

**Houston Independent School District**  
**064 Pershing Middle School**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

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

### Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

### Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

### Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

### Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

### Student Data: Behavior and Other Indicators

- Attendance data

# Demographics

## Demographics Summary

Located in the middle of Braes Heights, in Houston, Texas, Pershing Middle School is a place of purposeful exploration, and we are fortunate enough to have community partners who are involved stakeholders and volunteers, who support teaching and learning throughout the school community. Students, parents, faculty, and staff work together in a student-centered environment to promote self-esteem and to foster lifelong learning. Pershing has a supportive culture that encourages healthy risk taking and fosters responsible citizenship. For faculty and staff, professional growth is continuous, and positive role modeling is found throughout the campus. We hold true to our vision that Pershing Pandas are Empowered by Diversity, Inspired by Success, and Committed to Lifelong Learning.

Pershing Middle School's current enrollment is 1377 students. Our student population comes to us from eight feeder elementary schools, as well as from elementary schools throughout the district through our Fine Arts magnet program. Our diversity is our strength. We are 18% White, 31% African American, 42% Hispanic, 5% Asian, and 3% two or more races. We service all students, including Emergent Bilingual (20%), Special Education (10%), and Gifted and Talented (23%).

Under the 2021-2022 state accountability system, Pershing met standard in all three domains (Student Achievement, School Progress, and Closing the Gaps) with an overall rating of a B.

## Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** With an increase in our Spanish-speaking population, we have a need to translate all of our documents into Spanish. **Root Cause:** Translating documents takes time and planning. As a campus, we need to be more proactive in our communications and plan ahead so that we allow time for translation to happen.

# Student Learning

## Student Learning Summary

When examining student achievement scores, such as the STAAR, students at Pershing Middle School score above the state and district average. A review of our 2022 student achievement scores indicates that our eighth-grade class continues to achieve well, particularly in reading. At the other grade levels, scores have shown decreases since 2019. We believe this decrease in achievement scores is a result of the learning loss experienced during the pandemic. Our biggest growth in 2022 came from Domain II: School Progress, where we earned an A. Our Emergent Bilinguals did very well on TELPAS this year. 65% of our students progressed at least one proficiency level, up from 31% in 2019.

Our data continues to reveal student achievement gaps between the highest and lowest performing students at Pershing Middle School as well as the persistence of achievement gaps among some subgroup populations (Special Education and Emergent Bilinguals). Pershing Middle School continues to work to address achievement gap data on both standardized and local assessments, and to work diligently to close the gap between the highest and lowest performing students. With respect to interventions, Pershing is committed to a collaborative structure of interventions and supports. All Tier 2 and Tier 3 students identified on the ITR have been placed in intervention classes that rotate each cycle between reading, math, and science/social studies. Intervention teachers participate in weekly grade-level team meetings to support team planning time and collaboration across the grade levels. Teachers will also focus on teaching the ELPS in all areas to support our Emergent Bilinguals.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** The data also reveals student achievement gaps between the highest and lowest performing students at Pershing Middle School as well as the persistence of achievement gaps among some subgroup populations (Special Education and Emergent Bilinguals). **Root Cause:** Previous master schedules did not include dedicated intervention class time for Tier II and Tier III students.

# School Processes & Programs

## School Processes & Programs Summary

Pershing Middle School is a Fine Arts magnet school, with 24% of our student population coming from outside our attendance zone. Our Fine Arts program consists of 11 specialty areas: Theater, Band, Orchestra, Guitar, Choir, Piano, Art, Dance, Creative Writing, and Gymnastics. Throughout the school year, students participate in school-based performances as well as compete in UIL tournaments.

In 2019, Pershing contracted with Communities in Schools to provide a full-time social worker to compliment our school counselors and social-emotional efforts. Through our work with Communities in Schools, we now have a second full-time person who serves as the Mental Health Behavior Specialist. We are pleased to report that through our efforts we have been able to support a growing number of students' social-emotional needs through individual and group sessions. Our continued partnership with Wraparound Services and the use of ESSER funds, has allowed us to create a Wraparound Resource Room on campus. The resource room will serve as a destination for students who need food, clothing, and basic hygiene products. Parents may also utilize one of two computers we have set up in order to gain access to the Internet.

All students have received a Chromebook for the 2022-2023 school year. Teachers will be trained on various instructional software programs by our Campus Instructional Technologist. It is the expectation of Pershing Middle School that all classrooms are integrating the use of technology throughout the school year.

# Perceptions

## Perceptions Summary

As a school community, we continue to come together around our commitment to the educational, social, and emotional well-being of our students and families. We continue to work to provide an increasingly more open and inviting school for parents to engage with our students and staff in the teaching and learning environment. Meetings take place in several venues on a weekly and monthly basis at the school. These meetings include PTO meetings, parent-led events, grade-level events, faculty meetings, weekly professional learning community meetings with unified content-level teams, office meetings, and leadership team meetings. The Pershing Middle School community is dedicated to making the school a collaborative and inclusive community where all input is welcomed and valued.

