

Pflugerville Independent School District

Pflugerville Middle School

2023-2024 Board Approved



Board Approval Date: October 19, 2023

Mission Statement

We are a "Pfamily of Learners"

Vision

We will empower our scholars to be critical thinkers, problem solvers and 21st-century learners through a foundation built on learning, embracing diversity, a growth-mindset and strong self-advocacy skills. Students will understand that building and maintaining positive relationships are essential components to personal growth and development.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pflugerville Middle School is a Title I Schoolwide campus situated near Pflugerville High School, Spring Hill Elementary and the Central Administration Building. The campus was built in 1985 and is the oldest of the seven middle schools in PfISD. The school serves students in grades 6-8 and with a Spring year ending enrollment of 830 students. In addition to offering all students both core and elective course choices, PMS provides curriculum and instruction for our ASCEND students who learn on an accelerated track in Math and a specific Pflex class focusing on advanced thinking and creativity.

Students

Over the past 5 years, total student enrollment has decreased by about 170 students. Across student groups, the most significant changes over the past 5 years are an increase in the African American student group by 3% and nearly 3% decreases for both the White and Asian student groups. Just comparing from Fall 2022 to the prior year, there were slight increases in the African American, Hispanic, and White student groups.

Student Demographics - Pflugerville Middle School (Source: TAPR & OnDataSuite, Skyward)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	986	836	860	821	825
African American	14.7%	13.2%	15.8%	17.1%	17.3%
Hispanic	57.8%	58.6%	56.6%	57.2%	58.7%
White	16.2%	16.2%	16.6%	15.8%	13.6%
American Indian	0.0%	0.1%	0.2%	0.7%	0.1%
Asian	7.7%	7.5%	6.4%	5.8%	5.9%
Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.0%
Two or More Races	3.3%	4.2%	4.1%	3.8%	4.4%

There were also notable increases from the prior year by about 3% more students receiving special education services and 1% more students identified with Dyslexia. Over the past 3 years, there has been a steady decline with a 4.2% total decrease in students identified as Economically Disadvantaged. There has been a steady increase in the Emergent Bilingual student group over the past 4 years, and specifically students new to the country as immigrant students in year has risen to 4%.

Student Special Program Identification/Participation - Pflugerville Middle School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	58.9%	55.3%	54.7%	56.1%	51.2%
Emergent Bilingual (EB/EL)	22.2%	26.4%	26.7%	32.4%	33.7%
At-Risk	57.9%	56.5%	67.7%	65.6%	61.7%
Special Education	13.9%	13.7%	15.6%	16.7%	19.4%
Gifted & Talented	12.8%	13.2%	12.6%	12.2%	12.2%
Dyslexia	7.4%	8.9%	9.9%	9.9%	9.9%
Section 504	11.8%	11.3%	11.2%	9.6%	9.5%
Immigrant	2.0%	1.3%	1.9%	3.2%	4.0%
Homeless	1.0%	1.0%	1.1%	1.1%	2.1%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	13.6%	10.7%	10.5%	not yet reported	not yet reported

Staff

For 2022-23 PMS had a total staff size of 99. Of these staff members, 70 were teachers, 5 were administrators, 12 were professional support, and 8 were educational aides. When comparing teacher to student demographics, the African American student group is represented by the same percentage of African American teachers and has been well-represented over at least the last 5 years. The data reflected below in the chart represents

However, there are significant disparities within Hispanic and White teacher to student representation.

Teacher Demographics - Pflugerville Middle School (Source: TAPR)						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022 (most recent data)
Total Teachers	72.6	70.9	69.0	66.8	69.8	65
African American	10.3%	12.1%	13.9%	10.7%	15.7%	13.4%
Hispanic	19.3%	19.6%	21.3%	25.0%	21.1%	18.1%
White	67.5%	61.9%	58.6%	61.0%	61.6%	65.5%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1.6%	3.3%	3.3%	1.8%	0.2%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	1.3%	3.2%	2.9%	1.5%	1.4%	2.0%

PMS's teaching staff represents a balance of experience, with approximately 33% identified as early career teachers, 21% as having between 6-10 years of experience, with the majority 46% of teachers having more than 11 years of experience.

Teachers by Years of Experience - Pflugerville Middle School (Source: TAPR)						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Beginning Teachers	8.1%	10.2%	5.8%	8.2%	0.0%	7.9%
1-5 Years Experience	33.6%	31.9%	40.1%	31.6%	32.7%	26.7
6-10 Years Experience	24.1%	18.9%	21.8%	19.3%	21.0%	20.6
11-20 Years Experience	25.3%	29.2%	22.1%	29.2%	32.3%	28.6
Over 20 Years Experience	8.8%	9.9%	10.2%	11.7%	14.1%	13.2

Demographics Strengths

- PMS's student population is both ethnically and socio-economically diverse.
- When comparing teacher to student demographics, the African American student group is represented by the same percentage of African American teachers and has been well-represented over at least the last 5 years.
- PMS's teaching staff represents a balance of experience, with approximately 33% identified as early career teachers, 21% as having between 6-10 years of experience, with the majority 46% of teachers having more than 11 years of experience.

