Huntsville Independent School District



Mance Park Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

To cultivate a safe, nurturing, and effective learning environment where all students are encouraged and challenged through rigor to reach their maximum potential both academically and socially.

Value Statement

At Mance Park Middle School, we believe every student can learn, grow, and achieve at high levels when provided with high expectations, meaningful relationships, and the support necessary to succeed.

We believe:

- Every student deserves access to rigorous, high-quality instruction that meets individual learning needs and prepares students for future success.
- Academic growth is a shared responsibility among students, staff, families, and the community.
- Strong relationships create the foundation for student engagement, belonging, and achievement.
- Our diversity strengthens our campus, and we value the experiences, perspectives, and contributions of every student, family, and staff member.
- Students should be challenged, supported, and empowered to take ownership of their learning and recognize their potential.
- Respect, responsibility, accountability, and perseverance should be modeled and reinforced throughout our school community.
- A safe, positive, and engaging school environment allows students and staff to learn, grow, and thrive.
- Effective educators continuously learn, collaborate, use data, and refine their practices to meet the needs of every student.
- Families and community partners are essential to student success, and meaningful partnerships strengthen our school.
- We prepare students not only for academic success but also to become responsible, confident, and productive members of their community.

At Mance Park Middle School, we believe in creating a school where every student is known, supported, challenged, and given the opportunity to succeed.

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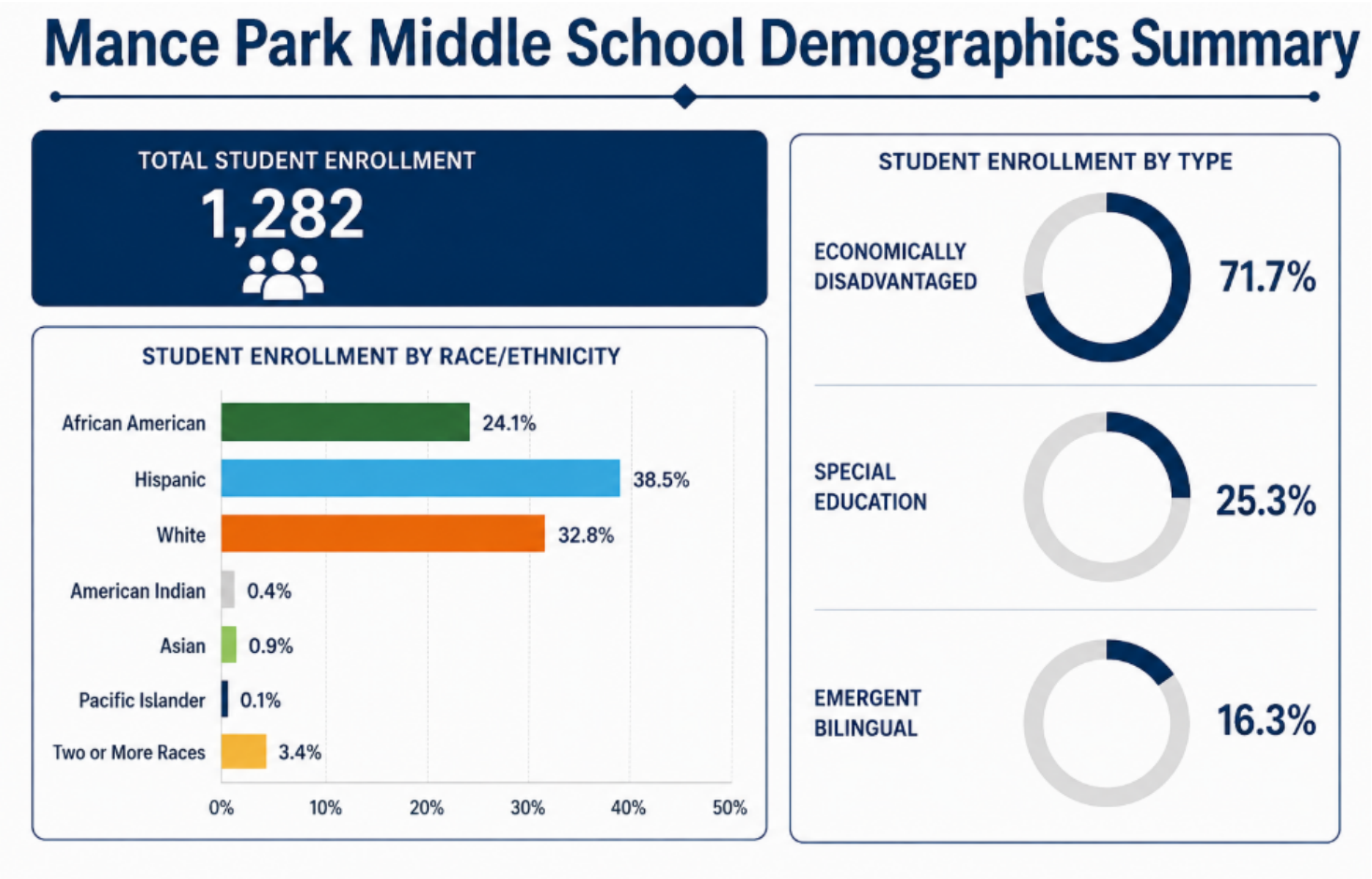
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Comprehensive Needs Assessment

