

Pflugerville Independent School District

Park Crest Middle School

2025-2026

Accountability Rating: C



Board Approval Date: October 16, 2025
Public Presentation Date: September 16, 2025

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Park Crest Middle School is located near downtown Pflugerville, 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 2025 is estimated to be 700 students.

Students

Park Crest is 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)						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total Enrollment	964	972	883	768	715	682
African American	23.0%	21.7%	22.5%	24.5%	22.1%	21.3%
Hispanic	38.9%	39.3%	42.8%	42.7%	43.2%	46.2%
White	25.3%	25.6%	21.9%	20.1%	20.6%	19.7%
American Indian	0.3%	0.3%	0.2%	0.3%	0.1%	0.29%
Asian	6.0%	6.3%	6.1%	6.3%	6.2%	6.01%
Pacific Islander	0.2%	0.3%	0.0%	0.0%	0.1%	0.29%

Student Demographics - Park Crest Middle School (Source: TAPR, OnDataSuite, & Skyward)						
Two or More Races	6.2%	6.5%	6.3%	6.3%	7.7%	6.3%

During the 2024-2025 school year, 56.1% of Park Crest students identified as At-Risk and 50% identified as economically disadvantaged. The percentage of Emergent Bilingual students grew from 15.7% to 16.2% in the 2024-20025 school year.

Student Special Program Identification/Participation - Park Crest Middle School (Source: TAPR, OnDataSuite)						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Economically Disadvantaged	48.3%	44.1%	43.4%	48.4%	36.8%	50.0%
Emergent Bilingual	7.8%	9.5%	10.5%	14.1%	15.7%	16.2%
At-Risk	46.6%	43.2%	64.4%	55.5%	55.1%	54.0%
Special Education	14.35	16.2%	16.3%	15.7%	13.9%	17.0%
Gifted & Talented	12.6%	12.8%	11.6%	12.5%	13.2%	13.0%
Dyslexia	8.1%	4.8%	8.6%	9.9%	10.4%	12.0%
Section 504	13.2%	12.6%	8.6%	13.2%	13.7%	13.0%
Immigrant	0.8%	0.6%	0.8%	0.8%	1.7%	3.0%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	10.9%	11.8%	11.2%	13.9%	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 73% of teachers identifying as White. However, there has been a significant increase in the number of African American teachers at PCMS since 2021.

Teacher Demographics - Park Crest Middle School (Source: TAPR)						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total Count	64.1	66.2	65.8	59.5	57.2	
African American	9.4%	7.7%	9.5%	11.9%	15.4%	
Hispanic	16.1%	16.8%	14.6%	13.5%	12.6%	
White	74.5%	75.5%	75.9%	73.0%	70.0%	
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	
Asian	0.0%	0.0%	0.0%	1.7%	2.0%	
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	

Nearly half the teaching staff at PCMS have a decade or more of experience as classroom teachers.

Teachers by Years of Experience - Park Crest Middle School (Source: TAPR)						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Beginning Teachers	5.3%	1.2%	5.1%	14.8%	6.9%	
1-5 Years Experience	22.3%	23.6%	16.6%	15.4%	28.4%	
6-10 Years Experience	16.9%	19.1%	17.6%	18.1%	20.3%	
11-20 Years Experience	40.0%	26.6%	31.8%	23.5%	21.4%	
21-30 Years Experience	15.6%	24.9%	24.4%	24.8%	21.3%	
30+ Years Experience	Not reported	4.5%	4.6%	3.4%	1.7%	

Park Crest Middle School has 22 eligible teachers for the Teacher Incentive Allotment Program. Of those 22, 8 have met the requirements for the program for a rate of 36%.

Demographics Strengths

Demographic 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 nearly half of the teachers have 11 years or more of experience.

The faculty continues to become more racially and ethnically 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 that will continue into the 2025-2026 school year with zero new to the profession teachers.

Park Crest Middle School has 22 eligible teachers for the Teacher Incentive Allotment Program. Of those 22, 8 have met the requirements for the program for a rate of 36%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Park Crest's faculty and staff demographics are not representative of the students we teach. This includes: race, ethnicity, and sex.

Root Cause: Our pool of teachers is smaller and we will need to reach outward into other areas of the state to attract a more diverse teaching staff at Park Crest Middle School.