- PMS's proximity to PHS and Pecan Street offers opportunities for community partnerships and Parent Teacher Organization involvement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been a steady increase in our Emergent Bilingual student group over the past 5 years, and we are not adjusting quickly enough to their needs for scheduling and providing immediate support. **Root Cause:** Not anticipating placement and prioritization of the Emergent Bilingual student group when building the master schedule.

Problem Statement 2 (Prioritized): There has been an increase in our special education student group and lack of a comprehensive plan to create an increase in student learning. **Root Cause:** A lack of a comprehensive and specific instructional plan to address and target this specific student group

Student Learning

Student Learning Summary

Based on our Spring 2023 STAAR scores, we know we must push the learning forward with tighter planning to TEKS and stronger implementation of instructional strategies. An important initiative to help improve instruction and learning for 23-24, will be campus-aligned classroom routines and procedures. Focus groups worked with collaborative teams in May helped push the needs assessment and create an aligned vision for classroom routines and aligns with ESF lever 5.3 as well.

We must also address important student groups in relation to the learning including our special education and 2 or more races demographics. A comprehensive plan to address instruction will be a major initiative for the 23-24 school year.

The assessment data that PMS uses to measure progress includes Star360 Screeners in math and reading (at Beginning, Middle and End of Year) and the TEA Interim Assessments. PMS also assesses students' mastery of content and need for re-teach with the District 9-week assessments.

An important factor for student success for the 23-24 school year, will be through a dramatic increase in teacher walkthroughs and micro-coaching after providing feedback. There has been a strong start to this initiative for the 23-24 school year.

Below are the Star360 results showing progress in math and reading throughout the 2022-23 school year. When comparing from BOY to EOY,

STAR 360 Math Renaissance Results 2022-2023	At/Above Benchmark			Urgent Intervention		
	BOY	MOY	EOY	BOY	MOY	EOY
6 th Grade	46.34%	50.81%	46.9%	19.51%	22.36%	19.77%
7 th Grade	49.45%	32.93%	39.71%	21.09%	32.34%	28.31%
8 th Grade	46.15%	40.89%	45.74%	15%	23.08%	18.99%

When comparing from BOY to EOY....

STAR 360 Reading Renaissance Results 2022-2023	At/Above Benchmark			Urgent Intervention		
	BOY	MOY	EOY	BOY	MOY	EOY
6 th Grade	38.93%	37.33%	31.93%	26.64%	40.09%	36.13%
7 th Grade	31.92%	27.63%	27.84%	31.15%	36.58%	38.46%
8 th Grade	29.02%	30.54%	27.41%	30.98%	24.69%	30.89%

2022-23 STAAR Results

2023 STAAR

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
All														
Percent of Tests														
% at Approaches GL Standard or Above	69%	60%	65%	83%	80%	95%	83%	71%	62%	63%	62%	32%	78%	73%
% at Meets GL Standard or Above	37%	25%	30%	62%	20%	80%	0%	51%	29%	30%	28%	13%	45%	42%
% at Masters GL Standard	14%	7%	8%	32%	0%	46%	0%	15%	7%	8%	8%	3%	18%	16%
Number of Tests														
# at Approaches GL Standard or Above	1406	217	764	255	4	110	5	51	963	460	814	108	31	1047
# at Meets GL Standard or Above	769	91	355	192	1	93	0	37	448	217	374	45	18	600
# at Masters GL Standard	284	27	95	98	0	53	0	11	115	61	101	10	7	234
Total Tests	2051	361	1182	309	5	116	6	72	1548	735	1316	338	40	1431

STAAR 2023 Reading Results

2023 STAAR

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Reading														
Percent of Tests														
% at Approaches GL Standard or Above	71%	63%	67%	87%	50%	98%	100%	70%	65%	65%	63%	29%	75%	75%
% at Meets GL Standard or Above	43%	31%	35%	71%	0%	86%	0%	56%	33%	34%	31%	15%	56%	49%
% at Masters GL Standard	18%	15%	10%	37%	0%	56%	0%	19%	10%	9%	9%	5%	13%	21%
Number of Tests														
# at Approaches GL Standard or Above	551	85	302	100	1	42	2	19	377	178	315	38	12	400
# at Meets GL Standard or Above	334	42	158	82	0	37	0	15	193	93	154	19	9	262
# at Masters GL Standard	136	20	45	42	0	24	0	5	56	24	46	7	2	110
Total Tests	772	135	448	115	2	43	2	27	584	274	498	131	16	531

