

**Pershing Middle School
Middle Level**

Robin Lowe, Principal

2011-2012

**Continuous School Improvement Planning Goals
Houston Independent School District**

Executive Summary

Information

Pershing serves over 1750 sixth, seventh and eighth grade students. We are a diverse student body located near the medical center in Houston, with 7% Asian, 35% Hispanic, 40% African-American, and 20% Anglo students. Our magnet students comprise 20% of our student population and approximately 40% of our students are low socio-economic. We offer a rigorous curriculum, geared to provide our students a successful transition to high school.

Pershing is a fine arts magnet for HISD, as well as a Vanguard neighborhood school with GT services. We offer students opportunities to participate in art, drama, orchestra, band, dance, gymnastics, guitar, and vocal performance.

At Pershing, we utilize research-based, best practices as outlined in *Turning Points 2000*. Our students are on a rotating A / B block schedule, with daily advisory classes. Our daily advisory focuses on character education and service learning projects.

Pershing also enjoys a rich relationship with our parents and community. A partnership with the YMCA provides before and after school learning opportunities for our students. Additionally, our Parent Teacher Organization assists us in bridging the path between our parents and our staff. We value our parent and community partnerships.

Comprehensive Needs Assessment

Overall we continued closing the gap between our subgroups in math, reading, writing and social studies. Small gaps exist between subgroups; however, those are areas of strength for Pershing students and staff. A focus on effective teaching strategies and higher order thinking skills is needed to move our students to the next level. This process is outlined further in the Quality Design and Planning section. Furthermore, more work is needed to close the achievement gap that exists within our science department.

In addition to these successes and concerns, we will focus on improving our instructional program for disabled students to assure that all have access to the general education curriculum.

The Title IA and Special Ed Stimulus Funds will enhance and add to our ability to improve the education our students receive and the skills of our staff. The uses of these funds are detailed in the other sections of the School Improvement Plan.

Inquiry Process and Analysis

Currently, Pershing is a TEA "recognized" campus. Our goal for the next three years is to have 90% of all students, in all student subgroups, passing their STAAR and EOC exams. In order to achieve that goal, a concerted effort must be focused on closing the achievement gap that exists between our subgroup populations, particularly in the

areas of science. Additionally, we need to continue working to increase the number of students working at or above grade level in math, reading, and science as measured with Stanford testing. With these goals in mind, the following SMART goals were developed:

1. At least 80% of students will score at or above grade level on Math Stanford.
2. At least 70% of all students will score at or above grade level on Reading Stanford.
3. At least 80% of all students will score at or above grade level on Science Stanford.

Quality Design and Planning

Gaps exist between subgroups in every tested area; however, the most serious gaps occur in science. Utilizing best practices and focusing added attention to identified at-risk science students by providing them with a science intervention class should be the impetus needed to move the campus towards exemplary status.

Monthly staff development focusing on increasing the level of rigor through implementation of differentiated instructional strategies, applying appropriately key questions from the top three levels of Bloom's Taxonomy and creating relevance for students through real-world applications will provide the necessary professional development for teachers to impact student learning.

All teachers will be required to identify a minimum of two days per week they are available for before or after school tutorials. Of the tutorial days, one will target identified readiness objectives for remediation.

A new bell schedule was implemented for the 2011-2012 school year that provides for in-school tutoring, two days per week, for students. The 40 minute tutorial time occurs after lunch on Wednesdays and Thursdays.

Department planning time for all core areas will be spent on identifying objectives that need remediation, with added emphasis on identified power objectives. Common assessments will determine the effectiveness of this strategy.

Continuous Improvement Monitoring and Evaluation

Programs will be analyzed using common assessments, six week grade analyses, student surveys, and Stanford results. Data analysis will assist the staff in designing appropriate interventions for student success. Additionally, current programs for at-risk students will be subjected to ongoing assessments throughout the year, with a final assessment to determine effectiveness.

Personnel involved in data analysis will include: principal, campus instructional coordinator, academic deans, and department chairs. Classroom visitations, curriculum maps, lesson plans, and common assessments will provide opportunities to monitor and submit feedback to teachers.

