grade Level or Above.

- In Reading, almost all targets across student groups were met for both Growth and performance at Meets Grade Level or Above.
- For Student Success (the average performance of all subject area STAAR tests combined), the targets were missed for all but 3 student groups.
- The English Language Proficiency target of 36% for Emergent Bilingual students making progress by at least one level of English proficiency on TELPAS was met with 37% of PCMS EB students making progress.

Student Group	Academic Achievement		Growth Status			
	ELA/Reading	Mathematics	ELA/Reading	Mathematics	English Language Proficiency	Student Success
<b>% of Targets Met</b>	<b>41% (9 out of 22)</b>		<b>45% (10 out of 22)</b>		<b>100% (1 out of 1)</b>	<b>25% (3 out of 12)</b>
All Students	✓	✗	✓	✗	n/a	✗
African American	✓	✗	✓	✗	n/a	✗
Hispanic	✓	✗	✓	✗	n/a	✗
White	✓	✗	✓	✗	n/a	✗
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	✗	✗	✗	✗	n/a	✗
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	✓	✗	✓	✗	n/a	✗
Economically Disadvantaged	✓	✗	✓	✗	n/a	✗
Emergent Bilingual (EB) / English Learners (EL)	✓	✗	✓	✗	✓	✓
Receiving Special Education Services	✓	✗	✓	✗	n/a	✗
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a	✓
Continuously Enrolled	✓	✗	✓	✗	n/a	✓
Non-Continuously Enrolled	✗	✗	✓	✗	n/a	✗

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

### Student Learning Strengths

- Algebra I - 52.54% at Masters level and 30.51% and 30.51% at meets
- Algebra I - 93% at the Meets and Masters Level
- Reading 6th 22% at Masters
- Reading 7th and 8th 28% at Masters
- TELPAS - 2/3 of student performing at the Advanced and Advanced High level

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students struggle to make inferences and draw conclusions according to ELA results on TEA Interim assessments. **Root Cause:** As seen in current data, our students with inferencing due to not reading regularly and there is a greater need for tier 2 intervention.

**Problem Statement 2 (Prioritized):** Meets and Masters Level performance in math continues to be an area of need as students progress through middle school (6-8 grades). **Root Cause:** Continued need to understand math conceptually through the Agile Mind program with further Tier 2 intervention.

**Problem Statement 3:** Meets Grade Level performance on 8th Grade Social Studies STAAR decreased from Spring 2021 to Spring 2022. **Root Cause:** Reading and writing practices across all subject areas as well as understanding concepts in multiple content areas so that students can perform well on the SCR area of the exam.

**Problem Statement 4:** Tier Two Intervention methods needs strengthening in the classroom and through intervention time provided. **Root Cause:** Tier two small group inside of the classroom using specific data continues to be an area to strengthen.

# School Processes & Programs

## School Processes & Programs Summary

Park Crest Middle School is adopting the Trauma Skilled Schools model as well as the Restorative Practices model to create a change in how students' needs are met and to increase the number of minutes a student spends in class due to out of placement disciplinary measures. Park Crest Middle School has been identified as a school who has a greater number of students in groups Hispanic and African American serving these placements. Teachers have received training on RP and we are continuing to create our TSS plan.

Park Crest Middle School is engaged in the PLC process. PLCs meet 3-4 times per week to unpack the curriculum, build assessments, lesson plan, and disaggregate data.

All students will be assigned an advisory period where they can receive intervention, HB4545 intervention, or enrichment.

Park Crest attendance rates for the 2022-2023 school year averaged about 95%. Park Crest has employed measures at the teacher, counselor, parent liaison and principal level to ensure all students are attending class. This process takes place each Wednesday in grade level meetings and then is carried forward to the next level of intervention. The school has also purchased School Status to assist in monitoring attendance so we can intervene more quickly.

1. Teacher - Intervention
2. Counselor - Intervention
3. Principal/Parent Liaison - Intervention
4. Home Visit

This is occurring while letters from our attendance office are being sent and additional phone calls are made.