STAAR 2023 Math Results

2023 STAAR

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	64%	56%	61%	79%	100%	91%	100%	59%	58%	60%	58%	31%	75%	70%
% at Meets GL Standard or Above	31%	21%	23%	56%	0%	72%	0%	44%	25%	24%	24%	12%	31%	34%
% at Masters GL Standard	10%	2%	5%	28%	0%	40%	0%	11%	6%	7%	6%	2%	19%	12%
Number of Tests														
# at Approaches GL Standard or Above	495	74	270	93	1	39	2	16	340	166	286	40	12	371
# at Meets GL Standard or Above	241	28	104	66	0	31	0	12	143	65	120	15	5	183
# at Masters GL Standard	80	3	24	33	0	17	0	3	34	19	31	3	3	66

Total Tests	769	132	446	118	1	43	2	27	582	276	495	128	16	531
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STAAR Science

2023 STAAR

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Science														
Percent of Tests														
% at Approaches GL Standard or Above	79%	70%	76%	87%	100%	100%	100%	100%	75%	73%	76%	53%	75%	83%
% at Meets GL Standard or Above	46%	28%	42%	64%	100%	87%	0%	67%	38%	40%	39%	20%	75%	50%
% at Masters GL Standard	14%	2%	11%	26%	0%	53%	0%	11%	8%	13%	9%	0%	25%	16%
Number of Tests														
# at Approaches GL Standard or Above	203	33	110	34	1	15	1	9	144	68	124	21	3	153
# at Meets GL Standard or Above	119	13	61	25	1	13	0	6	72	37	64	8	3	92
# at Masters GL Standard	36	1	16	10	0	8	0	1	16	12	15	0	1	30
Total Tests	256	47	144	39	1	15	1	9	192	93	163	40	4	185

2023 Social Studies

2023 STAAR

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Social Studies														
Percent of Tests														
% at Approaches GL Standard or Above	62%	53%	57%	76%	100%	93%	0%	78%	54%	52%	56%	23%	100%	67%
% at Meets GL Standard or Above	30%	17%	22%	51%	0%	80%	0%	44%	21%	24%	23%	8%	25%	34%
% at Masters GL Standard	13%	6%	7%	35%	0%	27%	0%	22%	5%	7%	6%	0%	25%	15%
Number of Tests														
# at Approaches GL Standard or Above	157	25	82	28	1	14	0	7	102	48	89	9	4	123
# at Meets GL Standard or Above	75	8	32	19	0	12	0	4	40	22	36	3	1	63
# at Masters GL Standard	32	3	10	13	0	4	0	2	9	6	9	0	1	28
Total Tests	254	47	144	37	1	15	1	9	190	92	160	39	4	184

2023 TELPAS Results

2023 Accountability Projections

Overall Accountability has decreased from a 74 to a 64 from 2021-22 to 2022-23. This reflects a C rating in 21-22 to a D rating in 22-23.

		Student Achievement Domain (Domain 1)			School Progress, Academic Growth (Domain 2, Part A)			School Progress, Relative Performance (Domain 2, Part B)				Closing the Gaps (Domain 3)			Overall Projected Rating	
					School Progress Overall Rating is the BETTER of Part A or Part B (Scaled Score)							30% of Overall Rating			30% from Domain 3 + 70% Best of Domain 1 or 2	
		70% of Overall Rating = BEST of Domain 1 or Domain 2														
		Projected Raw Score	Projected Scaled Score	Projected Rating	Projected Raw Score	Projected Scaled Score	Projected Rating	Raw Score (from Domain 1)	% Eco Dis (Fall PEIMS)	Projected Scaled Score	Projected Rating	Projected Raw Score	Projected Scaled Score	Projected Rating	Projected Overall Score	Projected Rating
Pflugerville MS: USING CURRENT PROPOSED CUT POINTS --Projected ESF (Domain 2, 3, Overall)--	Approaches: 69% Meets: 38% Masters: 14%	40	72	C	Math: 59 Rdg: 57 58	59	F	40	56.1%	69	D	15	46	F	64	D
POTENTIAL Student Growth Cut Point Adjustments (9.21.2023) --Projected ESF (Domain 2, 3, Overall)--	Approaches: 69% Meets: 38% Masters: 14%	40	72	C	Math: 59 Rdg: 57 58		D	40	56.1%	69	D	15		F		D