## Pershing Middle School Mission Statement

*By challenging students to reach their academic and personal potential, we believe we can help all students become productive and successful members of our global society.*

## Pershing Middle School Vision Statement

*Pershing Pandas are Empowered by Diversity, Inspired by Success, and Committed to Lifelong Learning*

## Pershing Middle School Positive Behavior Support System

Beginning with the 2022-2023 school year, Pershing has adopted the Positive Behavior Support System (PBIS) (see Addendum Pershing Middle School PBIS Plan). Our common school-wide expectations are centered around students being Accountable, Respectful, and Safe (see Addendum Pershing School-wide Expectations). To build consistency across the entire campus, all classrooms have common classroom expectations and voice levels posted in the room. As part of our PBIS model, we have also created a more streamlined behavior management system (see Addendum Behavior Management Flowchart).

# Priority Problems of Practice



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

# Board Goals

**Board Goal 1:** The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 1:** Students achieving at the MEETS level in grades 6-8 will increase to 55% as measured by the 2023 STAAR Reading Assessment





**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** Increase student reading levels by 30 Lexile points by December 2022.





**Evaluation Data Sources:** Ren360 BOY, MOY, EOY

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase student reading levels by implementing small groups and weekly reading conferences. <b>Strategy's Expected Result/Impact:</b> The expected results is an increase in student reading comprehension, which translates to an increase in the number of students reading at or above grade level. <b>Staff Responsible for Monitoring:</b> ELA Classroom Teacher, Teacher Specialist, ELA Instructional Leader <b>Action Steps:</b> (1) Identify student reading levels using Ren360 BOY data. (2) Create small groups, based on data, and include specific time each week in lesson plans for small groups to meet. (3) Identify students who fall under Intervention and Urgent Intervention, plan out specific Ren360 lessons for identified students to complete during class.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Measurable Objective 2:** Increase student reading levels by 70 Lexile points by April 2022.

**Evaluation Data Sources:** Ren360 BOY, MOY, EOY

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase student reading levels by implementing small groups and weekly reading conferences. <b>Strategy's Expected Result/Impact:</b> The expected results is an increase in student reading comprehension, which translates to an increase in the number of students reading at or above grade level. <b>Staff Responsible for Monitoring:</b> ELA Classroom Teacher, Teacher Specialist, ELA Instructional Leader <b>Action Steps:</b> (1) Identify student reading levels using Ren360 BOY data. (2) Create small groups, based on data, and include specific time each week in lesson plans for small groups to meet. (3) Identify students who fall under Intervention and Urgent Intervention, plan out specific Ren360 lessons for identified students to complete during class. (4) Integrate Carnegie Learning live virtual tutoring during intervention classes.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Board Goal 2:** The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.





**Goal 1:** Students achieving at the MEETS level in grades 6-8 will increase by 25% as measure by the 2023 STAAR Math Assessment

**Strategic Priorities:**

Expanding Educational Opportunities





**Measurable Objective 1:** 95% of our identified Gifted and Talented students will reach mastery level on all district formative assessments administered during the 2022-2023 school year.

**Evaluation Data Sources:** Beginning of Year Assessment, Ren360, District Formative Assessments, STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement with integrity Carnegie Math Accelerated Curriculum for Grades 6 and 7. <b>Strategy's Expected Result/Impact:</b> Increase the number of students that will score at the MASTERS level on 2023 STAAR and qualify for Algebra. <b>Staff Responsible for Monitoring:</b> Math Classroom Teachers, Teacher Specialist, Math Department Instructional Leader <b>Action Steps:</b> (1) Follow HISD's scope and sequence for accelerated math. (2) Ensure that Mathia is implemented with integrity by tracking student usage data and progress monitoring.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Measurable Objective 2:** 80% of our students will score at the Approaches level, with 50% of those scoring at the MEETS or MASTERS level.

**Evaluation Data Sources:** District Formative Assessments, Carnegie Math Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide quality instruction and learning opportunities for all students using Carnegie Math and focusing on a conceptual understanding of mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students approaching, meeting, and mastering grade level on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Math Classroom Teachers, Dean of Instruction, Math Department Instructional Leader, Teacher Specialist</p> <p><b>Action Steps:</b> (1) Train all teachers on implementing Carnegie Math  (2) Provide ongoing support in the implementation of Carnegie Math, using math coaches, district support personnel, and Carnegie consultants.  (3) Track Mathia data throughout the cycle.  (4) Incorporate Carnegie Learning live tutorials during intervention classes.</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

**Goal 1:** Students achieving at least one year of academic growth in grades 6-8 will increase by 10 percentage points as measured by 2022 STAAR Math and Reading Assessment.

