

**Houston Independent School District**  
**064 Pershing Middle School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	3
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problems of Practice	7
Comprehensive Needs Assessment Data Documentation	8
Board Goals	9
Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.	10
Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.	11
Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.	13
Board Goal 4: CLOSING THE GAPS 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.	14
Board Goal 5: N/A - Additional Campus Goals	16
State Compensatory	29
Budget for 064 Pershing Middle School	30
Personnel for 064 Pershing Middle School	30
Title I Schoolwide Elements	30
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	31
1.1: Comprehensive Needs Assessment	31
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	31
2.1: Campus Improvement Plan developed with appropriate stakeholders	31
2.2: Regular monitoring and revision	31
2.3: Available to parents and community in an understandable format and language	31
2.4: Opportunities for all children to meet State standards	32
2.5: Increased learning time and well-rounded education	32
2.6: Address needs of all students, particularly at-risk	32
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	32
3.1: Develop and distribute Parent and Family Engagement Policy	32
3.2: Offer flexible number of parent involvement meetings	33
Addendums	33

# Comprehensive Needs Assessment

## Needs Assessment Overview

The data used for our needs assessment is derived directly from the results of our 2019 STAAR. During our pre-service week, we used a continuous school improvement framework to answer the question, "how did we get to where we are?" The purpose of this question was to allow for critical conversations centered on what is working and what is not working. Teachers spent time breaking down our data to address areas of strengths and areas of weakness. These analyses assisted in the development of our goals, comprehensive needs assessment, and planning and visioning. An analysis of our 2019 STAAR reading, math, science, and social studies data shows that we made gains in some subject areas and grades, while losing ground in others. We continue to struggle with increasing the percent of students passing at Level III - Masters, as well as our academic growth.

Using a continuous school improvement framework, we analyzed our data to look at how our students are doing and how did we get to where we are. We determined we need to improve our instructional strategies and student learning so that all students are successful in passing STAAR at the approaches level and above. Specifically, we will focus on using data to drive instruction across grade-levels and the curriculum. All teachers will use the TEKS to target instruction so that: 1) learning objectives are clearly stated; 2) students will understand the importance of the learning objective; 3) teachers will frequently check for understanding and adjust instruction as needed; and 4) instruction is student-centered, technology infused, with students engaged in authentic, meaningful, higher-level thinking. Each grade level will use assessments that are embedded in every lesson, as well as common, formative assessments that are administered frequently. Grade-level and subject teams will look at data from their assessments to determine alignment and the effectiveness of instructional strategies. In addition, grade-level teams will use the data to determine which students are not meeting proficiency. Agreements will be made on the skill levels and benchmarks for at-risk, special education, and English Learners in all subject areas for all grades. Pershing Middle School is proud to have met standard for all three domains; however, we must substantially increase our students' performance on meeting the final meets and masters standard in all subject areas. We continue to struggle with our EL and Special Education populations and will be working with our ESL and Special Education teachers to target specific skill levels to help meet the needs of our students' varying abilities. An intense focus will be strengthening our focus on teaching the ELPS, especially in writing, speaking, and reading to increase our EL progress growth index.

# 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.

In the 2020-2021 school year, Pershing Middle School had a population of 1720 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 19% White, 33% African American, 39% Hispanic, 7% Asian, and 2% two or more races. We service all students, including English Learners (17%), Special Education (6%), and Gifted and Talented (36%).

Under the 2019-2020 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 state and district average scores. Over the last three years, except for 2021, there have been only minimal fluctuations in achievement. A review of our 2019 student achievement scores indicates that our eighth-grade class continues to achieve well, particularly in reading and math. At the other grade levels, scores have shown slight fluctuations from year to year. Across the board, all grade levels saw a decline in the 2021 student achievement scores. 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 English Learners). 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 semester-length reading/math intervention classes. 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 English Learners.

## 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 English Learners). **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. 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. We have also been able to provide basic needs to many families with help from both Communities in Schools and our Wraparound Specialist.