2023 Closing the Gaps Outcomes

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard (Worth 30% of Domain 3 Score)															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Reading 2023-27 Interim Target	44	32	35	59	44	74	46	56	33	28	31	19	38	45	
Reading 2028-32 Next Interim Target	53	43	46	66	53	78	55	63	44	40	43	33	48	54	
Reading 2038 Long Term Target	72	66	68	80	72	87	73	78	67	64	66	60	69	73	
Reading 2022 - PMS Results	45	35	41	56	-1	76	-1	52	35						
Reading 2023 - PMS Results	43	31	35	71	-	86	-	56	33	31	31	15	56	49	
	334	42	158	82	0	37	0	15	193	80	154	19	9	262	
	772	135	448	115	2	43	2	27	584	257	498	131	16	531	
Points	0 Did not meet interim target and did not show minimal growth	0 Did not meet interim target and did not show minimal growth	3 Met interim target (2023-27 Target)	3 Met interim target (2023-27 Target)		3 Met interim target (2023-27 Target)		3 Met interim target (2023-27 Target)	3 Met interim target (2023-27 Target)	0 Did not meet interim target and did not show minimal growth	0 Did not meet interim target and did not show minimal growth	0 Did not meet interim target and did not show minimal growth	0 Did not meet interim target and did not show minimal growth	0 Did not meet interim target and did not show minimal growth	6

2023 Identification of Schools for Improvement: *Targeted Support & Improvement*

PMS was identified as a *Targeted Support & Improvement School* based on student groups missing multiple Closing the Gaps indicators for 4 consecutive years (2018, 2019, 2022, 2023), as follows:

- PMS missed the targets for the Overall, African-American and Hispanic Student Groups. We also missed the target for the Focus Group consisting of our Emerging Bilingual, Special Education and our Economically Disadvantaged Students.
 - Academic Achievement in Reading and Math (STAAR performance at Meets Grade Level or above)
 - Student Success (the average performance across all STAAR subject area tests)

Based on this intervention label, PMS will continue to engage in the Effective Schools Framework (ESF) system for school improvement with the implementation of a Targeted Improvement Plan (TIP) during the 2023- 24 school year.

Student Learning Strengths

Student Learning Strengths

Algebra 1: When looking at student strengths, Algebra 1 STAAR scores demonstrated the strongest gains from the spring of 2022 to 2023. The approaches target increased 13% from 85-98%, the meets target increased 20% from 52% to 72%, and the masters target increased 6% from 29% to 34%.

8th Grade Science: When looking at student strengths, 8th Grade Science STAAR scores also showed gains from the spring of 2022 to 2023. The approaches target increased 12% from 67 to 79% and the meets category increased from 34% to 46%.

Math: When looking at student strengths in Math, overall student STAAR scores increased in the approaches category for all students by 4% from 60% to 64% and the meets category by 2% from 29% to 31%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math and ELA results in certain grade levels show minimal growth and low performance in some areas across student groups. **Root Cause:** Lack of targeted planning, high quality instruction and consistent support.

Problem Statement 2: PMS is not meeting the Closing the Gaps targets for many specific student groups. **Root Cause:** Lack of comprehensive plans to target specific student groups for Tier 1 and Tier 2 instruction.

Problem Statement 3 (Prioritized): Administrators need to consistently implement an effective observation and feedback protocol that improves student learning. **Root Cause:** Lack of a clear system to manage all instructional responsibilities.

Problem Statement 4 (Prioritized): Implementation of Fundamental Five and High-Yield Strategies has improved, but can improve further with fidelity, training and focused emphasis **Root Cause:** Lack of follow-up during the school year that aligns with embedded trainings and the campus calendar.

Problem Statement 5 (Prioritized): Professional development opportunities need to be tied tightly to classroom observation data and teacher needs. **Root Cause:** Lack of consistent T-TESS walkthroughs, PowerWalks and tiered teacher coaching, at times.

Problem Statement 6: Students needing Tier 3 Reading support lacked instructional and curricular consistency **Root Cause:** Challenges with staffing and master schedule adjustments

Problem Statement 7: Specific Clarity Statements lacked specificity with documents and forms and required more follow-up and plan assessment during the school year. **Root Cause:** A lack of intentional planning and calendaring in some instructional areas.

Problem Statement 8: Classroom routines and procedures were inconsistent from classroom to classroom during the school year. **Root Cause:** A lack of focus in this area in efforts to provide levels of autonomy for teachers.

Problem Statement 9 (Prioritized): There has been a steady increase in our Emergent Bilingual student group over the past 5 years, and we are not adjusting quickly enough to their needs for scheduling and providing immediate support. **Root Cause:** Not anticipating placement and prioritization of the Emergent Bilingual student group when building the master schedule.