Demographics

Summary



Strengths

Mance Park Middle School serves a diverse student population that brings a wide range of cultures, backgrounds, and experiences to our campus community. This diversity is a strength, providing students with opportunities to learn from one another, build meaningful relationships, and develop an appreciation for different perspectives while learning and growing together.

Priority Problem Statements

	Problem Statement	Root Cause
1	Discipline data indicates a continued need to strengthen student behavior, engagement, accountability, and positive relationships across the campus.	Campuswide expectations, PBIS practices, relationship-building strategies, and restorative responses have not been implemented with consistency across all settings.
2	Student attendance remains below the campus goal of 95%, with all three grade levels beginning the year below the established campus attendance expectation.	A consistent campuswide system for daily attendance monitoring, early intervention, student incentives, parent communication, and follow-up for students demonstrating patterns of absenteeism had not been fully established.
3	Students are not consistently demonstrating expected or accelerated academic growth in RLA and mathematics.	Student growth data has not been consistently used throughout the instructional cycle to establish individual growth targets, monitor progress, and provide timely reteaching, intervention, or acceleration.
4	Overall student achievement remains below desired performance levels, with 62% of students at approaches grade level or above, 38% at meets grade level or above, and 16% at masters grade level or above on 2026 STAAR.	Tier I instruction, daily mastery monitoring, targeted small-group instruction, and timely instructional responses to student data have not been implemented consistently across all grade levels and content areas.
5	Implementation of rigorous, high-quality Tier I instruction is not yet consistent across all grade levels and content areas.	Teachers need continued support with implementation of curriculum resources, Aggressive Monitoring, checks for understanding, differentiation, small-group instruction, and the use of student mastery data to make daily instructional decisions.
6	Students performing below grade level in reading require additional targeted support to close foundational skill gaps and progress toward grade-level proficiency.	Reading diagnostic and progress-monitoring data have not been consistently used to strategically place students into targeted interventions and adjust instruction based on individual reading needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

ACADEMIC PERFORMANCE
All students will achieve academic success and demonstrate growth.

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, Mance Park Middle School will increase overall STAAR performance in all tested content areas by at least 5 percentage points at the Approaches Grade Level or Above, Meets Grade Level or Above, and Masters Grade Level standards, from the 2026 baselines of 62% Approaches, 38% Meets, and 16% Masters.

Evaluation Data Source: 2027 STAAR results at the approaches, meets, and masters grade level standards.

District and campus spring benchmark assessment data.

BOY, MOY, and EOY assessment data.

Common formative assessment and student mastery data.

Strategy 1

Implement Bluebonnet Learning Math with fidelity in grades 6 through 8, ensuring instruction is aligned to grade-level TEKS, required instructional components, and the intended rigor of the curriculum.

Strategy's Expected Result/Impact: Increased student mastery of grade-level mathematics TEKS and improved performance at the Approaches, Meets, and Masters levels on campus, district, and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Math Instructional Coach, Math Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Conduct daily content PLCs focused on unpacking TEKS, planning high-quality Tier I instruction, reviewing student work, analyzing assessment results, and identifying instructional adjustments based on student needs.