## School Processes & Programs Strengths

- Park Crest Middle School has designed a schedule that allows all grade level teams to meet 1x per week and PLC 3-4 times per week.
- Park Crest Middle School teachers have the ability to plan and work with others to meet student needs through planning, PSST, and shared leadership.
- All students at PCMS have an agenda to streamline communication with parents, provide resources, and assist in student's organizational habits.
- School status is being utilized by all faculty.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The teachers at Park Crest Middle School have inconsistent practices and usage of the school agenda. **Root Cause:** All Park Crest Middle School teachers need training on the agenda, its purpose, and implementation. All teachers need to be responsible for the implementation of its use and continue conversations throughout the school year.

# Perceptions

## Perceptions Summary

Park Crest Middle School Crest and Den System:

The Park Crest MS Crest was designed to build relationships and core values of our school. We continue to work on our UpBeat scores and our implementation of the Den System.

### The UpBeat Survey Reports:

Areas of Strength:

1. Autonomy (Teacher) - 85%
2. Principal/Teacher Trust - 88%
3. Instructional Leadership - 91%

Areas for consideration:

1. Rules for student behavior are consistently enforced by all teachers - 42%
2. Belonging 76%
3. Appreciation - 73%

## Perceptions Strengths

Faculty and Staff feel supported by their administration. They feel they have the autonomy to make decisions, are appreciated, and that trust is mutual.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Park Crest Middle School teachers perform well as individuals; however; are not functioning as a team. **Root Cause:** Park Crest Middle School teachers need more explicit instructions and professional learning in order to carry out and value PLC time, common expectations, and team contributions.

# Priority Problem Statements

**Problem Statement 1:** Students struggle to make inferences and draw conclusions according to ELA results on TEA Interim assessments.

**Root Cause 1:** As seen in current data, our students with inferencing due to not reading regularly and there is a greater need for tier 2 intervention.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Meets and Masters Level performance in math continues to be an area of need as students progress through middle school (6-8 grades).

**Root Cause 2:** Continued need to understand math conceptually through the Agile Mind program with further Tier 2 intervention.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Park Crest Middle School teachers perform well as individuals; however, are not functioning as a team.

**Root Cause 3:** Park Crest Middle School teachers need more explicit instructions and professional learning in order to carry out and value PLC time, common expectations, and team contributions.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** The number of students identified as At-Risk of dropping out of school has remained steady , with 55% of all At-Risk students being identified because they did not pass a STAAR test in Spring 2023 or prior.

**Root Cause 4:** Lack of pre-testing and use of data to provide targeted interventions to close achievement gaps.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** The teachers at Park Crest Middle School have inconsistent practices and usage of the school agenda.

**Root Cause 5:** All Park Crest Middle School teachers need training on the agenda, its purpose, and implementation. All teachers need to be responsible for the implementation of its use and continue conversations throughout the school year.

**Problem Statement 5 Areas:** School Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

# Goals

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

**Performance Objective 1:** By May 2024, Park Crest will have retained at least 95% of our highly qualified educators that we had entering the summer in June 2023.

**Evaluation Data Sources:** 2023-2024 Retention Rate

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

**Performance Objective 2:** By July 2024, Park Crest will strategically recruit a more diverse staff to more closely represent our student population.

**Evaluation Data Sources:** 2023-2024 Staff Demographic Report

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

**Performance Objective 3:** Professional Learning Communities will utilize the PLC structures structures to effectively plan Tier 1, 2 and 3 instruction and monitor student learning outcomes as measured through PLC calendars and plans and will attend professional learning provided by district ICs and principals in October, December, and February.

**Evaluation Data Sources:** PLC Agenda Information, Assessments, Intervention Measures

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

**Performance Objective 4:** During the 2023-2024 school year, campus administration and the PRIDE committee will plan and participate in at least 2 activities to improve collegial relationships at Park Crest Middle School.

**Evaluation Data Sources:** UpBeat Survey Data

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

**Performance Objective 5:** By the end of the 2023-2024 school year, Park Crest will create a safe, equitable, and inclusive learning environment by

bringing awareness to implicit bias in our campus-wide systems and promoting anti-racist and anti-discriminatory beliefs and practices by hosting cultural competence committee meetings and book studies each semester.

**Evaluation Data Sources:** Decrease in over representation of African American and Hispanic students out of placement.

Book Study conversations and meeting each semester.