School Processes & Programs

School Processes & Programs Summary

Instructional: After reflecting on the last few years of instructional practices and with new staff coming in, it's imperative that we hone in on a very focused instructional playbook aligned with high-yield strategies and the Fundamental Five. This 2023-2024 instructional playbook will encompass a well-defined lesson plan including lesson frames, TEKS being taught and, most importantly, an adequate assessment of student learning.

Curricular: The primary focus for 2023-2024 will be dedicated to student learning supported by the Solution Tree PLC training held in July and August 2023. 12 staff members will lead this charge through embedding the 4 questions of the PLC process as collaborative teams will take a deeper dive into student data and learning. The goal will be to build off the successes and growth of the 2022-2023 school year and to increase STAAR performance and accountability outcomes in all areas, especially at the Meets and Masters Level of performance.

Attendance: In order to increase attendance for 2023-24, we have developed stronger tracking and response systems among our administrators, counselors and attendance specialist. Attendance reports, documentation and response protocols will be reviewed weekly. Student incentives for attendance will also be a focus for the 23-24 school year.

Student Discipline: the data showing the greatest need for improvement is the over-representation of special education students removed from the educational setting, due to suspension in 2022-2023. In the past year, we have been doing a few things to mitigate this: a) alternative discipline strategies, b) discipline data reviews every 2 weeks and c) proper coding of discipline strategies. We plan to continue these practices this school year.

Personnel: PMS lost 3 ESSER funded staff members due to the loss of funding. We are hiring for 11 positions which include 4 English Language Arts, 1 Math, 1 Social Studies, 1 Special Education Behavior, 1 Special Education Inclusion, 1 Special Education Educational Associates, and 2 Fine Arts Teacher. This results in close to an 90% retention rate, with 10% of staff not returning. The factors that play into this percentage are due to retirements, promotions (some internal) and a desire for staff to live closer to their place of residence.

Organization: the work of the leadership team this Summer has zeroed in on "learning" as the cornerstone of our "why" and our core beliefs. We are branding the motto of "Learning to be Better, Learning to be Great" on our leadership documents as it aligns strongly with our collaborative teams and PLC process this school year. We are creating a campus playbook/binder that holds everything teachers and staff need to know in efforts to have stronger communication, culture and retention into the 2023-2024 school year.

Administrative: PMS has welcomed the addition of two new counselors this school year who will be supporting the 6th and 7th grade classes. Assistant Principals have moved up a grade level to continue supporting the same students as last school year. At this point in time, we have 3 Assistant Principals in which roles and responsibilities have been assigned by strength and familiarity.

School Processes & Programs Strengths

- The development and utilization of the 4 Clarity Statements has helped to ensure relationship building, high-quality instruction, teacher collaboration and safety systems are consistently implemented throughout the campus.
- Our Advisory curriculum is being implemented campus-wide consistently and with fidelity for every student through advisory. This has also supported our PBIS systems through incentives for positive behaviors identified throughout the day in all classes. Additionally, it will build our campus implementation of AVID strategies.
- With changes in the master schedule for 2023-2024, a Tier 2 intervention system is being developed by each grade level, using specified data points to group students in a systematic way for weekly interventions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There has been a lack of clear communication regarding some campus systems. **Root Cause:** Lack of consistent planning, creation and communication by the campus leadership team.

Problem Statement 2: Lack of consistency in implementation of a campus-wide behavior system including; clearly defined discipline referral, tiered behavioral responses and relational strategies. **Root Cause:** Inconsistent PBIS planning and implementation.

Problem Statement 3: Lack of a continued focus on building student relationships and creating student leadership opportunities. **Root Cause:** Lack of clarity and commitment to relational practices and student voice.