Strategy's Expected Result/Impact: Consistent implementation of standards-aligned Tier I instruction and increased student mastery of priority TEKS across all tested content areas.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Conduct frequent administrative and instructional coach walkthroughs focused on rigorous Tier I instruction, student engagement, checks for understanding, differentiation, small-group instruction, and alignment between the written, taught, and assessed curriculum.

Strategy's Expected Result/Impact: Improved instructional practices and increased consistency in the delivery of rigorous, standards-aligned instruction across classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

Implement aggressive monitoring in core content classrooms through the use of daily student mastery trackers. Teachers will monitor and document student understanding during instruction using performance levels including Did Not Meet, Low Approaches, High Approaches, Approaches Grade Level, Meets Grade Level, and Masters Grade Level, as well as absences. Daily mastery data will be used to form flexible small groups, tier instruction, provide targeted reteaching, and accelerate learning for students demonstrating readiness for higher levels of mastery.

Strategy's Expected Result/Impact: Teachers will use real-time student performance data to make daily instructional decisions, resulting in targeted support for students who have not demonstrated mastery and increased opportunities for students at Approaches and Meets to progress toward Meets and Masters grade level performance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, Classroom Teachers

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

Implement the Observation Feedback coaching model through frequent classroom observations, walkthroughs, and instructional coaching cycles. Administrators and instructional coaches will provide teachers with timely, actionable feedback focused on rigorous Tier I instruction, student engagement, checks for understanding, differentiation, small-group instruction, and alignment to grade-level TEKS.

Strategy's Expected Result/Impact: Teachers will consistently receive actionable feedback and coaching that strengthens instructional practices, increases the effectiveness of Tier I instruction, and improves student achievement across all tested content

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 6

Implement targeted small-group instruction and reteaching within core academic classrooms based on ongoing assessment data, with instructional groups adjusted as students demonstrate mastery or additional learning needs.

Strategy's Expected Result/Impact: Reduction in identified learning gaps and increased student mastery of grade-level TEKS, particularly among students performing below grade level.

Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Overall student achievement remains below desired performance levels, with 62% of students at approaches grade level or above, 38% at meets grade level or above, and 16% at masters grade level or above on 2026 STAAR.	Tier I instruction, daily mastery monitoring, targeted small-group instruction, and timely instructional responses to student data have not been implemented consistently across all grade levels and content areas.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Implementation of rigorous, high-quality Tier I instruction is not yet consistent across all grade levels and content areas.	Teachers need continued support with implementation of curriculum resources, Aggressive Monitoring, checks for understanding, differentiation, small-group instruction, and the use of student mastery data to make daily instructional decisions.

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year, Mance Park Middle School will increase STAAR achievement for African American and Hispanic students in all tested content areas, with a focus on reducing achievement gaps and increasing performance at the Approaches, Meets, and Masters Grade Level standards as measured by 2027 Closing the Gaps accountability data.

Evaluation Data Source: 2027 Closing the Gaps accountability data.

2027 STAAR results for African American and Hispanic student groups at the Approaches, Meets, and Masters Grade Level standards.

District and campus spring benchmark assessment data disaggregated by student group.

BOY, MOY, and EOY assessment data and common formative assessment data disaggregated by student group.

Strategy 1

Implement a campus mentoring program for identified students based on academic performance, attendance, behavior, and other indicators of need. Mentors will provide regular student check-ins, academic goal setting, encouragement, and progress monitoring.

Strategy's Expected Result/Impact: Increased student engagement, academic ownership, and achievement, with identified students demonstrating measurable progress toward Approaches, Meets, and Masters grade level standards.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Mentors

Title I: 2.5.3

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Implement aggressive monitoring in core content classrooms through daily student mastery trackers. Teachers will monitor student understanding using performance levels, including Did Not Meet, Low Approaches, High Approaches, Approaches, Meets, and Masters, and use the data to provide immediate feedback and adjust instruction. Data will be disaggregated to monitor the progress of African American and Hispanic students and identify differences in achievement and growth.