**Strategic Priorities:**





Expanding Educational Opportunities

**Measurable Objective 1:** 100% of our Tier II and Tier III students are scheduled in an additional reading and math intervention class that addresses skill deficits as per Ren360, District Formative Assessments, and STAAR data.

**Evaluation Data Sources:** Ren360 BOY, MOY, EOY

2022 STAAR Data

District Formative Assessments

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Create a master schedule that includes a rotational schedule for reading, math, and science/social studies intervention classes.  <b>Strategy's Expected Result/Impact:</b> Students will move from Intervention/Urgent Intervention to at least on-level by the end of March 2023. <b>Staff Responsible for Monitoring:</b> Intervention Teachers, At-Risk Coordinator, Dean of Instruction <b>Action Steps:</b> (1) Identify budget dollars for maintaining intervention teachers. (2) Create a master schedule that allows for students to cycle through reading, math, and science/social studies intervention classes. (3) Maintain class sizes of no more than 18.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**Board Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

**Goal 1:** Students identified as Special Education achieving at APPROACHES level in grades 6-8 will increase by 20 percentage points as measured by 2022 STAAR Reading and Math Assessment.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** Student performance levels on campus-based assessments will increase by 7% from Beginning of Year Assessment through End of Year Assessment.

**Evaluation Data Sources:** Ren360 BOY, MOY, EOY

District Formative Assessments

CORE Common Assessments





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify SPED students who historically have not met their Reading and Math achievement goals and specifically target those students by increasing their goal 10% overall.</p> <p><b>Strategy's Expected Result/Impact:</b> Students serviced in special education will meet their IEP goals and increase their performance level by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education co-teachers; Classroom Teachers; Case Managers; Special Education Department Chair; Special Education Instructional Leader</p> <p><b>Action Steps:</b> All teachers will participate in a PLC/PD provided by instructional coach, case managers, and Special Education department chair. The PLC/PD will specifically focus on Banding Report, Small Group Reports and Instruction, and additional tools to identify and support Special Education students and their accommodations. Co-Teachers have been assigned to no more than 2 teachers so that they are able to spend the entire period supporting the students within that class.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Measurable Objective 2:** All 6 - 8 Special Education students will complete 15 hours of Imagine Literacy and 15 hours of Mathia by the end of April 2023.

**Evaluation Data Sources:** Imagine Literacy usage reports

Mathia usage reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> ELA and Math teachers will build time into their weekly schedules for students to access Imagine Literacy and Mathia. <b>Strategy's Expected Result/Impact:</b> Improving reading and math comprehension skills of students. <b>Staff Responsible for Monitoring:</b> Special Education co-teachers; Classroom Teachers; Case Managers; Special Education Department Chair; Special Education Instructional Leader <b>Action Steps:</b> (1) Set-up all students in Imagine Literacy and Mathia (2) Identify time within weekly ELA and Math lesson plans for students to access Imagine Literacy and Mathia. (3) Monitor usage using Imagine Literacy and Mathia reports.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Measurable Objective 3:** 100% of Special Education students will practice using their appropriate designated supports on District Formative Assessments, CORE Common Assessments, and TEA Interim Assessments.

**Evaluation Data Sources:** DFA, Core Common Assessments, TEA Interim Assessments, IEP Accommodation tracking

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Modeling for teachers how to create appropriate Supplemental Aids for Special Education students to use on all on all school, district and state assessments <b>Strategy's Expected Result/Impact:</b> Student will become familiar with utilizing their Designated Supports and	Formative			Summative
	Nov	Jan	Mar	June



to improve on their performance on STAAR.

**Staff Responsible for Monitoring:** Dean of Instruction, Special Education Administrator, Case Managers and Teachers

**Action Steps:** Identifying specific Designated Supports of all Special Education students  
Department PLCs to practice creating Supplemental Aids for ELA, Math, Science and Social Studies  
Classroom teachers will allow students to become familiar with using their Supplemental Aids

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify



Discontinue

## Board Goal 5: N/A - Additional Campus Goals

**Goal 1: ATTENDANCE:** The average daily attendance will increase to 98% during the 2022-2023 school year.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** Teachers will document and contact a grade-level administrator when a student has 2 or more unexcused absences per reporting period.