Addendum

Pershing Middle School Middle Level Robin Lowe, Principal

2011-2012

Continuous School Improvement Planning Houston Independent School District

Each school year the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). Each campus improvement plan must:

- Utilize a school wide planning team to complete the needs assessment (NCLB).
 - **Organizational structure, shared-decision making, methods of communication and membership and composition of the SDMC (Addendum).**
- Assess the academic achievement for each student in the school using the academic excellence indicator system (AEIS). Identify data sources and analyze data (NCLB).
 - **Who are we? Where are we now? Where are we today? (FIP).**
 - **Specified in Executive Summary under "Comprehensive Needs Assessment".**
 - **Document needs assessment and conclusions with narratives, charts and graphs in the "Comprehensive Needs Assessment" section in Addendum.**
- Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, subchapter A. Clarify the vision for reform (NCLB).
 - **Why do we exist? Where do we want to be? What are the gaps?**
 - **Where are we now? How do we want to be? How will we get there? (FIP)**
 - **Specified in Executive Summary under "Information" – Mission, Vision, Values.**
 - **SMART Goals specified in Executive Summary under "Inquiry Process and Analysis".**
- Identify how the campus goals will be met for each student.
 - **How do we do business? How can we get to where we want to be?**
- Determine the resources needed to implement the plan.
 - **How can we get to where we want to be?**
 - **What materials do we need, and how will we pay for them? (FIP)**
- Identify staff needed to implement the plan.
 - **How can we get to where we want to be?**
 - **Who will get us there? (FIP)**
- Set time lines for reaching the goals.
 - **How can we get to where we want to be?**
 - **When will we perform the activities? (FIP)**
- Measure progress toward the performance objectives systematically to ensure that the plan is resulting in academic improvement.
 - **How will we evaluate our efforts?**
 - **How do we know we are getting there? How will we evaluate success? (FIP)**
- Provide for a system to document and analyze parental and community involvement at the campus.
 - **Addendum and/or SIP template**
- Include goals and methods for violence prevention and intervention on campus.
 - **Addendum**
- Create a school profile that includes (NCLB):
 - **Student Needs – (Executive Summary – Comprehensive Needs Assessment & Inquiry Process and Analysis)**
 - **Curriculum and Instruction (Executive Summary – Quality Design and Planning)**
 - **Professional Development (Addendum)**
 - **Family and Community Involvement – (Addendum)**
 - **School Context and Organization – (Executive Summary – Information)**
- Identify all funding sources in the Resources Needed column of the SMART Goals document.
 - **Fund Sources (GF1, SCE, TI, TII, TIII, AMI, ARI...)**

Have not met Adequate Yearly Progress see AYP Section after Professional Development Section.

Principal Signature

Date

Comprehensive Needs Assessment

Pershing Met Standard and Commended Rates

READ	2011	2010	2009	2008
All	95	95	95	96
African Am	95	96	94	95
Hispanic	92	91	90	91
White	97	98	99	100
Low SES	93	92	90	92
Commend				
All	48	47	49	54
Commend				
Low SES	41	31	32	31

MATH	2011	2010	2009	2008
All	91	91	83	83
African Am	90	86	75	73
Hispanic	88	88	76	73
White	97	98	94	95
Low SES	88	85	74	71
Commend				
All	32	29	23	24
Commend				
Low SES	23	18	11	10

8-Science	2011	2010	2009	2008
All	87	85	76	76
African				
Amer	82	77	59	63
Hispanic	83	77	65	56
White	97	97	97	95
Low SES	82	72	57	58
Commend				
All	38	39	25	29

8-SS	2011	2010	2009	2008
All	98	98	91	92
African				
Amer	97	98	87	90
Hispanic	98	94	85	83
White	98	99	99	98
Low SES	98	95	81	86
Commend				
All	45	54	44	39

Inquiry Process

The inquiry process looks at the data from the comprehensive needs assessment to determine what SMART goals need to be set and what groups of students need additional attention and support for successful learning.