Student Learning

Student Learning Summary

Student Learning Summary

STAAR Longitudinal Results for Mathematics & Reading Language Arts (Source: TAPR)

Math															
	Approaches					Meets					Masters				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Gr 6	67%	72%	78%	78%	70%	31%	34%	35%	42%	26%	8%	10%	8%	12%	6%
Gr 7	17%	36%	51%	40%	31%	1%	11%	21%	14%	14%	0%	3%	3%	1%	0%
G 8	58%	63%	79%	62%	72%	26%	27%	41%	33%	44%	6%	7%	14%	12%	17%
Alg I	83%	99%	99%	99%	98.6%	56%	67%	85%	83%	85%	32%	53%	55%	58%	65%
Reading Language Arts															
	Approaches					Meets					Masters				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Gr 6	60%	74%	83%	88%	79%	33%	42%	57%	66%	58%	15%	22%	24%	29%	30%
Gr 7	61%	78%	85%	80%	82%	45%	56%	57%	54%	59%	29%	33%	29%	25%	28%
Gr 8	70%	79%	87%	84%	82%	40%	54%	57%	56%	56%	19%	34%	29%	25%	29%

Park Crest Middle School's 2025 STAAR scores in math show increaases in 8th grade math and in Algebra I in approaches, meets, and masters. It also shows a decline in our overall success rate in grade six and seven.

Math Performance

6th Grade Math Performance - 2025 STAAR				
	Number of Students	Approaches	Meets	Masters
All Student Group	232	70%	26%	6%
Economically Disadvantaged	122	61%	16%	2%
Black/African American	41	56%	17%	0%
Hispanic	118	67%	18%	3%
White	46	85%	43%	13%
Emergent Bilingual	42	57%	17%	7%
Special Education	55	2%	2%	0%

7th Grade Math Performance - 2025 STAAR				
	Number of Students	Approaches	Meets	Masters
All Student Group	118	45%	14%	0%
Economically Disadvantaged	69	38%	13%	0%
Black/African American	39	31%	8%	0%
Hispanic	53	51%	17%	0%
White	17	65%	29%	0%
Emergent Bilingual	23	39%	4%	0%
Special Education	27	26%	11%	0%

8th Grade Math Performance - 2025 STAAR				
	Number of Students	Approaches	Meets	Masters
All Student Group	254	73%	45%	17%
Economically Disadvantaged	140	60%	26%	6%
Black/African American	54	59%	30%	7%
Hispanic	124	71%	39%	15%
White	48	85%	71%	25%
Emergent Bilingual	37	65%	38%	8%
Special Education	37	30%	16%	5%

Algebra I End of Course Performance - 2025 STAAR				
	Number of Students	Approaches	Meets	Masters
All Student Group	72	99%	85%	65%
Economically Disadvantaged	26	100%	77%	62%
Black/African American	13	100%	85%	58%
Hispanic	26	100%	85%	58%
White	22	100%	86%	77%
Emergent Bilingual	5	100%	80%	60%
Special Education	0%	0%	0%	0%

Reading Performance

6th Grade Reading Performance - 2025 STAAR				
	Number of Students	Approaches	Meets	Masters
All Student Group	233	79%	58%	30%
Economically Disadvantaged	123	69%	44%	16%
Black/African American	42	62%	50%	21%
Hispanic	117	78%	51%	26%
White	47	98%	79%	43%
Emergent Bilingual	42	67%	36%	21%
Special Education	53	45%	21%	4%

7th Grade Reading Performance - 2025 STAAR				
	Number of Students	Approaches	Meets	Masters
All Student Group	229	81%	59%	28%
Economically Disadvantaged	110	72%	44%	18%
Black/African American	52	63%	37%	10%
Hispanic	98	83%	57%	28%

7th Grade Reading Performance - 2025 STAAR

White	49	92%	82%	41%
Emergent Bilingual	39	72%	28%	13%
Special Education	32	34%	13%	3%

8th Grade Reading Performance - 2025 STAAR

	Number of Students	Approaches	Meets	Masters
All Student Group	223	83%	57%	30%
Economically Disadvantaged	126	76%	46%	19%
Black/African American	56	77%	41%	32%
Hispanic	104	84%	57%	24%
White	36	94%	83%	47%
Emergent Bilingual	27	63%	30%	19%
Special Education	35	54%	23%	6%

Texas English Language Proficiency Assessment System (TELPAS) Performance

2025 TELPAS Composite Ratings - 2025 TELPAS

	Number of Students	Beginning	Intermediate	Advanced	Advanced High
Grade 6	41	7	29	37	27

2025 TELPAS Composite Ratings - 2025 TELPAS					
Grade 7	39	3	33	49	15
Grade 8	27	0	37	15	48

Grade 7	39	3	33	49	15
Grade 8	27	0	37	15	48

The Park Crest Domain 3 ELP component score exceeded the target by 16% and met the longitudinal target.