**Evaluation Data Sources:** Excessive absences report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will utilize PowerSchool's attendance reports. Teachers will make note of the specific students in a shared document.  <b>Strategy's Expected Result/Impact:</b> An increase in average daily attendance. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Grade-level Administrator, Attendance Clerk, Counselors, Wraparound Specialist <b>Action Steps:</b> (1) Teachers identify students who have excessive absences weekly. (2) Grade-level Administrators, Counselors, and Wraparound Specialist contact parents. (3) Attendance Contract for students/parents to sign.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Measurable Objective 2:** By December 2022, the attendance rate at Pershing Middle School will increase to at least 96.5%

**Evaluation Data Sources:** HISD Connect ADA Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Attendance Contracts with students and parents. <b>Strategy's Expected Result/Impact:</b> Increase attendance rate of frequently absent students. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Grade-level Administrator, Attendance Clerk, Counselors, Wraparound Specialist <b>Action Steps:</b> (1) Teachers identify students who have excessive absences weekly. (2) Grade-level Administrators, Counselors, and Wraparound Specialist contact parents. (3) Truancy letters printed and sent to parents via Certified Mail (4) Attendance Contract for students/parents to sign.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Board Goal 5: N/A - Additional Campus Goals

**Goal 2: DISCIPLINE:** By the end of the 2022-2023 school year, Pershing will reduce the number of In-School and Out-of-School suspensions by 50%.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of Pershing faculty and staff will follow the Behavior Management Flowchart and address behavior management issues following the specified steps.

**Evaluation Data Sources:** HISD Connect Incident Management Reports

District Discipline Data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Faculty will discuss behavior classifications and generate a menu of teacher-level intervention options, e.g. behavior contracts, mediation, role play, skill building, etc. in addition to teacher assigned detentions, lunch detention. All teachers will utilize the same consequence menu to address infractions.  <b>Strategy's Expected Result/Impact:</b> A reduction in the number of discipline referrals that could result in In-School and Out-of-School Suspensions.  <b>Staff Responsible for Monitoring:</b> Pershing faculty, administration, staff  <b>Action Steps:</b> (1) Professional development centered on classifying offenses by level and the appropriate consequences for each (i.e., Level I, II, III, IV) (2) Develop a campus-wide tracking system for teachers to enter Level I and II offenses and action steps so that administrators can utilize that data to inform additional actions if additional infractions occur.  <b>Title I:</b> 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**Measurable Objective 2:** Increase the number of student leadership referrals to 15% to acknowledge leadership referrals.

**Evaluation Data Sources:** Leadership referral form count at the end of the 2022-2023 school year

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement "bucket filling" by having faculty, staff, and students submit positive referrals to Pershing administration. <b>Strategy's Expected Result/Impact:</b> Students will contribute to the campus culture by making positive, proactive decisions. <b>Staff Responsible for Monitoring:</b> Pershing faculty, administration, and staff. <b>Action Steps:</b> (1) Purchase "Have You Filled a Bucket Today?" book for all teachers (2) Conduct professional development for all teachers on what it means to be a bucket filler. (3) Bulletin boards designed to promote bucket filling up and ready by first day of school (4) Read "Have You Filled a Bucket Today?" to students during the first day introduction. (5) Read bucket filling statements to students during announcements.  <b>Title I:</b> 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

## Board Goal 5: N/A - Additional Campus Goals

**Goal 3:** To prevent students from vaping at Pershing by 100%, we will create a monitoring schedule for key areas within the building for the 2022-2023 academic year.





**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of identified areas where students vape will be monitored by personnel throughout the school day.

**Evaluation Data Sources:** Reduction in the number referrals for vaping.





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

**Measurable Objective 2:** Conduct two vaping and drug prevention grade level assemblies during the 2022-2023 school year.

**Evaluation Data Sources:** Decrease in the number of referrals for vaping and drug use.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

## Board Goal 5: N/A - Additional Campus Goals





**Goal 4:** On a weekly basis, 100% of all Special Education ARDs, evaluations, and progress tracking will be in compliance.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

**Measurable Objective 1:** 100% of all ARDS and evaluations will be scheduled at least 30 days before the IEP/FIE end date.

**Evaluation Data Sources:** Easy IEP Compliance Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Schedule all ARDs and evaluations in advance of IEP/FIE end date. <b>Strategy's Expected Result/Impact:</b> ARD and evaluations completed by for the IEP/FIE end date. <b>Staff Responsible for Monitoring:</b> Special Education Case Managers, Special Education Department Chair, Special Education Instructional Leader, Principal <b>Action Steps:</b> (1) Run IEP/FIE report showing IEP/FIE end dates. (2) Calendar ARD or evaluation, by contacting parent, at least 30 days in advance of end date.  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Board Goal 5: N/A - Additional Campus Goals

**Goal 5:** As reported by 2023 TELPAS results, 80% of all Emergent Bilinguals will achieve at least one proficiency level.

**Strategic Priorities:**





Expanding Educational Opportunities

**Measurable Objective 1:** Increase reading comprehension and writing skills by 5% through the regular use of Imagine Literacy and Summit K-12.