- **Possible cause-effect:** examine cause and effect correlations from needs assessment data. Determine desired levels of improvement before selecting strategies or programs. Determine a vision for future.
- **Strategies driven by specific needs:** select all classroom-level research-based programs and instructional strategies for the stated purpose identified by cause and effect correlations that are designed to address specific needs in student achievement.
- **Analysis of adult actions:** analyze data to identify cause and effect correlations. Causes are adult actions or the result of adult decisions. Describe current situation. Indicate how this is routinely done during the school year.
- **Achievement results (effects) linked to causes:** describe how desired results or goals are explicitly linked to adult behaviors, antecedent conditions for learning, and administrative structures such as use of time, resources, and opportunities to impact student learning.

PERSHING INQUIRY PROCESS

In order to analyze the data and develop the needs assessment, input was gathered from the following sources on campus: principal, campus instructional leaders, and department chairs. Routinely throughout the school year, data is analyzed in an ongoing assessment to determine the effectiveness of curriculum, instructional strategies, and effective teacher practices. The analysis of common assessments in conjunction with the data analysis listed in the needs assessment provides the campus leadership team with a direction for the creation of campus smart goals.

10 Components of a Title I Program

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the three SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.
2. **School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth, the continued use of CLEAR and the staff development which accompanies it, the use of Model Lessons and the meeting by content and grade level to monitor and develop instructional plans are part of our school-wide reform strategies.
3. **Instruction by highly qualified teachers** – **100%** of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and on-going professional development** – Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered at the feeder pattern, HISD and regional offices. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.
5. **Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's HISD Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that **100%** of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Family Math, Science and Literacy Nights are held to increase parents in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example ESL classes or TAKS information programs.

7. **Transition from early childhood programs** – Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – The use of formative and summative assessments and PASS allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.
10. **Coordination and integration of Federal, State, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

Organizational Structure

Our campus Shared Decision-Making Model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. SDMC representatives are elected by the faculty and parents are elected by the PTO membership. It meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. The Council is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision-making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communication

Members of the school community may submit non-personnel issues for consideration through the shared

decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

Membership Composition of the Shared Decision-Making Committee

Number of Classroom Teachers (2/3)	8	Number of Parents	2
Number of School-based Staff (1/3)	3	Number of Community Members	1
Number of Non-Instructional Staff	1	Number of Business Members	1
Name of SDMC Member		Position (Term expires)	
Judy Long		Business Member	
Frank Abbott		Classroom Teacher	
Raquel Aguilar		Classroom Teacher	
Michele Mortensen		Classroom Teacher	
Jason Mustachio		Classroom Teacher	
Brian Greer		Classroom Teacher	
Michael Burrell- Bey		Classroom Teacher	
Michele Mortensen		Classroom Teacher	
Yvonne Stubbins		Classroom Teacher	
Brenda Blackwood		Community Member	
Frances Garner		Non-Instructional Staff	
Sandy Tywman		Parent	
Karen Johnson		Parent	
Robin Lowe		Principal	
Cilya F. Broadnax		School-Based Staff	
Vanessa Vasquez		School-Based Staff	
Mary Ellen Taylor		School-Based Staff	

State Compensatory Education

Total amount of State Compensatory Education Funds.	\$23,141.00
Personnel funded with State Compensatory Education Funds (number of FTEs.)	
Total FTEs funded with State Compensatory Education Funds.	0.0
<p>State Compensatory Funds are used to support our school interventions and to buy supplies and instructional materials for interventions.</p> <p>State Compensatory Funds are coded in the <i>Resources Needed</i> column of the campus goals as SCE \$23,141.00. These supplemental state compensatory education funds are used to enhance the Title 1 school wide program at our campus.</p>	

Gifted/Talented Program Goal

<p>For 2011-2012, provisions to modify services for students identified as Gifted/Talented (G/T) are provided through the implementation of the Vanguard Standards (Standards 5, 6, 7 and 8), and the G/T Curriculum Framework Scholars & Knowledge.</p>	
Formative	Differentiation strategies for instruction and assessment are documented weekly in lesson plans. Middle school G/T students will be scheduled into four Pre-AP or IBMYP classes each year. High school G/T students will be scheduled into at least two advanced classes each year.
Summative	Students identified as G/T shall be expected to score above grade level on the district required Stanford/Aprenda and score at the advanced academic level on STAAR. LEP/Special Education/504 students will be expected to show annual growth on these or related assessments when tested in the same language. Students enrolled in AP and IB classes which have corresponding College Board and IB exams shall take the corresponding AP or IB exams.
Strategy	Implement and monitor Pre-AP/AP and IBPYP/IBMYP/IB skills and strategies and the G/T Curriculum Framework Scholars & Knowledge.