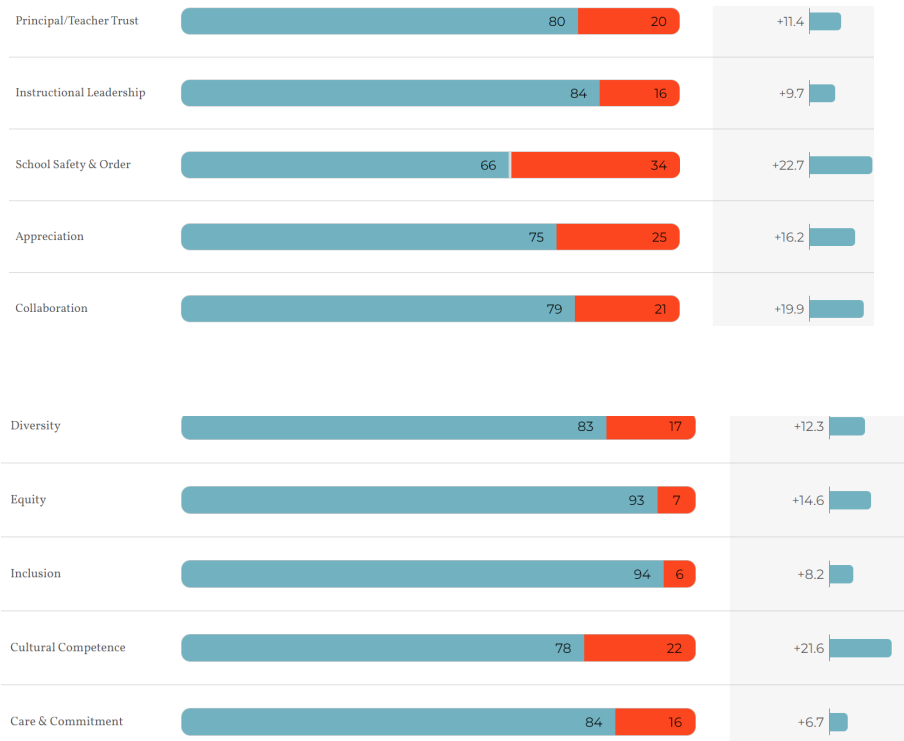
Problem Statement 4: PMS Student Attendance has not bounced back to pre-COVID levels of 96%-97%. **Root Cause:** lack of consistent systems and structures to identify and address families for students with struggling attendance.

Problem Statement 5 (Prioritized): There has been a steady increase in our Emergent Bilingual student group over the past 5 years, and we are not adjusting quickly enough to their needs for scheduling and providing immediate support. **Root Cause:** Not anticipating placement and prioritization of the Emergent Bilingual student group when building the master schedule.

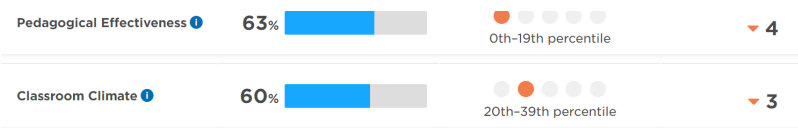
Perceptions

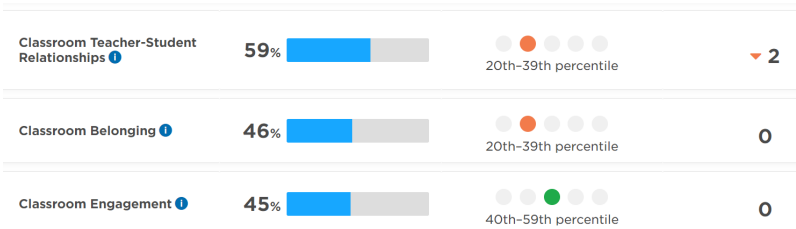
Perceptions Summary

Results from the 2023 Staff Climate Surveys Spring 22' to Fall 22' demonstrated overall campus growth and specifically in areas related to collaboration, safety, cultural competency, inclusion, instructional leadership, appreciation, principal/teacher trust and diversity/equity. Upon seeing Fall Climate survey result deficits in autonomy and professional development, focus groups were implemented to gain full campus feedback and commitment to strong plans moving forward.

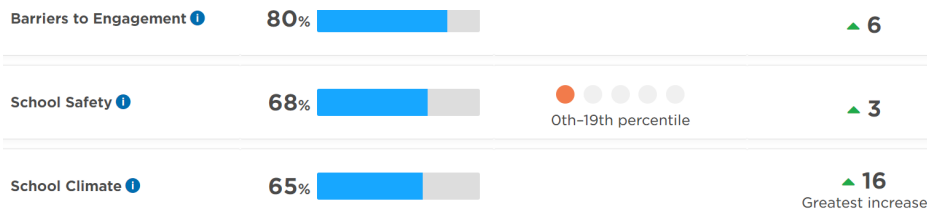


Panorama student survey data showed a decrease in pedagogical effectiveness, classroom climate and teacher student relationships with classroom engagement and belonging staying steady at 46 and 45%. Our plan to continue to improve instructional and relational strategies through professional development and on-going coaching will help to increase all these areas through the student perspective. With the panorama platform being cut out of the district budget, it will be important to create student surveys to measure specific student perspectives this upcoming school year.