**Evaluation Data Sources:** District Formative Assessments

Imagine Literacy Progress Monitoring

Summit K-12 Progress Monitoring





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will provide tailored paths in Imagine Literacy and Summit K-12, and utilize small groups based on student data, annotation strategy for comprehension support will be taught across content levels <b>Strategy's Expected Result/Impact:</b> Increase in students reading comprehension skills. <b>Staff Responsible for Monitoring:</b> ESL Teachers, ELA Teachers, Dean of Instruction <b>Action Steps:</b> (1) Identify EL students' proficiency levels and identify accommodations to support, provide targeted and specific feedback (2) Administer BOY, communicate BOY scores to students, student set goals, students are provided with authentic reading texts on their levels  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Measurable Objective 2:** 100% of all Emergent Bilingual students will practice using their appropriate designated supports on common assessments including District Formative Assessment, CORE Common Assessments, and TEA Interim Assessments.

**Evaluation Data Sources:** Accommodation tracking log

Data from assessments



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Modeling for teachers how to create appropriate Supplemental Aids for Special Education students to use on all on all school, district and state assessments. <b>Strategy's Expected Result/Impact:</b> Increase in EB performance on all school, district and state assessments <b>Staff Responsible for Monitoring:</b> ESL Teachers, Teacher Specialist, Dean of Instruction <b>Action Steps:</b> (1) Identifying specific Designated Supports of all ELL students. (2) Department PLCs to practice creating Supplemental Aids for ELA, Math, Science and Social Studies. (3) Professional development on Sheltered Instruction. (4) Classroom teachers will allow students to become familiar with using their Supplemental Aids.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

## Board Goal 5: N/A - Additional Campus Goals





**Goal 6:** As measured by the attendance sign-in at events held during the 2022-2023 school year, we will increase the number of Spanish-speaking parents who attend campus meetings and events by 50%.

### Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** Translate 100% of all Pershing communications throughout the 2022-2023 school year.

**Evaluation Data Sources:** Evidence of documents translated into Spanish.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> As our Spanish-speaking population increases, all school communications need to be translated into Spanish. <b>Strategy's Expected Result/Impact:</b> Increase two-way communication between Pershing and our Spanish-speaking parents. <b>Staff Responsible for Monitoring:</b> All staff responsible for sending out school communications; webmaster. <b>Action Steps:</b> (1) Send all communication to translation services for translation into Spanish. (2) Using School Messenger and other communication tools, post both the English and Spanish versions of school communications.  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Measurable Objective 2:** Offer at least two translated parent engagement activities through the school year.

**Evaluation Data Sources:** Parent Engagement Sign in sheets

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Offer Spanish Translation at all in person and virtual meetings at Title 1 and Wrap Around and Parent meetings. <b>Strategy's Expected Result/Impact:</b> Eliminate all barriers to student engagement at school and improve attendance of Spanish speaking families. <b>Staff Responsible for Monitoring:</b> Pershing faculty, administration, staff, and PTO <b>Action Steps:</b> (1) Translate all school communications into Spanish. (2) Identify dates for specific Spanish-speaking meetings. (3) Send invites specifically addressed to Spanish-speaking parents.  <b>Title I:</b> 4.2		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

## **Board Goal 5:** N/A - Additional Campus Goals

**Goal 7:** The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

### **Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before end of October 2022.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Diane Macomber

Estimated number of students to be screened: 1400

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 2:** VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before end of December 2022.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE: Diane Macomber

Estimated number of students to be screened: 400

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 3:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before the end December 2022.

**Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Diane Macomber

Estimated number of students to be screened: 400

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 4:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 1, 2023.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Diane Macomber

Estimated number of students to be screened: 450

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 5:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

**Measurable Objective 6:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus: 6

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

# State Compensatory

## Budget for 064 Pershing Middle School

**Total SCE Funds:** \$206,720.00

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

State Compensatory Education funds are used to pay the salaries of Pershing's intervention teachers as well as for the purchase of IXL.

## Personnel for 064 Pershing Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
April Woolley	Teacher	1
Christian Holland-Burroughs	Teacher	1
Samuel Hinman	Teacher	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by campus administration, content department chairs, and SDMC members.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- Department meetings
- Leadership meetings
- PTO meetings
- SDMC meetings

### 2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Data analysis using HISD's OnTrack system
- Formal and informal conversations with key stakeholders
- SDMC progress monitoring checks during scheduled meetings

### 2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations: Pershing Middle School website

The SIP was made available to parents by: School Messenger, Parent Meeting

We provide the SIP to parents in the following languages: English, Spanish



## **2.4: Opportunities for all children to meet State standards**

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Student completion of Mathia and Imagine Literacy during Math/ELA classes
- Adjustments to the master schedule
- Intervention classes for Tier II and Tier III students

## **2.5: Increased learning time and well-rounded education**

Ways that we increase learning time and a well-rounded education for our students include:

- Dedicated intervention periods for Tier II and Tier III students
- Block scheduling

## **2.6: Address needs of all students, particularly at-risk**

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments.