Parent and Community Involvement Goal

<p>For 2011-2012, the percent of parents and community members volunteering on the campus will increase by 5%.</p>	
Formative	At the end of the first semester, the percent of parents and community members volunteering at Pershing will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members volunteering at Pershing will be reviewed to determine if the objective was met.

Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
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Violence Prevention and Intervention Goal

For 2011-2012, discipline referrals for fighting will be reduced by **10%** from the previous year.

Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for fighting.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for fighting.
Strategy	Implement and monitor the school wide safety and security plan.

Violence Prevention Goal

For 2011-2012, the discipline referrals for bullying related incidents will be reduced by **10%** from the previous school year.

Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for bullying related incidents.
Strategy	Implement and monitor the school wide safety and security plan.

Attendance Goal

For 2011-2012, the ADA student attendance will be at or above **97%**.

Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

Special Education Goal

For 2011-2012, the percent of students meeting performance standards of the tests they took will be at or above **90%**

Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the STAAR, STAAR M, and STAAR ALT will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

Highly Qualified Teacher Goal

For 2011-2012, the percent of highly qualified teachers in the core academic areas will be at or above **100%**.

Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Conference with teachers to implement a plan to become highly qualified.

Secondary Drop – Out Prevention Goal

For 2011-2012, the dropout rate will be 0.5% or less with no student group exceeding 0.2%.

Formative	Each grading period the documentation will be reviewed for students who have checked out of school.
Summative	2009 – 2010 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents and implement intervention plans.

Formative	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.
Summative	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

Dyslexia Program Goals

For 2011-2012, provisions for identification, assessment and instructional services to students having or suspected of having dyslexia or a related disorder, and the provisions for dyslexia teachers and parents are provided through compliance with laws governing dyslexia programming: TEC §11.252, TEC §38.003; TEC §28.006; TAC 19 §74.28; §504 of the Rehabilitation Act of 1973 and Dyslexia Program Guidelines/standards.

Formative	By October 2011, identify campus areas of need using various objective data: inservice/meeting agendas and sign-in sheets; campus data files; documentation of referral/assessment procedures, instructional services, campus parent education program; student records and program evaluation.
Summative	By June 2012, identify campus progress using various objective data examples: student progress monitoring data; program evaluation; inservice/meeting agendas and sign-in sheets; campus data files; documentation of procedures, Tier II and Tier III instruction, campus parent education program data; student records; program evaluation;
Strategy	Implement various strategies as determined by needs of campus. (Refer to Dyslexia Program Supplement for possible strategies.)

District and State Waivers

Middle School – Promotion Standards Waiver of Local Board Policy EIE (LOCAL)

The purpose of this waiver is to permit students identified as at risk of dropping out to be promoted from grade 6 to grade 7 or grade 7 to grade 8 at the end of the first semester, provided the student earns a grade of 70 or higher in three of the four core courses. Students must also pass the released TAKS test for Reading and Math in order to be promoted. Students will take the TAKS at their new grade level in the spring as part of district-wide testing. The impact of this waiver will be measured by a reduced drop-out rate and documented in the SIP.

Middle School – Course Requirements – Technology Applications (Computer Literacy) courses Waiver of Local Board Policy EHAC (LEGAL)

The purpose of this waiver is to replace the middle school Technology Applications (Computer Literacy) courses with Integrated Technology Application and Technology Education courses. The campus school improvement plan reflects the need to provide students daily access to the technology lab for the purpose of participating in research projects, preparing presentations, and exploring electronic resources to become proficient in the use of electronic media. Campus departments collaborate to design and develop a technology program integrating the core content course TEKS. Student learning of state TEKS integrated across content areas provides multiple opportunities to apply the TEKS in authentic learning experiences. The impact of this waiver will be measured by student achievement on the state assessment.