# 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 Core Values

Beginning with the 2021-2022 school year, we have introduced our PANDA Core Values:

Prepared for Learning

Accept Responsibility

Never Give Up

Develop Relationships

Aim for Success

Show Integrity

# 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
- 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

# Board Goals

**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** Students achieving at MEETS level in grades 6-8 will increase to 55% as measured by 2022 STAAR Reading Assessment.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Increase student reading levels by 30 Lexile points by December 2021. <b>Evaluation Data Sources:</b> Ren 360 BOY, MOY, EOY	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Increase student reading levels by implementing small groups and reading conferences weekly.

**Strategy's Expected Result/Impact:** The expected result is an increase in student reading comprehension, which translates into an increase in the number of students reading at or above grade level.

**Staff Responsible for Monitoring:** ELA Teacher, ELA Intervention Teacher, ELA Instructional Leader

**Action Steps:** (1) Identify student reading levels. (2) Create a schedule for small groups. (3) Identify intervention and urgent intervention students. (4) Assess students who are identified as need intervention using ITR and Ren360 data (4) Identify designated supports for SPED and ELL Students.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Increase student reading levels by 70 Lexile points by April 2022. <b>Evaluation Data Sources:</b> Ren 360 BOY, MOY, EOY	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** Increase student reading levels by implementing small groups and reading conferences weekly.

**Strategy's Expected Result/Impact:** The expected result is an increase in student reading comprehension, which translates into an increase in the number of students reading at or above grade level.

**Staff Responsible for Monitoring:** ELA Teacher, ELA Intervention Teacher, ELA Instructional Leader

**Action Steps:** (1) Identify student reading levels. (2) Create a schedule for small groups. (3) Identify intervention and urgent intervention students. (4) Assess students who are identified as need intervention using ITR and Ren360 data (4) Identify designated supports for SPED and ELL Students.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> All 6-8 students will complete 25 hours and 25 lessons in Imagine Literacy by Spring 2022. <b>Evaluation Data Sources:</b> Imagine Literacy progress reports	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** Reading and Homeroom teachers will build time in their weekly schedule for accessing Imagine Literacy.

**Strategy's Expected Result/Impact:** By progressing through individual lessons, students will receive extra practice and instruction needed to increase their Lexile levels.

**Staff Responsible for Monitoring:** Reading teachers; Carrie Curtis, ELA Administrator.

- Action Steps:**
1. Identify time in weekly schedule
  2. Create rotation schedules for working in small groups and ensure devices are accessible for all students.
  3. Track lesson and hours weekly.
  4. Ensure designated supports are available.

**TEA Priorities:** Build a foundation of reading and math

**Board Goal 2: MATH** 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1:** Students achieving at MEETS level in grades 6-8 will increase from 30% to 50% as measured by 2022 STAAR Math Assessment.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 95% of our GT students will reach mastery level on all common and district assessments. <b>Evaluation Data Sources:</b> BOY, REN360, Interim Assessments, Common Assessments, STAAR	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Provide quality differentiated instruction based around the district's gifted and talented curriculum.

**Strategy's Expected Result/Impact:** Increase the number of students that will master the STAAR Math assessment and qualify for Algebra.

**Staff Responsible for Monitoring:** Math teachers, Math Instructional Leader

**Action Steps:** Follow District gifted and talented scope and sequence, ensure enrichment opportunities through project based learning, include higher order thinking, offer reteaching and retesting to students who are not mastering, Saturday/after school tutorials.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> All 6-8 students identified as Gifted and Talented will complete 25 hours and 25 lessons in Renzulli by Spring 2022. <b>Evaluation Data Sources:</b> Renzulli Learning	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** Math and Homeroom teachers will build time in their weekly schedule for accessing Renzulli.

**Strategy's Expected Result/Impact:** By progressing through individual lessons, students will receive extra practice and instruction needed.