1. Continued use of OnTrack to identify and monitor student growth.
2. Continued use of district unit planning guides and the staff development which accompanies it.
3. Use of exemplar lesson and the meeting by content and grade-level to monitor.
4. Development of instructional plans that are part of our schoolwide reform strategies.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Pershing's School Improvement Plan is monitored quarterly and then evaluated annually in May.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Please see Title1Crate for the following documentation.

### **4.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

Meeting #1 - Open House - September 15

Meeting #1 Alternate - Open House - September 22

Meeting #2 - ESL Turn-to-Learn - October 13

Meeting #2 Alternate - ESL Turn-to-Learn - October 20

Meeting #3 - Title I Information Meeting - November 8

Meeting #3 Alternate - Title I Information Meeting - December 13

## **5. Targeted Assistance Schools Only**

# Addendums

## **What is PBIS?**

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. Research shows that positive reinforcement is one of the best ways to not only change problematic, or unexpected behavior, but also to encourage and maintain expected behavior. Positive behavior interventions and supports (PBIS) establishes clear behavior expectations to support all students in achieving social, emotional, and academic success. In addition to making behavior expectations clear to students, PBIS provides behavioral supports when needed, and fosters a positive environment where appropriate behavior is acknowledged and rewarded. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

The Three Tiers of Intervention below and the diagram on the following pages illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:

### **Three Tiers of Intervention**

#### **TIER I – ALL STUDENTS**

Includes:

- General curriculum enhanced by acknowledgements of positive behaviors, and clearly stated expectations that are applied to all students.

#### **TIER II – SELECTED INTERVENTIONS**

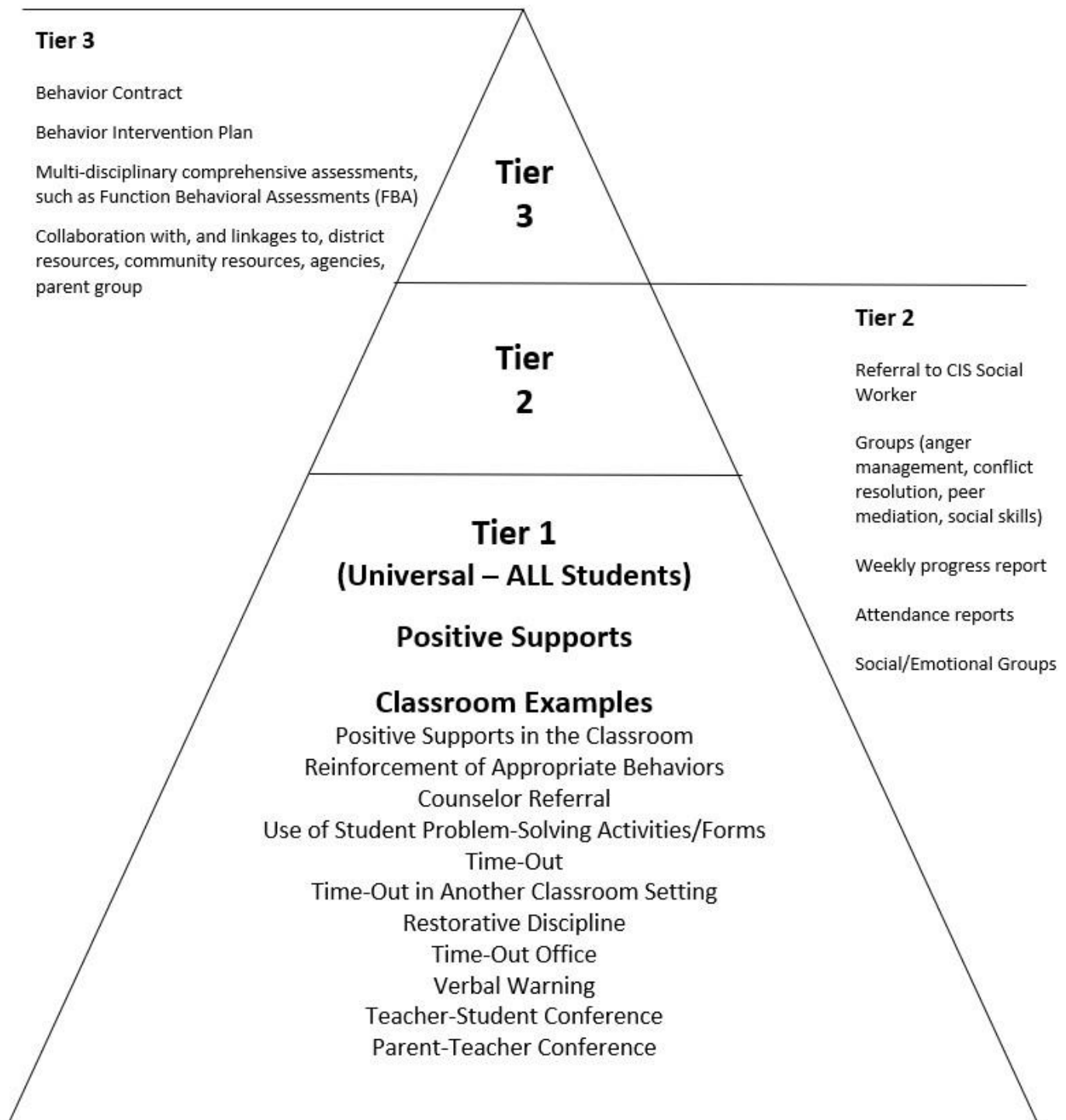
Focus on:

- Specific interventions for students who do not respond to universal efforts.
- Targeted group of students who require more support.
- Interventions that are part of a continuum of behavioral supports needed in schools.

#### **TIER III – INDIVIDUALIZED INTERVENTIONS**

Focus on:

- The needs of individual students who exhibit a pattern of problem behaviors.
- Diminishing problem behaviors and increasing the student's social skills and functioning.
- Interventions involving functional behavior assessments.



### Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, “Why should we have to teach kids to be good? They already know what they are supposed to do. Why can we not just expect good behavior?” PBIS provides the framework for a common approach, so students and staff clearly understand the behavioral expectations in the different locations in school. The behavior expectations that are taught and acknowledged are more likely to continue in the future. 4 In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals and suspensions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than

waiting for misbehavior to occur before responding. **The purpose of school wide PBIS is to establish a climate in which appropriate behavior is the norm.**

### **Why should students be acknowledged for doing what is expected?**

Behaviors which are acknowledged are more likely to be repeated while those which are ignored are less likely to reoccur. If staff wants students to demonstrate common acts of responsibility and respect, they will need to acknowledge those behaviors when they occur. Good behavior should not be taken for granted.

### **PBIS at Pershing Middle School**

PBIS is a comprehensive approach to behavior management utilized by all staff throughout the school building. Behavioral expectations are clearly defined and utilized in all settings. Our expectations at Pershing model Panda PRIDE: Positive Attitude, Respect, Integrity, Dependable and Excellence in all you do!

PBIS methods are research based and have been shown to significantly reduce the occurrence of problem behaviors. PBIS focuses on prevention, under the premise that if students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, that 80-85% of students will follow these systemic expectations.

The 15-20% of the students not responding to these universal expectations will receive addition support through group and individual interventions.

Critical to PBIS implementation is systematic analysis of behavioral and office discipline referral (ODR) data. Analysis of behavioral data allows us to identify problem areas and implement systematic, school-wide interventions, acknowledgement of students displaying positive behaviors and communicate this information to staff, parents, and students.

The key components of an effective school wide PBIS system include:

- Clearly defining and explicitly teaching behavioral expectations (Common Expectations, Procedures)
- Consistently reinforcing the positive behaviors we wish to promote (Strategies for acknowledging positive behaviors, grade level incentives)
- Utilization of behavioral data to identify problems and assess progress
- System of Correcting problem behaviors and teaching appropriate replacement behaviors (Office discipline referral, strategies for correcting behavior)
- Supports for Educators (Tier 2-Behavior Team)

The end goal of our Positive Behavior Interventions and Supports (PBIS) is to improve school climate to promote a safe and productive learning environment for all students and staff. EVERY adult must accept the responsibility of explicitly teaching students how to behave properly in all school settings. The most critical element of our PBIS implementation is CONSISTENCY!

### **Teaching our Expectations and Routines**

Starting the year off right during the first week of school, we will focus on teaching the schoolwide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

At the beginning of the school year, teachers will be provided a PBIS information packet with mini lessons. Plan to teach the expectations aggressively over the first few weeks of school. Teachers should reinforce daily concepts through

modeling, demonstrations, role play and practicing appropriate behaviors from the matrix. The students should actively participate in the role plays in all classes. Some expectations may require more than one activity/lesson.

### **Why teach the Rules, Expectations, and Routines during the first week of school?**

One of the major reasons to teach behavioral expectations and routines across settings is so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students. A second major reason is that we cannot assume that students know the expectations and routines.

### **How long should it take to teach our behavioral expectations?**

Plan to teach the expectations frequently over the first several weeks of school. Lessons may need to be repeated and positive behaviors reinforced more frequently.