Pershing Middle School Houston Independent School District Staff Development Plans 20011 – 2012

Date	Who should attend	Purpose
Full Day Staff Development		
August 15, 2011 8:00 – 3:50	Professional Development for all staff	Rigor, Relevance, Relationships Focus Session Rotations: Special Education Updates, ELPS, Discipline & Expectations, Business Updates
August 16, 2011 8:00 – 3:50	Professional Development for all staff	Department Planning – writing curriculum maps and common assessments for first semester. Cluster Planning – planning interdisciplinary units
August 17, 2011 8:00 – 3:50	Professional Development for all staff	Teacher Appraisal & Development Training
August 20, 2010 8:00 – 3:30	Professional Development for all staff	Teacher Appraisal & Development Training Department Planning – writing curriculum maps and common assessments for first semester

Early Dismissal Staff Development

October 12, 2011 1:00 – 4:00	All Staff	Parental Involvement – Data talks with parents to assist parents in understanding student progress and expectations
November 9, 2011 1:00 – 4:00	All Staff	Professional Development – Quarterly Data Check; Unit Plan Revisions; Focus on Students in Need
January 11, 2012 1:00 – 4:00	All Staff	Professional Development – Bullying Focus
February 29, 2012 1:00 – 4:00	All Staff	Professional Development – Quarterly Data Check; Unit Plan Revisions; Focus on Students in Need
April 18, 2012 1:00 – 4:00	All Staff	Professional Development – Review SIP goals and set new goals for 12-13

**Pershing Middle School
Middle Level**

Robin Lowe, Principal

2011 - 2012

**Continuous School Improvement Planning Goals
Houston Independent School District**

Action Plan

Presented and approved by faculty on September 13, 2011.

Presented to parents and community on September 13, 2011.

Signatures

PTO/PTA Parent Representative Date

Teacher Representative Date

Principal Date

School Improvement Officer Date

Chief School Officer Date

The signatures of the School Improvement Officer and the Chief School Officer indicate that this document has been reviewed by them and they certify that this document meets all district requirements for a School Improvement Plan.

**Pershing Middle School
Action Plan
2011 - 2012**

Goal 1: By 2015, at least 90% of all students and all student subgroups will score 90% or above on the Math STAAR and Algebra I EOC exams. By 2015, at least 85% of all students will score at or above grade level in Math as measured on the Stanford test.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>1. Formative and Common Assessment Benchmarks to measure student achievement and improvement as well as guide instructional decisions.</p> <p>Implement instructional targets in curriculum guides (Student Expectations as outlined in Margaret Kilgo training)</p> <p>Data talks to discuss strategies & adjust lesson & unit plans following each formative and common assessment benchmark</p>	<p>Instructional Coordinators</p> <p>Department Chairs</p> <p>Teachers</p> <p>Principal</p>	<p>Analysis of student achievement growth on benchmarks and assessments.</p> <p>Assessments: *Selected Response *Written Response *Student Conference</p>	<p>Campus Online Analysis Reports</p> <p>Department Common Assessment Benchmarks</p> <p>Kilgo Training</p> <p>Curriculum Maps & Lesson Plans</p>	<p>August Dept Meetings & training</p> <p>PLC Planning Time</p> <p>September Kilgo Training</p>
<p>2. The Middles School math and ELL curriculum specialists, as well as the campus math coach, will work with teachers to develop a shared understanding of best practices:</p> <p>Differentiated instruction presented in department meetings</p> <p>Focused profession development on</p>	<p>Teacher Development Specialists</p> <p>On Site Math Coach</p> <p>Instructional Coordinators</p>	<p>Analysis of student achievement growth on benchmarks and assessments</p> <p>Classroom Observations</p> <p>Student Performance Report Data</p>	<p>Professional Development practices in:</p> <p>Marzano</p> <p>PLC</p> <p>Curriculum Alignment</p>	<p>Department Planning / 2-3X / week</p> <p>August PD Training</p> <p>Ongoing Monthly Training</p>