Summary of Findings

Based upon preliminary STAAR scores, we know that our mathematics scores decreased in grades 6 and 7 while they increased in grades 8 and on the Algebra I examination.

We know that our reading scores in 7th grade increased while our 6th grade scores decreased. Reading 8th grade scores slightly decreased in approaches while held steady in meets and masters.

2025 Closing the Gaps Summary

Closing the Gap Summary for STAAR 2024:

Reading Language Arts

The target for the All Students group was 44% - Park Crest Middle School met this with a score of 59%.
The target for the African American student group was 32% - Park Crest Middle School met this with a score of 44%.
The target for the Hispanic student group was 35% - Park Crest Middle School met this with a score of 56%.
The target for Park Crest’s High Focus group was 33% - Park Crest Middle School met this with a score of 46%.
All evaluated super groups for RLA were met.

Mathematics

The target for the All Students group was 47% - Park Crest Middle School met this with a score of 38%.
The target for the African American student group was 32% - Park Crest Middle School met this with a score of 27%.
The target for the Hispanic student group was 39% - Park Crest Middle School met this with a score of 32%.
The target for Park Crest’s High Focus group was 36% - Park Crest Middle School met this with a score of 26%.

Reading Language Arts met all interim target scores for: All students, African American students, Hispanic students, and the High Focus group of students.

Mathematics did not meet the interim target scores for: All students, African American students, Hispanic students, and High Focus groups of students. All groups had minimum growth with the exception of the High Focus group who showed expected growth.

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		79	C	
Student Achievement		79	C	70%
STAAR Performance	48	79		
College, Career and Military Readiness				
Graduation Rate				
School Progress		78	C	0%
Academic Growth	66	78	C	✓
Relative Performance (Eco Dis: 49.7%)		77	C	
Closing the Gaps	58	80	B	30%

Missed Closing the Gaps Targets

- Academic Achievement in Math: All Students, African American student group, Hispanic student group, High Focus student group
- Academic Growth in Math: All Students, African American student group, Hispanic student group, High Focus student group

Student Learning Strengths

Park Crest's achievement shows the following strengths:

Student Learning Strengths

STAAR 2025 Algebra I - 65% Masters Level

STAAR 2025 Algebra I - 56% Meets Level

STAAR 2025 Algebra I - 99% Approaches Level

STAAR 2025 Math Grade 8 - 17% Masters Level - an increase of 5 points longitudinally
STAAR 2025 Math Grade 8 - 44% Meets Level - an increase of 11 points longitudinally
STAAR 2025 Math Grade 8 - 72% Approaches Level - an increase of 10 points longitudinally

STAAR RLA Grade 7 - Meets increased by 4% and masters increased by 3%

TELPAS 2025 - The Park Crest Domain 3 ELP component score exceeded the target by 16% and met the interim Closing the Gaps target.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Park Crest's STAAR math results are below the Closing the Gaps targets for all evaluated student groups for Academic Achievement and Academic Growth.

Root Cause: Specific and strategic Tier 2 strategies including small group instruction are strategies we will continue to improve upon.

Problem Statement 2: Park Crest's reading scores are below our targeted goal to reach a score of a B and increase our masters level scores.

Root Cause: Professional Learning Community pairings and structures need further rooting in data and intentional strategy.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

Park Crest Middle School has adopted 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 Restorative Practices and we are continuing to implement strategies in each classroom.

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. PLCs will meet vertically one time per week. Park Crest Middle School is engaged in a Vertical Team PLC process that includes data analysis, study, training, and implementation cycles. These meetings take place one time per week and include training and coaching from principals, instructional coaches, and other facilitators.

Park Crest Middle School students is engaged in Career and Technology pathway learning that includes: career inventory, career study, and guest speakers. This process exposes children to CTE and the avenues students may take when they reach high school. The intent is to facilitate learning so that we as district have more students who are completing their career study programs.

All students who did not meet Approaches on the STAAR 2025 assessments for science 5th grade will receive intervention through advisory to meet their needs and the requirements of HB1416.

Students who did not meet Approaches on the STAAR 2025 assessments for math and reading 5th, 6th, and 7th grade assessments will receive intervention with their TIA certified teacher, in an intervention course, within the advisory period.

Park Crest attendance rates for the 2024-2025 school year averaged 94.8%. Park Crest continues to have a pattern of chronic absenteeism; however it decreased from 15.7% to 14.2%.