Strategy's Expected Result/Impact: Increased use of real-time student data to address learning gaps, provide timely reteaching, and accelerate students toward higher levels of academic performance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Classroom Teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Provide targeted and flexible small-group instruction based on daily mastery trackers, common formative assessments, district assessments, and universal screener data. Student groups will be adjusted regularly based on demonstrated mastery and individual academic needs.

Strategy's Expected Result/Impact: Increased mastery of grade-level TEKS through targeted reteaching, intervention, enrichment, and acceleration, resulting in increased movement across STAAR performance levels.

Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, Interventionists, Classroom Teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

Utilize Eduphoria Data Ribbons to track individual student performance and movement across Did Not Meet, Low Approaches, High Approaches, Approaches, Meets, and Masters performance levels. PLC teams will use Data Ribbons to identify trends, monitor student groups, and determine appropriate instructional responses.

Strategy's Expected Result/Impact: Increased student movement across performance levels through timely identification of academic needs, with measurable reductions in achievement gaps among accountability groups.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, Classroom Teachers

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

Disaggregate campus, district, and state assessment data during PLCs and campus data reviews to monitor performance by content area, grade level, TEKS, performance level, and accountability group. Collaborative teams will use findings to develop and adjust instructional action plans.

Strategy's Expected Result/Impact: Earlier identification of achievement gaps and implementation of targeted instructional responses resulting in improved performance among identified student groups.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, Classroom Teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 6

Establish individual academic growth goals based on current student performance levels. Teachers will identify students positioned for movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters and provide targeted supports and acceleration opportunities based on individual needs.

Strategy's Expected Result/Impact: Increased student movement across STAAR performance levels and an increase in students achieving meets and masters grade levels, with particular attention to reducing achievement gaps among accountability groups.

Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, Classroom Teachers, Campus Mentors

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 7

Implement the Observation Feedback coaching model through frequent classroom observations and coaching cycles. Administrators and instructional coaches will provide timely, actionable feedback focused on Tier I instruction, checks for understanding, aggressive monitoring, small-group instruction, differentiation, student engagement, and rigor.

Strategy's Expected Result/Impact: Improved teacher effectiveness and consistent implementation of high-quality instructional practices that respond to individual student needs and increase achievement across student groups.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 8

Conduct quarterly Closing the Gaps data reviews to monitor student achievement, growth, movement across performance levels, and progress of accountability groups, including the campus-identified African American and Hispanic student groups. Data will be used to evaluate the effectiveness of current strategies and determine necessary instructional adjustments.

Strategy's Expected Result/Impact: Consistent monitoring and timely instructional adjustments will increase student achievement and reduce performance gaps among accountability groups.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Counselors, Department Chairs

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, Mance Park Middle School will increase the percentage of students demonstrating expected or accelerated academic growth in RLA and mathematics by at least 5 percentage points, as measured by 2027 STAAR academic growth data.

Evaluation Data Source: 2027 STAAR Academic Growth results in RLA and Mathematics.

BOY, MOY, and EOY growth data.

District and campus spring benchmark assessment data.

Eduphoria Data Ribbons and student growth data.

Common formative assessments and daily student mastery trackers.

Intervention and progress-monitoring data.

Strategy 1

Utilize prior-year STAAR data to establish individual student growth targets in RLA and mathematics and monitor progress toward expected or accelerated growth throughout the year.

Strategy's Expected Result/Impact: Increased percentage of students meeting or exceeding expected annual growth in RLA and mathematics.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Interventionists, RLA and Mathematics Teachers

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Utilize Eduphoria Data Ribbons to monitor individual student performance, growth, and movement across achievement levels. PLC teams will regularly identify students who are on track, exceeding growth expectations, or requiring additional instructional support.

Strategy's Expected Result/Impact: Teachers will have a clear and current picture of individual student progress, allowing for timely instructional adjustments that increase the percentage of students demonstrating academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, RLA and Mathematics Teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Implement aggressive monitoring through daily mastery trackers in RLA and mathematics to identify student understanding during instruction and provide immediate feedback, reteaching, or acceleration based on demonstrated mastery.