<p>higher order questioning strategies and real-world application of material</p> <p>Technology instruction presented in monthly small group sessions</p> <p>Kilgo strategies used in department planning</p> <p>Peer Classroom Observations</p>	<p>Campus Instructional Technology Specialist</p> <p>Principal</p>	<p>Peer Observation Feedback</p> <p>Peer Planning and Modeling</p>	<p>Technology Availability – Interactive white boards, slates, internet access</p>	
<p>3. Students Intervention Programs School-Wide:</p> <p>Double-Blocking for all students below 2200 on TAKS</p> <p>Remediation or Extension as needed per unit, as determined by common assessments: 2 - 4 days</p> <p>Individual Teacher Tutorials</p> <p>Saturday Tutorials</p> <p>Common Department-Wide Grade Level Tutorials</p> <p>Tutorials build in 2x / week during the school day</p>	<p>Instructional Coordinators</p> <p>Teachers</p> <p>Principal</p>	<p>Analysis of student performance on common assessments, progress reports and grade reports</p>	<p>Title 1 Funds - \$25,000</p> <p>Intervention curriculum materials</p> <p>Curriculum maps from grade level departments</p> <p>Test Data / Assessment Data</p> <p>State Comp Ed Funds \$23,000</p>	<p>Analysis of student performance every 3 weeks on grade reports</p> <p>Department common assessments / benchmarks every unit</p> <p>Cluster / AP lists of Students in Need</p>

**Pershing Middle School
Action Plan
2011 - 2012**

Goal 2:	By 2015, at least 90% of all students and all student subgroups will score 90% or above on the Reading / Writing STAAR exams. By 2015, at least 80% of all students will score at or above grade level in Reading as measured on the Stanford test.
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Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>1. Formative and Common Assessment Benchmarks to measure student achievement and improvement as well as guide instructional decisions.</p> <p>Implement instructional targets in curriculum guides (Student Expectations as outlined in Margaret Kilgo training)</p> <p>Data talks to discuss strategies & adjust lesson & unit plans following each formative and common assessment benchmark</p>	<p>Instructional Coordinators</p> <p>Department Chair</p> <p>Teachers</p> <p>Principal</p>	<p>Analysis of student achievement growth on benchmarks and assessments.</p> <p>Assessments: *Selected Response *Written Response *Student Conference</p>	<p>Campus Online Analysis Reports</p> <p>Department Common Assessment Benchmarks</p> <p>Kilgo Training</p> <p>Curriculum Maps & Lesson Plans</p>	<p>August Dept Meetings & training</p> <p>PLC Planning Time</p> <p>September Kilgo Training</p>
<p>2. The Middles School ELA and ELL curriculum specialists will work with teachers to develop a shared understanding of best practices:</p> <p>Differentiated instruction presented in department meetings</p> <p>Technology instruction presented in monthly small group sessions</p>	<p>Teacher Development Specialists</p> <p>On Site ELA Coach</p> <p>Instructional Coordinators</p> <p>Campus</p>	<p>Analysis of student achievement growth on benchmarks and assessments</p> <p>Classroom Observations</p> <p>Student Performance Report Data</p>	<p>Professional Development practices in:</p> <p>Marzano</p> <p>PLC</p> <p>Curriculum Alignment</p>	<p>Department Planning / 2-3X / week</p> <p>August PD Training</p> <p>Ongoing Monthly Training</p>

<p>Peer Classroom Observations</p> <p>Kilgo strategies used in department planning</p> <p>Timed Writing (in preparation for STAAR, EOC, and AP English exams)</p>	<p>Instructional Technology Specialist</p> <p>Principal</p>	<p>Peer Observation Feedback</p> <p>Peer Planning and Modeling</p>	<p>Technology</p>	
<p>3. Students Intervention Programs School-Wide:</p> <p>Double-Blocking for all students below 2200 on TAKS</p> <p>Remediation or Extension as needed per unit, as determined by common assessments: 2 - 4 days</p> <p>Individual Teacher Tutorials</p> <p>Saturday Tutorials</p> <p>Common Department-Wide Grade Level Tutorials</p> <p>Tutorials build in 2x / week during the school day</p>	<p>Instructional Coordinators</p> <p>Teachers</p> <p>Principal</p>	<p>Analysis of student performance on common assessments, progress reports and grade reports</p>	<p>Title 1 Funds - \$25,000</p> <p>Intervention curriculum materials</p> <p>Curriculum maps from grade level departments</p> <p>Test Data / Assessment Data</p> <p>State Comp Ed Funds \$23,000</p>	<p>Analysis of student performance every 3 weeks on grade reports</p> <p>Department common assessments / benchmarks every unit</p> <p>Cluster / AP lists of Students in Need</p>