### **What are Routines?**

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

### **Booster Sessions: Re-teaching the Rules, Expectations, and Routines.**

Like all good educators, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review or re-teach the expectations (based on our daily observations and/or behavioral data). Booster sessions are especially helpful 7 after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment events, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

### **What are our behavioral expectations?**

- **POSITIVE ATTITUDE:** A positive attitude is the belief that one can increase achievement through optimistic thought processes. A positive attitude comes from a growth mindset, when a vision of good-natured change in the mind is applied toward people, circumstances, events, or behaviors.
- **RESPECT:** It is the ability to show honor, esteem, and consideration for others. It is the ability to show compassion for others. Respect for others is closely related to respect for oneself. Those who lack self-respect usually do not give respect to others. Respect is important to give and receive. It shows you think the other person has value and importance. It is an unspoken communication that occurs between people. It is an attitude as well as a personal quality, an important “ingredient” of life.
- **INTEGRITY:** A core value of our school is the ability to act or make decisions on one’s own without supervision. It is the obligation/expectation to carry forward a task to a successful conclusion, to the best of one’s abilities. Integrity means accepting personal responsibility for one’s actions and learning from one’s mistakes to grow as an individual member of our school community.
- **DEPENDABILITY:** Someone who is capable of being depended upon, worthy of trust. Dependable means you are reliably able to be counted on or relied upon. When you always do everything that you say you will and do not make promises you cannot keep.
- **EXCELLENCE** in all you Do!



# Pershing Pride Expectations Matrix

	Bathroom/Locker Room	Hallways	Cafeteria	Classroom	Auditorium
<b>P</b> Positive Attitude	<ul style="list-style-type: none"> <li>Use good manners, saying, "Please and thank you," "excuse me," etc.</li> </ul>	<ul style="list-style-type: none"> <li>Keep words and actions kind</li> <li>Be an "Upstander"</li> <li>Say "Excuse me"</li> </ul>	<ul style="list-style-type: none"> <li>Keep conversations positive</li> </ul>	<ul style="list-style-type: none"> <li>Always try your best</li> <li>Be Open-Minded to learning</li> <li>Pay attention and be ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>Be attentive to speakers</li> </ul>
<b>R</b> Respect	<ul style="list-style-type: none"> <li>Keep bathroom clean (flush toilet after using)</li> <li>Treat school property, your property, and other's property with care</li> <li>Use school equipment for intended use</li> <li>Absolutely NO personal devices should be out or in use in the bathroom or locker room</li> </ul>	<ul style="list-style-type: none"> <li>Help others</li> <li>Keep it clean</li> <li>Speak politely</li> <li>Use appropriate voice levels</li> </ul>	<ul style="list-style-type: none"> <li>Use your manners</li> <li>Wait to be dismissed</li> <li>Comply with adult requests</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Speak kindly to others</li> <li>Give compliments</li> </ul>	<ul style="list-style-type: none"> <li>Listen quietly when someone is speaking</li> <li>Be polite to all visitors</li> <li>Celebrate other's accomplishments</li> </ul>
<b>I</b> Integrity	<ul style="list-style-type: none"> <li>Keep bathroom clean</li> <li>Wash hands with soap</li> <li>Keep feet on the floor</li> <li>Keep water in the sink</li> </ul>	<ul style="list-style-type: none"> <li>Walk on the right and use Level 2 Voice</li> </ul>	<ul style="list-style-type: none"> <li>Sit at your table</li> <li>Stay in your seat</li> <li>Eat only your food</li> </ul>	<ul style="list-style-type: none"> <li>Be honest</li> <li>Be on time</li> <li>Do your own work</li> </ul>	<ul style="list-style-type: none"> <li>Respond in an appropriate manner (clap hands)</li> </ul>
<b>D</b> Dependable	<ul style="list-style-type: none"> <li>Use bathroom only when you really need to</li> </ul>	<ul style="list-style-type: none"> <li>Walk and talk</li> <li>Catch and release</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Keep food and drinks in the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Attend school everyday</li> <li>Help others</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your seat</li> <li>No food or drink in the auditorium</li> </ul>
<b>E</b> Excellence in all YOU do!	<ul style="list-style-type: none"> <li>Spend minimal time in the bathroom (approximately two minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Get to class on time with all required supplies</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy food choices</li> <li>Use good table manners</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a GROWTH MINDSET</li> <li>Ask for help if you are struggling</li> </ul>	<ul style="list-style-type: none"> <li>Model "Pershing Pride"</li> </ul>



**PERSHING MIDDLE SCHOOL**  
**SCHOOL-WIDE**  
**EXPECTATIONS**

**PANDAS ARE**

**ACCOUNTABLE**

**RESPECTFUL**

**SAFE**



## PERSHING MIDDLE SCHOOL PROBLEM BEHAVIOR FLOW CHART