Chronic Absenteeism Rates				
2020-21	2021-22	2022-23	2023-24	2024-25
3.0%	22.7%	15.0%	15.7%	14.2%

Park Crest has employed measures at the teacher, counselor, parent liaison and principal level to ensure all students are attending class. Park Crest previously purchased the program, SchoolStatus to assist in contacting stakeholders; however, the district has purchased the program. Park Crest will continue to engage parents through this platform.

Intervention measures begin with letters sent home weekly and teacher intervention phone calls. Counselors and principals monitor attendance and reach out to parents through phone calls, texts, emails, and home visits.

School Processes & Programs Strengths

Park Crest Middle School has designed a master schedule and meeting schedule that provides a variety of tools including the following:

- Vertical Team meetings one time per week by content area (math, reading, science, and social studies);
- Grade Level Team meetings one time per month to discuss processes and student needs and successes;
- Professional Learning Committee meetings four times per month to analyze learning, design tier 1 and tier 2 strategies, and intervention lessons;
- Park Crest Middle School teachers have the ability to plan and work with others to meet student needs through planning, PSST, and shared leadership;
- Students are involved in an incentive program and receive points for behaving appropriately on campus to reinforce behavior;
- Restorative practices are used campus wide to support relationships between students and staff;
- All students at PCMS have an agenda to streamline communication with parents, provide resources, and assist in student's organizational habits;
- School Status is utilized by all faculty in order to communicate with parents and families through text, phone call, and email;
- School Status also allows faculty to monitor attendance rates daily student by student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In school suspension strategies and procedures are too loose and students are not using the time academically as expected.

Root Cause: There are poor structures and training for this school system.

Problem Statement 2: The percentage of students with chronic absenteeism at Park Crest Middle School is 14.2%.

Root Cause: Attendance tracking and communication systems are not smooth.

Perceptions

Perceptions Summary

Park Crest Middle School Crest and Den System:

The Park Crest Middle School Den System was created in 2022 to address the overrepresentation of African American and Hispanic students in out-of-placement settings. This program has continued to promote SEL conversations and learning, reward students for appropriate behavior, and create team unity.

UpBeat Teacher Survey Scores:

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 faculty and staff culture.

The UpBeat Survey reveals these areas of strength:

1. Autonomy (Teacher) - 85%
2. Principal/Teacher Trust - 85%
3. Parent Communication - 81% - and increase of 16 points
4. Inclusive Practices - 91%

The UpBeat Survey reveals these areas for consideration:

1. Professional Development on campus and districtwide.
2. Appreciation

PCMS and PCMS PTO:

The Park Crest PTO is strong and has funded greater than 10 teacher lead projects or needs on campus during the past school year. In addition, the PTO partnered with Park Crest for a fundraiser raising over \$5000. This fundraiser was used to assist the Puma Closet and Puma Food Pantry, staff culture and climate events, and teacher needs.

Teacher Retention Rate:

Park Crest Middle School retained 46:50 teachers for a retention rate of 92% for the upcoming 2025-2026 school year. Park Crest will work to hire diverse staff members.

Park Crest Middle School Drop Out Rate:

Park Crest currently has a drop out rate of 0.7%. This is attributed to 2 leavers who Park Crest will continue to attempt to locate.

Attendance Rate:

Park Crest's 2024-2025 daily attendance rate averaged to 94.8%. This is an increase to the 2023-2024 attendance rate of 0.7%.

Perceptions Strengths

Park Crest's survey data reveals increases in the following areas:

The Park Crest PTO is a strong advocate for Park Crest and its teachers. This partnership continues to create a foundation of support for families and teachers.

The Park Crest Closet and Pantry continues to assist families and promote service to our community.

Park Crest's attendance rate is increasing and our teacher retention rate is high.

Park Crest has increased its communication and partnership with parents and guardians.

Park Crest has inclusive practices for students, staff, and families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Park Crest teachers feel a lack of public appreciation for their work and efforts.

Root Cause: Park Crest has used the Den System to create teacher of the week, but need more personal and specific feedback strategies to promote faculty and staff appreciation.

Problem Statement 2: Park Crest faculty and staff do not value collaborative learning in whole group settings on the current topics we have studied as a campus and a district.

Root Cause: Park Crest faculty and staff do not have a concise professional learning plan to follow in order to see the direction and value of collaborative learning.

Problem Statement 3: Park Crest has an overrepresentation of minority students in out of placement settings.

Root Cause: Park Crest will continue to refine Den and point structures.

Goals

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

Performance Objective 1: By May 2026, Park Crest will have retained at least 95% of our highly qualified educators that entered in June 2025.