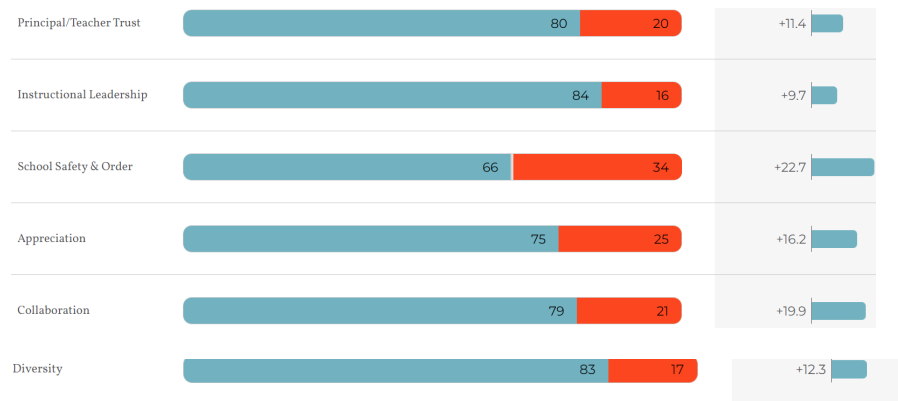
Panorama Family Engagement survey data indicated a 16% increase in school climate which aligned with staff surveys and school safety. Despite sending these surveys to parent cell phones through the schoolstatus platform, participation rates did not improve. We will continue with multiple parent communication platforms next year to survey families using campus created family engagement surveys.

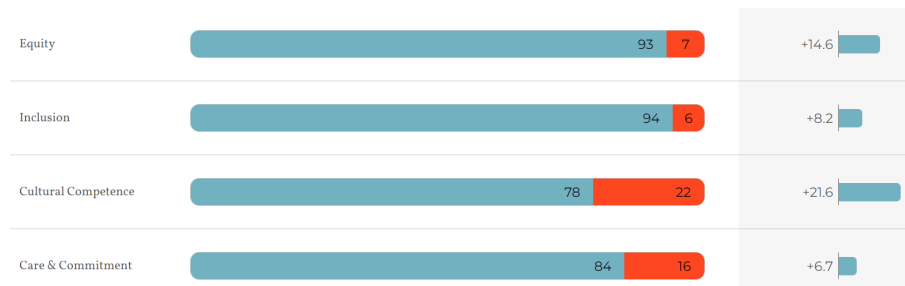


Perceptions Strengths

The 2022-23 school year brought about great improvements in multiple areas including safety, with physical aggression incidents rapidly declining in comparison to the 21-22 school year. The implementation of tighter supervisions systems, cell phone policies and professional development aligned with practices involving cultural competency and collaboration also supported the staff climate survey results.

The continued growth of collaborative team time structures and processes also helped scores in collaboration, principal trust and principal as an instructional leader. Pflugerville Middle School is primed to take huge steps with instruction and student learning this school year.





Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although it has increased and improved this school year; teachers, campus-wide, are not communicating consistently with parents and the community. **Root Cause:** The lack of consistent expectations and creating parent communication as a priority.

Problem Statement 2: Physical aggression incidents were more prevalent in classrooms than hallways and other common areas during the school year. **Root Cause:** Lack of aligned classroom routines and procedures for all teachers during the 22-23 school year.

Problem Statement 3 (Prioritized): There has been a steady increase in our Emergent Bilingual student group over the past 5 years, and we are not adjusting quickly enough to their needs for scheduling and providing immediate support. **Root Cause:** Not anticipating placement and prioritization of the Emergent Bilingual student group when building the master schedule.

Priority Problem Statements

Problem Statement 1: There has been an increase in our special education student group and lack of a comprehensive plan to create an increase in student learning.

Root Cause 1: A lack of a comprehensive and specific instructional plan to address and target this specific student group

Problem Statement 1 Areas: Demographics

Problem Statement 2: Administrators need to consistently implement an effective observation and feedback protocol that improves student learning.

Root Cause 2: Lack of a clear system to manage all instructional responsibilities.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Professional development opportunities need to be tied tightly to classroom observation data and teacher needs.

Root Cause 3: Lack of consistent T-TESS walkthroughs, PowerWalks and tiered teacher coaching, at times.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There has been a lack of clear communication regarding some campus systems.

Root Cause 4: Lack of consistent planning, creation and communication by the campus leadership team.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Although it has increased and improved this school year; teachers, campus-wide, are not communicating consistently with parents and the community.

Root Cause 5: The lack of consistent expectations and creating parent communication as a priority.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There has been a steady increase in our Emergent Bilingual student group over the past 5 years, and we are not adjusting quickly enough to their needs for scheduling and providing immediate support.

Root Cause 6: Not anticipating placement and prioritization of the Emergent Bilingual student group when building the master schedule.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Implementation of Fundamental Five and High-Yield Strategies has improved, but can improve further with fidelity, training and focused emphasis

Root Cause 7: Lack of follow-up during the school year that aligns with embedded trainings and the campus calendar.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

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

Performance Objective 1: Pflugerville MS will increase staff retention by 8% for the 2023-24 school year.

