

**Houston Independent School District**  
**064 Pershing Middle School**  
**2023-2024 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
School Culture and Climate	5
Parent and Community Engagement	6
Priority Problems of Practice	7
Comprehensive Needs Assessment Data Documentation	8
Key Actions	9
Key Action 1: Raise the level of student-teacher engagement, especially the use of multiple response strategies.	9
Key Action 2: Increase student growth in reading.	10
Key Action 3: Improve proficiency in student writing across the curriculum.	11
Key Action 4: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.	12
State Compensatory	13
Budget for 064 Pershing Middle School	13
Personnel for 064 Pershing Middle School	13
Addendums	14

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

1. Pershing Middle School has committed to implementing the Houston ISD district-provided curriculum for all core content areas to ensure the use of high-quality instructional materials. English Language Arts and Math, specifically utilize Amplify and Carnegie Math for instruction. Our campus collaborates within department and grade-level PLCs to align with content-specific scope and sequence while utilizing assessment calendars to align with formative and interim assessment dates. 2. Teachers utilize school-wide instructional strategies that are general to fit every content area. Instructional leaders provide exemplars of instructional strategies in coaching opportunities with teachers and during campus professional development sessions so that teachers may see these in practice. For example, all students at Pershing Middle School use the same annotation and constructed responses strategies in every subject, MRS strategies are posted in every classroom with daily usage, and uniformed data walls and configurations are present in every classroom. In addition, demonstrations of learning assessments are given daily to provide teachers, students, and instructional leaders with student data that drives instructional practices. While teachers implement these strategies with fidelity, instructional leaders provide daily support and coaching for an equitable learning environment. 3. At Pershing Middle School, instructional planning and support begin in campus administration and content-area PLCs. We look at campus data to determine the content and instructional focus areas that students consistently perform well in and strategically plan for focus areas that require improvement. In leadership meetings, we disaggregate data collaboratively, utilize DDI protocol sheets to spearhead focus areas, and collaborate with teacher specialists on content-specific instructional strategies to plan for PLCs with teachers. During the planning process, all departments use a school-wide PLC protocol sheet highlighting instructional areas of improvement, strengths, next action steps, goals, and deadlines to increase student performance. This planning takes place weekly. Instructional leaders facilitate PLCs with content-related data and district-approved resources and follow up with weekly "Week at Glance." overviews summarizing relevant department expectations.

### Student Achievement Strengths

1. Based on a review of the 2023 STAAR data, we discovered that our students in 6th grade performed better on ELA and Math than the 2022 6th grade cohort. Across 6-8 grade, we noticed a decrease in the meets and masters level. 2. Pershing improved in the area of ELA and Math on the 2023 STAAR. We attribute the improvement to students receiving high-quality instruction in Math and a stronger focus on reading intervention through the use of Carnegie Tutoring. 3. No, we did not see areas of accelerated growth.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** Climate and Culture Although we have worked to establish schoolwide Tier I behavior and social support cohesively as faculty and staff members, we have been unable to consistently execute a system that results in a safe environment for teaching and learning. Our data sources to document concerns derives from: Frequency of adjustments in school-wide expectations and procedures Discipline referrals **Root Cause:** Administratively, we have not created time and space beyond the monthly data to provide support to teachers and staff.

**Problem of Practice 2:** At Pershing Middle School, there are not adequate systems in place to ensure special education compliance and effective instruction for our special education population. Resulting in stagnant academic and behavioral goals and lapse of communication in dissemination of information between the special education and general education teachers. **Root Cause:** Campus leaders do not prioritize special education compliance through consistent meetings with the department chair and teachers.

**Problem of Practice 3:** At Pershing Middle School, classroom instruction is not engaging for all learners. There has been lack of preparedness to provide high quality instruction, the first time which has led to student boredom, poor engagement, low level learning, and activity without mastery. **Root Cause:** Teachers were not strategically supported on the application of science of teaching and learning in order to plan instruction effectively. Backwards design is an afterthought. Teachers are not well versed in implementation of MRS and CFU's and are covering material instead of backwards designing lessons.

# School Culture and Climate

## School Culture and Climate Summary

Based on the data from the student Panorama survey taken in Spring of 2023, over half of the students surveyed found that Pershing has a positive school culture. Data shows that Pershing strives to provide a supportive environment with conditions that are conducive to learning and meeting the needs of all students. 57% of students say that the overall social and learning climate of the classroom is positive. 60% of students report that teachers hold them to high expectations in class. 57% of students feel there are strong social connections between students and teachers beyond the classroom. 60% of students feel that there is a high quality of teaching in the classrooms. Looking at the POSSIP Survey, given in the Spring of 2023, the parents also feel that Pershing provides high quality instruction and an environment that fosters social and emotion development. The school staff reports that they feel supported. The staff states that the administration deals with conflict constructively and an opportunity to share concerns and resolve conflicts efficiently.