**Staff Responsible for Monitoring:** Math teachers; Alberto Fernandez, Math Administrator.

- Action Steps:**
1. Identify time in weekly schedule
  2. Create rotation schedules for working in small groups and ensure devices are accessible for all students.
  3. Track lesson and hours weekly.
  4. Ensure designated supports are available.

**TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> 100% of identified GT students will remain At or above Grade Level on Ren 360 Objectives <b>Evaluation Data Sources:</b> Ren360 progress monitoring reports	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** Math and Homeroom teachers will build time in their weekly schedule for accessing Renzulli.

**Strategy's Expected Result/Impact:** By progressing through individual lessons, students will receive extra practice and instruction needed.

**Staff Responsible for Monitoring:** Math teachers; Alberto Fernandez, Math Administrator.





- Action Steps:**
1. Identify time in weekly schedule
  2. Create rotation schedules for working in small groups and ensure devices are accessible for all students.
  3. Track lesson and hours weekly.
  4. Ensure designated supports are available.

**TEA Priorities:** Build a foundation of reading and math

**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**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 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of our Tier 2 and Tier 3 students are scheduled into an additional reading and math intervention class that addresses skill deficits as per Ren360 data and STAAR. <b>Evaluation Data Sources:</b> Ren360 BOY, MOY, EOY; STAAR; DLAs; Interim Assessments; Common Assessments.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** Create a master schedule that includes semester-length reading and math intervention classes.

**Strategy's Expected Result/Impact:** Students will move from Intervention/Urgent Intervention to On-level.

**Staff Responsible for Monitoring:** Reading and Math Intervention Teachers; Dean of Instruction

**Action Steps:** (1) Identify budget dollars for the additional three intervention teaching positions (1 reading, 2 math). (2) Include 2 Reading and 2 Math intervention classes at each grade level (3) Hire intervention teachers (4) Identify Tier II and Tier III students using the district provided ITR report. (5) Maintain class sizes of 18 or less.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math

**Board Goal 4: CLOSING THE GAPS** 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

**Goal 1:** Students identified as Special Education achieving at APPROACHES level in grades 6-8 will increase by 10 percentage points as measured by 2022 STAAR Reading and Math Assessment.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Student performance levels on campus-based assessments will increase by 7% from Beginning of Year Assessment through End of Year Assessment. <b>Evaluation Data Sources:</b> BOY, MOY, EOY Ren 360; Interim Assessment; Common Assessment	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Identify SPED students who historically have not met their Reading and Math achievement goals and specifically target those students by increasing their goal 7% overall.

**Strategy's Expected Result/Impact:** Students serviced in special education will meet their IEP goals and increase their performance level by 7%.

**Staff Responsible for Monitoring:** Special Education co-teachers; case managers; Special Education Department Chair; Special Education Instructional Leader

**Action Steps:** 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.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math





Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> All 6 - 8 Special Education students will complete 15 hours and 15 lessons of Imagine Literacy by the end of May 2022 <b>Evaluation Data Sources:</b> Imagine Literacy completion reports	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** ELA and Homeroom teachers will build time into their weekly schedule for accessing Imagine Literacy

**Strategy's Expected Result/Impact:** Improving reading comprehension skills of the students

**Staff Responsible for Monitoring:** ELA and Homeroom teachers

**Action Steps:** Teachers will create a weekly schedule that includes time for Imagine Literacy  
 Campus Administrators will provide Homeroom teachers with Imagine Literacy Schedule  
 ELA teachers will monitor student progress in completing lessons.

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Special Education students will practice using their appropriate designated supports on common assessments including District Level Assessments and MOCK STAAR. <b>Evaluation Data Sources:</b> Common Assessment Data reports Evidence of Designated Supports used on All assessments	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** Modeling for teachers how to create appropriate Supplemental Aids for Special Education students to use on all on all school, district and state assessments

**Strategy's Expected Result/Impact:** Student will become familiar with utilizing their Designated Supports and 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.