High Priority

Evaluation Data Sources: Professional Development, Clarity Statements Feedback, Campus Mentoring Program, Teacher Surveys

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

Performance Objective 2: Pflugerville MS will increase the staff demographics in the Latino population by 10% in efforts to match the changing student demographics for the 2023-24 school year.

High Priority

Evaluation Data Sources: OnDataSuite

Hiring Profiles Created

Hiring Committees

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

Performance Objective 1: By June 2024, 6th-8th grade students will demonstrate a 10 % increase in STAAR Reading performance at the Approaches, Meets and Masters levels in the All Students, African-American, Hispanic and Focus student groups, in efforts to improve toward improving the 2024 Closing the Gaps targets for Growth and Academic Achievement (Meets Grade Level or Above) in the area of Reading and Language Arts.

High Priority

Evaluation Data Sources: 2024 Closing the Gaps results for reading indicators

2024 STAAR reading results

9-Week District Assessments

Common Unit Assessments

TEA Interim Assessments

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

Performance Objective 2: By June 2024, 6th-8th grade students will demonstrate a minimum 8 % increase at Approaches, Meets and Masters Grade Level performance to meet the All Students, African-American, Hispanic and Focus student groups target in 2024 Closing the Gaps Growth and Academic Achievement in Math.

High Priority

Evaluation Data Sources: 2024 Closing the Gaps results for math indicators
2024 STAAR math results
9-Week District Assessments
Common Unit Assessments
TEA Interim Assessments

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

Performance Objective 3: By June 2024, students will demonstrate a 1% increase in Algebra I STAAR EOC performance at the Approaches level, 10% at Meets Grade Level, and 10% at the Masters Level.

High Priority

Evaluation Data Sources: 2024 STAAR Algebra I EOC results
9-Week District Assessments
Common Unit Assessments
TEA Interim Assessments

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

Performance Objective 4: By May 2024, 8th grade students will demonstrate a 5% increase in STAAR Science performance at the Approaches level, 10 % increase at Meets Grade Level, and 10 % increase at Masters level performance in the All Students, African-American, Hispanic and Focus student groups.

High Priority

Evaluation Data Sources: 2024 STAAR results
9-Week District Assessments
Common Unit Assessments
TEA Interim Assessments

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

Performance Objective 5: By May 2024, 8th grade students will demonstrate a 10% increase in STAAR Social Studies performance at each level of

Approaches, Meets and Masters including performance of our All Students, Hispanic, African-American and Focus Group student groups.

High Priority

Evaluation Data Sources: 2024 STAAR results
9-Week District Assessments
Common Unit Assessments
TEA Interim Assessments

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

Performance Objective 1: During the 2023-24 school year, 100% of students will participate in an advisory curriculum with an emphasis on AVID and WICOR strategies following a specific daily schedule exposing students to college and career preparation.

Evaluation Data Sources: Environmental Classroom Walkthroughs
Student Surveys
August PD
Embedded PD throughout the year
Title 2 stipend proposal

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

Performance Objective 2: During the 2023-24 year, 50% classroom lessons will integrate AVID strategies weekly throughout the school year evidenced through lesson plans and daily classroom observations.

Evaluation Data Sources: Walkthrough Documentation
AVID documentation protocols
AVID site team meeting agendas

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

Performance Objective 3: During the 2023-4school year, 100% of teachers will use 3 to 5 Relational Practice strategies weekly as a way to build student culture and positive relationships, as aligned to our campus clarity statement #1.

Evaluation Data Sources: New walkthrough tool w/ specific relational practice measures, CTT Forms,
Lesson Plans, Collaborative Team Agendas, Clarity Statement 1 - specifically specifies campus-wide relational and trauma-skilled purposeful practices.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2023-24 school year, PMS will increase parental involvement by 25% through various measures of communication with families (parent training, cultural celebrations, welcome walks) as evidenced by the 2024 Spring Family Engagement Survey results.

Evaluation Data Sources: Parent Call Logs, Sign-In Sheets, Calendar of Event Logs, Improved Student Attendance in specific demographics, BOY & EOY parent surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Pflugerville MS will foster a climate that understands the importance of values, through specific professional development practices, as measured by a 5% increase in both "Appreciation" and "Belonging and Wellbeing" on the staff climate survey.

Evaluation Data Sources: Campus Climate Survey

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Pflugerville MS will increase student attendance by 1% each 6 weeks during the 2023-24 school year.

Evaluation Data Sources: Attendance Reports, Impact Meeting Records, Team Meeting Agendas

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By June of 2024, 90% of survey respondents will indicate that PMS is a healthy, secure and orderly environment for students, families, staff and community members.

Evaluation Data Sources: Student Campus-Created Surveys Campus Climate Survey

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)