Evaluation Data Sources: Retention Rate

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

Performance Objective 2: By July 2026, Park Crest will strategically recruit highly qualified staff.

Evaluation Data Sources: Staffing reports

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

Performance Objective 3: By the end of the 2025 -2026 school year, principals, Instructional Coaches, and teacher leads will develop and lead vertical team porofessional development one time per week.

Evaluation Data Sources: Vertical Team Agendas
Small Group Implementation Walk Through Data

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

Performance Objective 4: By the end of the 2025-2026 school year, the PRIDE team will lead two faculty meetings to build learning and community across the campus.

Evaluation Data Sources: Staff Survey Data

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

Performance Objective 1: By June 2026, there will be increases in Growth and Achievement on STAAR Math tests across grades 6-8 and Algebra I for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 57% to 64%
- Approaches from 71% to 78%
- Meets from 39% to 46%
- Masters from 16% to 23%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 2: By June 2026, there will be increases in Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 6-8 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 70% to 74%
- Approaches from 83% to 90%
- Meets from 60% to 67%
- Masters from 30% to 37%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 3: By June 2026, there will be increases in Achievement at all performance levels on 8th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 79% to 86%
- Meets from 53% to 60%
- Masters from 18% to 25%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 4: By June 2026, there will be increases in Achievement at all performance levels on 8th grade STAAR Social Studies tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

-Approaches from 60% to 67%

-Meets from 29% to 36%

-Masters from 13% to 20%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 5: Park Crest Middle School will improve 2025 TELPAS English Language proficiency ratings with an at least 70% of Emergent Bilingual students making progress from the prior year.

Evaluation Data Sources: TELPAS results, Accountability reports

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

Performance Objective 1: By the end of the 2025-2026 school year, Park Crest Middle School will partner with the PfISD Career and Technical Education department to conduct a career inventory, design career lessons, and provide guest speaker opportunities.

Evaluation Data Sources: 8th graders prepared for pathway decisions

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

Performance Objective 2: By the end of the 2025-2026 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 and all students will have access to "College and Career Friday activities" provided during advisory and intervention time.

Evaluation Data Sources: Schedule of activities

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

Performance Objective 3: By the end of the 2025-2026 school year, Park Crest Middle School will engage in AVID activities two times per month in advisory, professional learning each semester, and will conduct walkthroughs to embed school wide strategies.

Evaluation Data Sources: AVID Strategy walk through data

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

Performance Objective 4: During 2025-2026, 100% of Park Crest MS 6th and 7th grade students will participate in daily physical activity in a physical education class or through school-wide activities; at least 80% of 8th grade students will participate in daily physical activity in a physical education class or through school-wide activities to insure coordinated school health services. All required students will participate in FitnessGram.

Evaluation Data Sources: FitnessGram participation

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: The Park Crest Middle School Parent Liaison will create, communicate and facilitate two strategic parent and family involvement events aimed at improving parents' navigation of campus resources to improve student achievement.

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
Attendance Rate
FRL Rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By the end of the 2025-2026 school year, Park Crest Middle School will reduce the number of disciplinary removals and eliminate the over-representation of student groups who receive out of placement consequences.

Evaluation Data Sources: Referral Data
Restorative Practices Implementation
Trauma Skilled Schools - Den System Implementation

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Park Crest MS will collect information from students regarding their perceptions of school safety, programs, and culture by completing a survey in both the Fall and Spring semesters.

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: By the end of the 2025-2026 school year, Park Crest will increase the attendance rate from a daily average of 94.8 % in the prior year to 99.8% and decrease the chronic absenteeism rate from 14.2% to 9.2%.

Evaluation Data Sources: Attendance Reports -- Weekly, Monthly, Quarterly, Chronic Absenteeism rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: Park Crest Middle School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from 79 (C) to an 85 (B)
- Domain 1 Rating will improve from C to B or above
- Domain 2 Rating will improve from C to B or above
- Domain 3 Rating will maintain a B or improve to an A.

Evaluation Data Sources: Accountability Reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: Park Crest Middle School will decrease its current drop out rate from 0.7% to 0.2%.

Evaluation Data Sources: Student Drop out Rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 7: Park Crest Middle School will continue implementing the Den System (House System) in order to create connectedness and belonging on campus and will decrease In School Suspension recidivism.

Evaluation Data Sources: Belonging Survey from Trauma Informed Schools

Goal 4: PfISD will improve low performing schools.

Performance Objective 8: Park Crest Middle School will invest in technology so that more students can access the learning management system across the campus, in small group instruction, and while in out of placement settings.

Evaluation Data Sources: Increased in student performance scores.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025