Strategy's Expected Result/Impact: Daily instructional adjustments will address learning gaps before they compound and provide opportunities for students to demonstrate continuous academic growth.

Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, RLA and Mathematics Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

Provide flexible small-group instruction in RLA and mathematics based on student growth data, daily mastery trackers, common formative assessments, and district assessments. Groups will be adjusted as students demonstrate mastery or require additional support.

Strategy's Expected Result/Impact: Students will receive targeted instruction based on individual academic needs, resulting in increased mastery of grade-level TEKS and measurable academic growth.

Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, Interventionists, RLA and Mathematics Teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

Conduct regular RLA and Mathematics PLC data reviews focused on individual student growth, priority TEKS, student work, assessment performance, and progress toward established growth targets. Collaborative teams will identify students not demonstrating expected progress and develop instructional responses.

Strategy's Expected Result/Impact: Earlier identification of students who are not on track for expected growth and timely implementation of reteaching, intervention, enrichment, and acceleration.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, RLA and Mathematics Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 6

Provide targeted Tier II and Tier III intervention in RLA and mathematics for students demonstrating significant learning gaps. Intervention effectiveness will be monitored regularly using progress-monitoring data, and supports will be adjusted based on student response.

Strategy's Expected Result/Impact: Students receiving intervention will demonstrate measurable progress toward grade-level expectations and individual growth targets.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Coaches, RLA and Mathematics Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 7

Provide targeted acceleration and enrichment for students who demonstrate mastery of current learning objectives. Teachers will use student performance and growth data to extend learning and move students toward higher levels of achievement.

Strategy's Expected Result/Impact: Students demonstrating readiness will continue to experience academic growth rather than remaining at their current performance level, increasing movement toward meets and masters grade level performance.

Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, RLA and Mathematics Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 4 ☑ High Priority

By the end of the 2026-2027 school year, Mance Park Middle School will increase the percentage of students reading on or above grade level by at least 5 percentage points

Evaluation Data Source: i-Ready Reading Diagnostic BOY, MOY, and EOY data

i-Ready student growth and grade-level placement data

Reading Intervention progress-monitoring data

i-Ready instructional class progress data

Dyslexia progress-monitoring data

Campus and district RLA assessment data

2027 STAAR RLA results

Strategy 1

Utilize i-Ready Reading Diagnostic data, prior-year STAAR performance, classroom performance, and other available reading data to strategically identify and place students requiring additional reading support into Reading Intervention, i-Ready instructional classes, or other appropriate academic supports.

Strategy's Expected Result/Impact: Students will receive targeted reading support based on identified skill deficits, resulting in measurable progress toward grade-level reading proficiency.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Reading Interventionists, Instructional Coaches, RLA Teachers

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Administer and analyze i-Ready Reading Diagnostic assessments at BOY, MOY, and EOY to monitor individual student growth, grade-level placement, and progress toward established reading goals. Student placement and instructional supports will be adjusted based on results.

Strategy's Expected Result/Impact: Campus staff will identify students making expected growth and students requiring additional support, resulting in timely adjustments to intervention and instruction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Interventionists, RLA Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Establish and monitor individual reading growth goals for students receiving additional reading support. Teachers and campus leadership will regularly review student progress to determine whether interventions are producing sufficient growth and make adjustments when necessary.

Strategy's Expected Result/Impact: Increased percentage of students demonstrating expected or accelerated reading growth and progressing from below-grade-level performance toward on-grade-level reading proficiency.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Reading Interventionists, Dyslexia Teachers, RLA Teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Implement reading across the curriculum by incorporating grade-level texts, academic vocabulary, comprehension strategies, and written responses within all core content areas. Teachers in mathematics, science, social studies, and RLA will provide regular opportunities for students to read, analyze, discuss, and respond to content-specific texts.

Strategy's Expected Result/Impact: Students will strengthen reading comprehension, academic vocabulary, and their ability to understand increasingly complex texts across content areas, contributing to increased reading proficiency and overall academic achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, Core Content Teachers

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

Mance Park Middle School will utilize State Compensatory Education funds to provide supplemental academic intervention, accelerated instruction, and targeted support for students identified as at risk of not meeting grade-level academic standards. Services will be aligned to identified needs in the campus comprehensive needs assessment and may include intervention, instructional support, progress monitoring, and other supplemental services designed to increase student growth in RLA and mathematics.