## School Culture and Climate Strengths

Based on our discipline data for the 2022-2023 school year, a strength was implementing a step-by-step protocol to prevent immediate suspensions that included SEL/PBIS strategies. Therefore, we experienced a reduction in the number of in-school and out-of-school suspensions.

We attribute our reduction in the number of in-school and out-of-school suspensions to our implementation of PBIS and restorative practices. We were intentional in following common expectation throughout the campus and for implementing the use of a Thinkery to reduce escalated behaviors through restorative practices and social-emotional learning. An analysis of our discipline data shows that we reduced the number of in-school by 63 and the number of out-of-school suspensions by 70.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** At Pershing Middle School, although the safety of all stakeholders, especially students, is our top priority, we continue to have significant safety concerns pertaining to various aspects of day-to-day operations. **Root Cause:** Though we have dedicated time to coordinate and streamline safety protocols, we continue to have multiple incidents that raise alarm. The root causes include lack of consistent student supervision in hallways during transition by teachers, lack of resources to create a closed campus, and a failure to hold individuals accountable when they fail to follow protocols and procedures.

**Problem of Practice 2:** At Pershing Middle School, while we have an overall strong school culture, we struggle to engage all members of our diverse student body. **Root Cause:** Though we have provided opportunities for students to connect to Pershing, we lack opportunities that would create a better affinity for the school. While we offer athletics, clubs, and after school programming, we lack stakeholder input and opportunities to gauge underrepresented populations of our student body.

# Parent and Community Engagement

## Parent and Community Engagement Summary

1. Family and community members participate in various activities on campus that support student's learning. We have events like our Magnet Tours that occur every Thursday where parents and students can learn about what we have to offer here at Pershing Middle School. We also have our Spaghetti Supper which we use to introduce our parents and students to the different fine arts and clubs that we offer. During this event, our fine arts department puts on live performances for the community. To incorporate family and community members in more academically-focused events, we host the following events: Science Fair Night, Data Night: MAP to Success, Family Gardening, and our International Club hosts a multi-cultural Thanksgiving Feast. 2. Trends and patterns observed are full participation regarding the activities being presented, attention to detail as it relates to what we have to offer as a campus, positive feedback from both students and parents in terms of what we offer as a campus and their expectations. However, we have observed barriers that include the amount of curricular focused events and translation services provided to parents. 4. As a campus we partner with Communities in School (CIS) to provide services for our students that help grow, nurture, and develop the whole child. We also have wraparound services that we utilize to provide students with personal items (hygiene, clothing etc.) that they may need.

## Parent and Community Engagement Strengths

Based on current data, Pershing engages successfully with parents through participation in PTO meetings, Principal Coffees, Fine Arts events, sporting events, curriculum nights, and parent orientations at the beginning of the school year.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** At Pershing Middle School, while we have an overall strong community culture, we struggle to engage all members of our diverse school community. **Root Cause:** Although we provide opportunities for families to connect to Pershing, we lack opportunities that would create a better connection to our school. While we offer after school engagement opportunities, we lack stakeholder input and opportunities to gauge underrepresented populations in our community.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## **Student Data: Assessments**

- State and federally required assessment information

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups







# Key Actions

**Key Action 1:** Raise the level of student-teacher engagement, especially the use of multiple response strategies.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** Out of 14 spot observations conducted weekly, 80% of teachers receive a "2" or higher on the use of multiple response strategies.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> Campus will work in provide training and feedback on effective check for understanding strategies.  <b>School Leaders' Actions</b>  Train teachers on multiple response strategies during August pre-service days.  Provide real-time coaching regularly and feedback at least once per month.  Model multiple response strategies in professional development sessions.  <b>Staff Actions</b>  Conduct at-bats using multiple response strategies during planned professional learning community meetings.  Annotate lesson documents, indicating where multiple response strategies will be incorporated during the lesson cycle.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Key Action 2:** Increase student growth in reading.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** In the 2023-2024 school year, Pershing Middle School will increase the % of students demonstrating progress in reading by 5% or more on the MOY MAP.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will keep track of progress and support based on data.</p> <p><b>School Leaders' Actions</b></p> <p>Train teachers on the Science of Reading and small group reading instruction.</p> <p>Provide intervention support to ELA/R teachers.</p> <p>Provide training in using MAP data effectively.</p> <p>Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.</p> <p><b>Staff Actions</b></p> <p>Provide intervention support to students through small group reading instruction in each ELA/R class.</p> <p>Teachers will incorporate pre- and post- assessments and data trackers during each unit of study.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Key Action 3:** Improve proficiency in student writing across the curriculum.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** 70% of Pershing Middle School students will score at the proficient level using a 25-point holistic rubric as measured by a timed writing assessment administered in December 2023.





Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
<b>Specific Action 1:</b> Campus focus will be in writing.  <b>School Leaders' Actions</b>  Provide training to all teachers in incorporating writing in lessons.  Create the 25-point holistic rubric and train teachers on using it effectively.  Monitor teachers' lesson plans to ensure that a writing component is included at least once per week.  <b>Staff Actions</b>  Produce qualitative and quantitative data that causes students to reflect on their work.  Develop lessons and activities that promote student writing in all subject areas.				
<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>				

**Key Action 4:** Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Indicator of Success 1:** Pershing Middle School will decrease the number of in-school and out-of-school suspensions by 10% by December 2023, with that percentage increasing to 20% by June 2024.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will make sure suspension will decrease.</p> <p><b>School Leaders' Actions</b></p> <p>Continue with year 2 implementation of PBIS with our campus expectations centered around students being respectful, accountable, and safe.</p> <p>Increase awareness of expected behaviors, and align to student and staff recognition.</p> <p>Assign alternative disciplinary consequences (I.e., detentions, community service).</p> <p><b>Staff Actions</b></p> <p>Decrease disciplinary referrals through a focus on positive intervention.</p> <p>All teachers will be accountable for making at least 10 positive phone calls home each month from September through December. That number will increase to 20 calls by May 2024.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

# State Compensatory

## Budget for 064 Pershing Middle School

**Total SCE Funds:** \$204,900.00

**Total FTEs Funded by SCE:** 3

**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>
Lynn Phan	Tchr, ESL Secondary	1
Mrs Christian Holland-Burroughs	Tchr, English	1
Shannon Young	Tchr, ESL Secondary	1

# Addendums

Texas Education Agency  
**2022 School Report Card**  
PERSHING MIDDLE (101912064) - HOUSTON ISD - HARRIS COUNTY

### School Information

District Name:	HOUSTON ISD
Campus Type:	Middle School
Total Students:	1,480
Grade Span:	06 - 08

For more information about this campus, see:

<https://TXschools.gov>

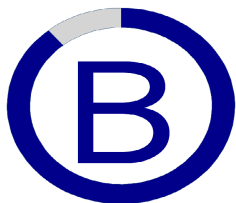
or the Texas Academic Performance Report at:

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2022/index.html>

### Accountability Ratings

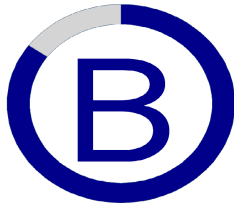
This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

#### Overall Rating



89 of 100

#### Student Achievement



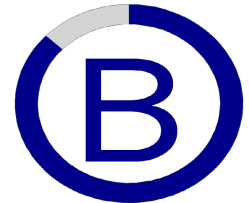
85 of 100

#### School Progress



90 of 100

#### Closing the Gaps



87 of 100

### Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Texas Education Agency  
**2022 School Report Card**  
 PERSHING MIDDLE (101912064) - HOUSTON ISD - HARRIS COUNTY

### Student Information

This section provides demographic information about PERSHING MIDDLE, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2020-21)</b>			
	96.1%	93.7%	95.0%
<b>Enrollment by Race/Ethnicity</b>			
African American	32.9%	22.1%	12.8%
Hispanic	40.1%	61.9%	52.8%
White	18.5%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	6.1%	4.5%	4.8%
Pacific Islander	0.1%	0.1%	0.2%
Two or More Races	2.2%	1.6%	2.9%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	56.5%	79.2%	60.7%
Special Education	10.1%	8.4%	11.6%
Emergent Bilingual/EL	16.1%	35.1%	21.7%
<b>Mobility Rate (2020-21)</b>			
	8.0%	14.0%	13.6%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	-	18.2	18.7
Grade 1	-	15.7	18.7
Grade 2	-	15.4	18.6
Grade 3	-	14.4	18.7
Grade 4	-	13.7	18.8
Grade 5	-	14.0	20.2
Grade 6	20.9	19.1	19.2
<b>Secondary</b>			
English/Language Arts	19.3	17.6	16.3
Foreign Languages	24.5	22.7	18.4
Mathematics	20.5	21.2	17.5
Science	25.0	21.5	18.5
Social Studies	29.1	22.8	19.1