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

**Performance Objective 1:** Park Crest will increase Math achievement and growth outcomes on the 2024 STAAR tests to 75% at Approaches, 55% at Meets Grade Level, and 30% at the Masters level and will meet all of the Closing the Gaps math targets.

**Evaluation Data Sources:** 2024 STAAR Results

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

**Performance Objective 2:** Park Crest will increase Reading/ELA achievement and growth outcomes on the 2024 STAAR tests to 75% at Approaches, 55% at Meets Grade Level, and 30% at the Masters level and will meet all of the Closing the Gaps reading targets.

**Evaluation Data Sources:** 2024 STAAR Results

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

**Performance Objective 3:** Park Crest will increase performance in 2024 STAAR Science to 75% at Approaches, 55% at Meets Grade Level, and 30% at the Masters level.

**Evaluation Data Sources:** 2024 STAAR Results

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

**Performance Objective 4:** Park Crest will increase performance in Social Studies 2024 STAAR tests to 75% at Approaches, 55% at Meets Grade Level, and 30% at Meets, and 24% at the Masters level.

**Evaluation Data Sources:** 2023 STAAR Results

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

**Performance Objective 5:** Park Crest Middle School will improve TELPAS performance as measured by the 2024 TELPAS test so that each student increases their proficiency level in at least two areas.

**Evaluation Data Sources:** 2024 TELPAS Scores

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

**Performance Objective 1:** Park Crest will increase 2024 STAAR performance the Masters level to 35% in math, reading/ELA, science and social studies.

**Evaluation Data Sources:** 2024 STAAR results

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

**Performance Objective 2:** By the end of the 2023-2024 school year, 100% of Park Crest 8th graders participate in guidance and counseling activities to increase their knowledge about college, career, technical, and military post-secondary options.

**Evaluation Data Sources:** Schedule of activities

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

**Performance Objective 3:** Park Crest MS will collaborate with district and AVID consultants to become an AVID Demonstration school through the implementation of strategies, the integration of college and career readiness, and campus training.

**Evaluation Data Sources:** AVID strategy documentation

**Goal 4:** PflSD will improve low performing schools.

**Performance Objective 1:** By the end of the 2023-24 school year, the Park Crest MS Parent Liaison will create, communicate and facilitate strategic parent/family involvement events aimed at improving parents' navigation of campus resources quarterly throughout the year.

**Evaluation Data Sources:** Parent Involvement Survey  
Community Event Sign-In  
Number of students served through the PC Closet  
Number of families served through no hungry Puma  
Parent Events

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 2:** Park Crest will have a reduced number of referrals in 2023-24 and eliminate the over-representation of student groups who receive out of placement consequences.

**Evaluation Data Sources:** Referral Data  
Restorative Practices Implementation

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 3:** Park Crest MS will improve the overall student perceptions on the 2023-24 Panorama Student Experience Survey by increasing the positive responses to each question by at least 3%.

**Evaluation Data Sources:** Provide campus staff with solutions that include qualitative feedback from students.

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 4:** Park Crest MS will increase the attendance rate from 92.9% during the 2022-2023 to above 95% for the 2023-24 school year.

**Evaluation Data Sources:** Attendance Reports -- Weekly, Monthly, Quarterly

# Addendums

## **Policies, Procedures, and Requirements**

[Bullying Prevention](#) – page 33

[Coordinated Health Program](#)

[Disciplinary Alternative Education Program \(DAEP\)](#) campus website

[Disciplinary Alternative Education Program \(DAEP\)](#) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

[Dropout Prevention](#) – PACE

[Dyslexia Treatment Program](#)

[Title I, Part C Migrant](#)

[Pregnancy Related Services](#) – page 6

[Post-Secondary Preparedness](#)

[Recruiting Teachers & Paraprofessionals](#)

[Sexual Abuse & Maltreatment of Children](#) – page 61

[Student Welfare: Crisis Intervention Programs & Training](#) – page 70

[Student Welfare: Discipline/Conflict/Violence Management](#) – page 47

[Texas Behavior Support Initiative \(TBSI\)](#)

[Technology Integration](#)

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

[Security Officer](#)

[Police Department Positions](#) (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)