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

**Goal 1:** The average daily attendance will increase to 98% during the 2021-2022 school year.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Teachers will document and contact a grade-level administrator when a student has 2 or more unexcused absences per reporting period. <b>Evaluation Data Sources:</b> Each reporting cycle should reflect the 1% increase in attendance	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Teachers will utilize PowerSchool's attendance reports. Teachers will make note of the specific students in a shared document

**Strategy's Expected Result/Impact:** An increase in average daily attendance.

**Staff Responsible for Monitoring:** Teachers; Attendance Clerk; Assistant Principals

**Action Steps:** RTI/IAT; Referral to Wraparound Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> By December 2021, the attendance rate at Pershing Middle School will increase to at least 96% <b>Evaluation Data Sources:</b> Power School Attendance Reports Parent Communication Logs	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Run attendance reports of frequently absent students and make parental contact

**Strategy's Expected Result/Impact:** Increase attendance rate of frequently absent students.

**Staff Responsible for Monitoring:** Attendance Clerk and Grade Level Administrators

**Action Steps:** Run and Print the Power School Attendance Report  
 Attendance Clerk will cross reference report and look for frequently absent students on the list.  
 Grade Level Assisitant Principals will make parent contacts of the students.

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Each six weeks, students will be rewarded for perfect attendance <b>Evaluation Data Sources:</b> Power School Attendance Reports	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 1:** Campus Administrators will identify students with perfect attendance and reward those students.

**Strategy's Expected Result/Impact:** Daily increase of attendance rate

**Staff Responsible for Monitoring:** Attendanace Clark  
Grade Level Administrators

**Action Steps:** Run attendance Reports, identify students with perfect attendance and reward students during homeroom activity

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

**Goal 2:** During the 2021-2022 school year, we will reduce the number of In-School and Out-of-School Suspensions by 50% or 412.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Discipline referrals will be reduced as a campus will have an understanding of behavior classifications and 100% of faculty will implement and follow the teacher-level interventions before escalating to discipline referral. <b>Evaluation Data Sources:</b> HISD Connect discipline reports; District provided discipline data by action code and ethnicity.	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** 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.

**Strategy's Expected Result/Impact:** Students following Pershing's rules and Panda Core Values. Students utilizing calming methods to de-escalate conflicts.

**Staff Responsible for Monitoring:** All Pershing faculty and staff

**Action Steps:** (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.

**Title I Schoolwide Elements:** 2.6

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Increase the number of student leadership referrals to 15% to acknowledge leadership referrals. <b>Evaluation Data Sources:</b> Leadership referral form count at the end of the 2021-2022 school year	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** Acknowledge leadership referrals on the morning announcements to spotlight positive student behaviors on campus

**Strategy's Expected Result/Impact:** Students will contribute to the campus culture by asking positive and proactive decisions

**Staff Responsible for Monitoring:** Grade Level Administrators and Counselors

**Action Steps:** Create and distribute leadership referrals forms to staff

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Use other forms of disciplinary consequences through student conferences and in school detentions <b>Evaluation Data Sources:</b> Discipline referral forms	Formative			Summative
	Nov	Jan	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Strategy 1:** Grade Level Administrators will assign student and / or parent conferences and in school detentions for Level 1 and Level infractions

**Strategy's Expected Result/Impact:** Decrease in all school discipline referrals and all in school and out of school suspensions.

**Staff Responsible for Monitoring:** Grade Level Administrators

**Action Steps:** Teachers will utilize the discipline documentation form for Level I and II infractions. Grade Level Administrators and Counselors will conference with students about appropriate actions.

**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 2021-2022 academic year.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 1:</b> 100% of identified areas where students vape will be monitored by personnel throughout the school day. <b>Evaluation Data Sources:</b> Reduction in the number incidents.				

**Strategy 1:** Create a duty schedule for low-traffic times throughout the day for monitoring.

**Strategy's Expected Result/Impact:** Reduction in the number of incidents.

**Staff Responsible for Monitoring:** All staff

**Action Steps:** (1) Nurse provides informational sessions on the dangers of vaping. (2) Build duty schedule for monitoring of identified areas.