Strategy's Expected Result/Impact: Students receiving supplemental SCE-funded services will demonstrate increased academic growth, improved performance on campus and district assessments, and progress toward grade-level standards in RLA and mathematics. The campus will monitor student progress through BOY, MOY, and EOY assessments, common formative assessments, intervention data, and STAAR performance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Intervention Teachers, Counselors, and Campus Leadership Team

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Students are not consistently demonstrating expected or accelerated academic growth in RLA and mathematics.	Student growth data has not been consistently used throughout the instructional cycle to establish individual growth targets, monitor progress, and provide timely reteaching, intervention, or acceleration.

Performance Objective 5

By the end of the 2026-2027 school year, MPMS will increase the percentage of students receiving special education services demonstrating expected or accelerated academic growth in RLA and mathematics by at least 5 percentage points, as measured by STAAR academic growth data, district benchmark assessments, and progress-monitoring data.

Evaluation Data Source: STAAR RLA and mathematics performance and academic growth data
District spring benchmark assessment data
Special education progress-monitoring data
IEP goal progress data
Common formative assessment data
Student intervention data

Strategy 1

Provide targeted instructional support for students receiving special education services through intentional collaboration between special education and general education teachers, data-driven intervention, progress monitoring, and differentiated instruction aligned to students' IEPs and grade-level TEKS.

Strategy's Expected Result/Impact: Increase academic growth and achievement in RLA and mathematics for students receiving special education services, with a focus on closing achievement gaps and increasing the percentage of students demonstrating expected or accelerated growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Department Chair, Instructional Coaches, Special Education Teachers, and General Education Teachers.

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Students performing below grade level in reading require additional targeted support to close foundational skill gaps and progress toward grade-level proficiency.	Reading diagnostic and progress-monitoring data have not been consistently used to strategically place students into targeted interventions and adjust instruction based on individual reading needs.

Performance Objective 6 ☑ High Priority

By the end of the 2026-2027 school year, Mance Park Middle School will increase its Domain 3: Closing the Gaps scaled score from 68 to at least 75 by increasing academic achievement and academic growth in reading/language arts and mathematics among identified student groups, with a targeted focus on African American and Hispanic students.

Evaluation Data Source: 2027 STAAR results, Domain 3 Closing the Gaps accountability data, RLA and mathematics meets grade level performance, academic growth data, district interim assessments, curriculum-based assessments, PLC data, intervention progress-monitoring data, and student-group performance reports.

Goal 2

SAFE SCHOOLS
All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1

Implement procedures and systems that promote and support positive behaviors and social and emotional well-being.

Evaluation Data Source: District Discipline Data

Strategy 1

Provide professional development for campus-wide Positive Behavior Intervention and Supports (PBIS).

Strategy's Expected Result/Impact: Increased Student Achievement
Decrease ODR
Decrease classroom disruptions
Increased instructional time

Staff Responsible for Monitoring: Principal
AP's

Problem Statements: School Culture and Climate 1

Formative Reviews

October	January	March	June

Strategy 2

Train all staff in Capturing Kids Hearts and implement the process with fidelity through classroom walk throughs, progress monitoring, Process Champions, and ongoing training.

Strategy's Expected Result/Impact: Improved Student Engagement
Improved Student Achievement
Decreased ODR
Increased Instructional Time
Improved Student Well-Being
Improved Staff and Student Morale

Staff Responsible for Monitoring: Principal
Dean of Teaching & Learning
AP's

Formative Reviews

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Strategy 3

Implementation of Teen Leadership as an elective course for students in grades 6, 7, and 8.

Strategy's Expected Result/Impact: Improved Social and Emotional Well-Being of Students

Staff Responsible for Monitoring: Principal
Dean of Teaching & Learning
AP's

Funding Sources: Teen Leadership Teacher State Comp Ed,

Formative Reviews

October	January	March	June

Strategy 4

Utilize the implementation of a campus/district Classroom Management Coach to support all staff in the use and implementation of high quality classroom management strategies and supports.