### School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
<b>Instructional Expenditure Ratio</b>	n/a	63.8%	64.2%
<b>Instructional Staff Percent</b>	n/a	58.1%	64.9%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$6,791	\$10,524	\$11,106
Instruction	\$4,836	\$5,989	\$6,358
Instructional Leadership	\$81	\$185	\$186
School Leadership	\$714	\$749	\$654



Texas Education Agency  
**2022 School Report Card**  
 PERSHING MIDDLE (101912064) - HOUSTON ISD - HARRIS COUNTY

## STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2022	74%	69%	<b>78%</b>	66%	76%	94%	-	90%	*	94%	68%
	2021	67%	57%	<b>68%</b>	52%	63%	92%	*	86%	-	-	52%
ELA/Reading	2022	75%	70%	<b>84%</b>	75%	83%	96%	-	92%	*	100%	76%
	2021	68%	60%	<b>75%</b>	63%	72%	96%	*	84%	-	-	64%
Mathematics	2022	72%	67%	<b>73%</b>	58%	73%	93%	-	92%	*	94%	64%
	2021	66%	53%	<b>61%</b>	42%	56%	88%	*	87%	-	-	44%
Science	2022	76%	68%	<b>82%</b>	71%	81%	97%	-	93%	-	91%	74%
	2021	71%	59%	<b>71%</b>	56%	66%	97%	*	96%	-	-	53%
Social Studies	2022	75%	70%	<b>68%</b>	55%	62%	89%	-	84%	-	82%	54%
	2021	73%	66%	<b>59%</b>	44%	54%	87%	*	75%	-	-	40%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2022	48%	43%	<b>51%</b>	31%	46%	81%	-	81%	*	79%	36%
	2021	41%	33%	<b>43%</b>	23%	35%	77%	*	71%	-	-	24%
ELA/Reading	2022	53%	49%	<b>62%</b>	45%	60%	88%	-	86%	*	90%	50%
	2021	45%	38%	<b>50%</b>	30%	43%	86%	*	71%	-	-	33%
Mathematics	2022	42%	38%	<b>43%</b>	22%	38%	77%	-	81%	*	77%	28%
	2021	37%	27%	<b>37%</b>	16%	28%	70%	*	72%	-	-	18%
Science	2022	47%	39%	<b>56%</b>	33%	50%	87%	-	84%	-	73%	40%
	2021	44%	33%	<b>49%</b>	25%	43%	84%	*	83%	-	-	24%
Social Studies	2022	50%	44%	<b>37%</b>	15%	29%	72%	-	72%	-	55%	21%
	2021	49%	42%	<b>34%</b>	16%	26%	68%	*	50%	-	-	14%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2022	23%	21%	<b>32%</b>	14%	26%	62%	-	67%	*	60%	19%
	2021	18%	15%	<b>24%</b>	10%	15%	50%	*	48%	-	-	9%
ELA/Reading	2022	25%	24%	<b>44%</b>	24%	41%	76%	-	72%	*	77%	31%
	2021	18%	16%	<b>30%</b>	14%	23%	60%	*	48%	-	-	14%
Mathematics	2022	20%	19%	<b>23%</b>	6%	16%	49%	-	66%	*	55%	10%
	2021	18%	13%	<b>20%</b>	6%	10%	45%	*	53%	-	-	6%
Science	2022	21%	17%	<b>36%</b>	12%	28%	70%	-	74%	-	55%	20%
	2021	20%	14%	<b>32%</b>	11%	25%	66%	*	67%	-	-	13%
Social Studies	2022	30%	26%	<b>23%</b>	8%	15%	52%	-	51%	-	27%	11%
	2021	29%	23%	<b>18%</b>	8%	11%	45%	*	29%	-	-	4%
<b>Academic Growth Score (All Grades Tested)</b>												
Both Subjects	2022	74	78	<b>80</b>	73	81	84	-	89	-	87	77
	2019	69	68	<b>68</b>	63	64	78	50	86	83	80	64
ELA/Reading	2022	78	81	<b>84</b>	79	85	89	-	91	-	80	81
	2019	68	68	<b>68</b>	63	63	77	43	85	-	76	62
Mathematics	2022	69	75	<b>75</b>	67	76	78	-	87	-	94	72
	2019	70	68	<b>69</b>	64	65	78	57	87	-	86	66
- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.												