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 2:</b> Conduct two vaping prevention grade level assemblies during the 2021-2022 school year. <b>Evaluation Data Sources:</b> Number of vaping incidents				



**Strategy 1:** Conduct a fall and a spring vaping prevention assembly with resources provided by the Wrap Around Specialists and Communities In Schools

**Strategy's Expected Result/Impact:** Decrease in the number of vaping incidents.

**Staff Responsible for Monitoring:** Grade Level Administrators, Counselors, Wrap Around Specialist and Communities In Schools Specialist

**Action Steps:** Schedule and plan vaping assemblies, provide research based evidence to students and provide additional resources and supports for students who are caught vaping

Measurable Objective 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 3:</b> Identify students who are vaping and provide researched based approaches through the Wrap Around Specialist and Communities in Schools Specialist to deter future vaping incidents <b>Evaluation Data Sources:</b> Student Incidents of Vaping				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Strategy 1:** Provide informational sessions to students vaping through the nurse and Wrap Around Specialist

**Strategy's Expected Result/Impact:** decrease incidents of students vaping

**Staff Responsible for Monitoring:** Nurse

Wrap Around Specialist

Communities In Schools

**Action Steps:** Identify students, coordinate and plan informational sessions and then implement informational sessions to targeted students

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

**Goal 4:** Students identified as English Learners achieving at APPROACHES level in grades 6-8 will increase by 5 percentage points as measured by 2022 STAAR Reading and Math Assessment.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Increase reading comprehension and writing skills by five percent through the regular use of Imagine Literacy <b>Evaluation Data Sources:</b> Formative assessments	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Teachers will provide tailored paths in Imagine Literacy and utilize small groups based on student data, annotation strategy for comprehension support will be taught across content levels

**Strategy's Expected Result/Impact:** Increase in students reading comprehension skills.

**Staff Responsible for Monitoring:** ESL Teachers, ELA Teachers, Dean of Instruction

**Action Steps:** (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

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> All 6 - 8 ELL students will complete 15 hours and 15 lessons of Imagine Literacy by the end of May 2022 <b>Evaluation Data Sources:</b> Imagine Literacy Completion reports	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** ELL and Homeroom teachers will build time into their weekly schedule for accessing Imagine Literacy

**Strategy's Expected Result/Impact:** Increase the reading comprehension of the ELL students

**Staff Responsible for Monitoring:** ELL Teachers  
 Dean of Instruction

**Action Steps:** Teachers will create a weekly schedule that includes time for Imagine Literacy  
 Campus Administrators will provide Homeroom teaches with Imagine Literacy Schedule  
 ELL teachers will monitor student progress in completing lessons.

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> ELL students will practice using their appropriate designated supports on common assessments including District Level Assessments and MOCK STAAR.	Formative			Summative
	Nov	Jan	Mar	June

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

**Strategy 1:** Modeling for teachers how to create appropriate Supplemental Aids for Special Education students to use on all on all school, district and state assessments

**Strategy's Expected Result/Impact:** Increase in their performance of all school, district and state assessments

**Staff Responsible for Monitoring:** ELL teachers  
Dean of Instruction

**Action Steps:** Identifying specific Designated Supports of all ELL 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



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

**Goal 5:** As measured by the attendance sign-in at events held during the 2021-2022 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 Details	Reviews			
<b>Measurable Objective 1:</b> Translate 100% of all Pershing communications throughout the 2021-2022 school year. <b>Evaluation Data Sources:</b> Documents translated	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Translate all school communication into Spanish.