**Pershing Middle School
Action Plan
2011 - 2012**

Goal 3: By 2015, at least 90% of all students and all student subgroups will score 90% or above on the Science STAAR exam. By 2015, at least 90% of all students will score at or above grade level in Science as measured on the Stanford test.

Strategy/Action	Person Responsible	Formative/Summative Measurement	Resources Needed	Timeline
<p>1. Formative and Common Assessment Benchmarks to measure student achievement and improvement as well as guide instructional decisions.</p> <p>Implement instructional targets in curriculum guides (Student Expectations as outlined in Margaret Kilgo training)</p> <p>Data talks to discuss strategies & adjust lesson & unit plans following each formative and common assessment benchmark</p>	<p>Instructional Coordinators</p> <p>Department Chair</p> <p>Teachers</p> <p>Principal</p>	<p>Analysis of student achievement growth on benchmarks and assessments.</p> <p>Assessments: *Selected Response *Written Response *Student Conference</p>	<p>Campus Online Analysis Reports</p> <p>Department Common Assessment Benchmarks</p> <p>Kilgo Training</p> <p>Curriculum Maps & Lesson Plans</p>	<p>August Dept Meetings & training</p> <p>August Dept Meetings & training</p> <p>PLC Planning Time</p> <p>September Kilgo Training</p>
<p>2. The Middle School Science and ELL curriculum specialists, as well as the Dean of Instruction will work with teachers to develop a shared understanding of best practices:</p> <p>Differentiated instruction presented in department meetings</p> <p>Technology instruction presented in monthly small group sessions</p>	<p>Teacher Development Specialists</p> <p>Dean of Instruction</p> <p>Campus Instructional Technology</p>	<p>Analysis of student achievement growth on benchmarks and assessments</p> <p>Classroom Observations</p> <p>Student Performance Report Data</p>	<p>Professional Development practices in:</p> <p>Marzano</p> <p>PLC</p> <p>Curriculum Alignment</p>	<p>Department Planning / 2-3X / week</p> <p>August PD Training</p> <p>Ongoing Monthly Training</p>

<p>Kilgo strategies used in department planning</p> <p>Utilization of Science Interactive Notebooks</p> <p>Peer Classroom Observations</p>	<p>Specialist</p> <p>Principal</p>	<p>Peer Observation Feedback</p> <p>Peer Planning and Modeling</p> <p>Evidence of Interactive Notebooks in Classes</p>	<p>Technology</p>	
<p>3. Students Intervention Programs School-Wide:</p> <p>Science Intervention Class for all students at-risk as determined by Stanford scores in Reading, Math, and Science</p> <p>Remediation or Extension as needed per unit, as determined by common assessments: 2 - 4 days</p> <p>Individual Teacher Tutorials</p> <p>Saturday Tutorials</p> <p>Common Department-Wide Grade Level Tutorials</p> <p>Tutorials build in 2x / week during the school day</p>	<p>Dean of Instruction</p> <p>Teachers</p> <p>Principal</p>	<p>Analysis of student performance on common assessments, progress reports and grade reports</p>	<p>Title 1 Funds - \$25,000</p> <p>Intervention curriculum materials</p> <p>Curriculum maps from grade level departments</p> <p>Test Data / Assessment Data</p> <p>State Comp Ed Funds \$23,000</p>	<p>Analysis of student performance every 3 weeks on grade reports</p> <p>Department common assessments / benchmarks every unit</p> <p>Cluster / AP lists of Students in Need</p>