**Strategy's Expected Result/Impact:** Increase in two-way communication between school and Spanish-speaking parents.

**Staff Responsible for Monitoring:** All staff responsible for sending out school communications; webmaster

**Action Steps:** (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

**Title I Schoolwide Elements:** 3.2

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Offer at least two translated parent engagement activities through the school year <b>Evaluation Data Sources:</b> Parent Engagement Sign in sheets	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Offer Spanish Translation at all in person and virtual meetings at Title 1 and Wrap Around and Parent meetings

**Strategy's Expected Result/Impact:** Eliminate all barriers to student engagement at school and improve attendance of Spanish speaking families

**Staff Responsible for Monitoring:** Title 1 Coordinator  
 Wrap Around Specialist

**Action Steps:** Have Spanish Translators present at all parent meetings, provide the student assistance forms, and monitor the SAF results and respond within 24 hours

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Identify Bilingual parents to serve as ambassadors in workshops and meetings with Spanish speaking parents <b>Evaluation Data Sources:</b> Parent attendance logs from parent meetings and workshops.	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 1:** Utilizing Bilinigual ambassadors as a way to increase parental involvement

**Strategy's Expected Result/Impact:** Increase in the number of bilingual parent attending important school events

**Staff Responsible for Monitoring:** Attendance logs

**Action Steps:** Work with the PTO to identify active bilingual parents to serve as ambassadors and assign ambasadors to attend various school meetings and events.





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

**Goal 6:** MANDATED HEALTH SERVICES

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 Details	Reviews			
<p><b>Measurable Objective 1:</b> IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.</p> <p><b>Evaluation Data Sources:</b> Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: 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.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Measurable Objective 2 Details	Reviews			
<p><b>Measurable Objective 2:</b> VISION SCREENING at Grades PK, K, 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p><b>Evaluation Data Sources:</b> Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: 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.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Measurable Objective 3 Details	Reviews			
<p><b>Measurable Objective 3:</b> HEARING SCREENING at Grades PK, K, 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p><b>Evaluation Data Sources:</b> Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: 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.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Measurable Objective 4 Details	Reviews			
<p><b>Measurable Objective 4:</b> TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p><b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: 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.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Measurable Objective 5 Details	Reviews			
<b>Measurable Objective 5:</b> SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. <b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: 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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
<b>Measurable Objective 6:</b> 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 2021-2022. <b>Evaluation Data Sources:</b> 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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
<b>Measurable Objective 7:</b> AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Goal 7:** 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.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of students will complete a nutrition and health unit during physical education classes. <b>Evaluation Data Sources:</b> Unit plans focused on nutrition and health.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** Dedicate Mondays as health and nutrition days for all physical education classes.

**Strategy's Expected Result/Impact:** Decrease the number of students choosing poor eating habits and risking their health by participating in unhealthy choices.

**Staff Responsible for Monitoring:** Physical Education teachers, nurse

**Action Steps:** Work with PE teachers to create unit lesson plans that center around health and nutrition.

# State Compensatory

## Budget for 064 Pershing Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 2**

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

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## Personnel for 064 Pershing Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
April Woolley-Stigall	Tchr, Intervention (Math)	1
Samuel Hinman	Tchr, Math Intervention	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP 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.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 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 Imagine Math and Imagine Literacy during homeroom 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 homeroom daily for tutorial support
- Dedicated intervention periods for Tier II and Tier III students
- Block scheduling Tuesday - Friday

## **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.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

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

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Linda Barcot
- Teachers - Dawn Harrison, Lotus Hoey, Jennifer DeMoss, Victorina Larios
- Administrators - Steven Shetzer, Hope Goodson

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include  
064 Pershing Middle School  
Generated by Plan4Learning.com



- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Literacy Nights by grade level
- ESL Turn to Learn
- Science Night
- Fine Arts performances

### **3.2: 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 (virtual) - September 22
- Meeting #1 Alternate - Open House (virtual) - September 23
- Meeting #2 - ESL Turn-to-Learn (in-person in small groups) - October 19
- Meeting #2 Alternate - ESL Turn-to-Learn (in-person in small groups) - October 26
- Meeting #3 - Title I Information Meeting (virtual) - November 9
- Meeting #3 Alternate - Title I Information Meeting (virtual) - November 16
- Meeting #4 - Literacy Night (in-person in small groups) - January 13
- Meeting #4 Alternate - no alternate

# Addendums