Strategy's Expected Result/Impact: Improve classroom effectiveness and efficiency and build capacity in classroom teachers in the area of classroom management. Decreased referrals and an increase in student learning.

Staff Responsible for Monitoring: Classroom Management Coach
Campus Administrators
Instructional Coaches
Classroom Teachers

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Discipline data indicates a continued need to strengthen student behavior, engagement, accountability, and positive relationships across the campus.	Campuswide expectations, PBIS practices, relationship-building strategies, and restorative responses have not been implemented with consistency across all settings.

Performance Objective 2

Monitor and assess the effectiveness of the district health, safety and emergency plans. Implement with fidelity all required campus safety procedures and drills.

Evaluation Data Source: Safety drill documentation, incident reflection and evaluation documents, staff surveys.

Strategy 1

Provide high quality ongoing training for all safety drills/concerns on campus for both staff and students using the HISD Standard Response Protocols. Monitor and implement all required fire, weather related, lock down, hazardous materials, and active shooter drills to best prepare students and staff for any event.

Strategy's Expected Result/Impact: Improved facilitation of all drills
Improved campus safety
Improved knowledge of all safety scenarios and protocols

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Resource Officer

Formative Reviews

October	January	March	June

Strategy 2

Review and update the Campus Emergency Operations Plan to ensure compliance with National Incident Management System (NIMS) Guidelines and provide CRASE training at the beginning of the year as well as ongoing training addressing active school shooters or attackers and other threats to staff and student safety.

Strategy's Expected Result/Impact: Compliance
Prepared Staff for any Emergency

Staff Responsible for Monitoring: Principal
Dean
AP's
Campus SRO

Formative Reviews

October	January	March	June

Strategy 3

Conduct weekly exterior door checks to ensure all exterior doors are appropriately labeled and in locked and functional while also conducting ongoing interior door assessments to ensure all instructional areas are locked and secured at all times.

Strategy's Expected Result/Impact: Improve campus safety

Staff Responsible for Monitoring: Principal
Assistant Principal
School Resource Officer

Formative Reviews

October	January	March	June

Performance Objective 3

Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Source: Guidance Lessons and counselor visit data.

Strategy 1

Provide professional development and resources through Capturing Kids Hearts, PBIS and other available resources through Leadworthy curriculum and courses to 6th, 7th and 8th grade students.

Strategy's Expected Result/Impact: Reduction in bullying incidents
Improved Staff and Student morale

Formative Reviews

October	January	March	June

Strategy 2

Continue to implement district policy for defining bullying and the protocol through consistent implementation of this policy including reporting and consequences to address and reduce incident of bullying. Recognize Bullying Prevention Month.

Strategy's Expected Result/Impact: Reduction in incidents

Formative Reviews

October	January	March	June

Performance Objective 4

Lower the number of discipline referrals by 5% each year.

Evaluation Data Source: Trend data charts will reflect a decline in the number of referrals by all student groups.

Strategy 1

Implement PBIS and Capturing Kids Hearts process campus-wide to instill a focus on appropriate behaviors and equip staff with appropriate proactive and restorative discipline measures.

Strategy's Expected Result/Impact: Reduction in referrals
Improved classroom and school climate.
Increased instructional time due to less behavioral redirection
Improved teacher morale
Increased student achievement/progress

Staff Responsible for Monitoring: Principal
Assistant Principals
Dean of Student Learning
PBIS Leadership Team

Funding Sources: LOCAL,

Formative Reviews

October	January	March	June

Strategy 2

Build capacity in teachers in research-based classroom management strategies by providing Power Hour training in Harry Wong and Getting Better Faster research as well as through administrative walk-throughs and observations followed with feedback and coaching.

Strategy's Expected Result/Impact: Decrease in office referrals
Improved classroom and school climate.
Increased instructional time due to less behavioral re-directions.
Improved teacher morale
Increased student achievement/progress

Staff Responsible for Monitoring: Principal
Assistant Principals
Dean of Student Learning

Formative Reviews

October	January	March	June

Strategy 3

Create systemic behavioral reporting systems that incorporate parent involvement, re-teaching appropriate behaviors, Tier I behavior logs, behavior support plans, use of behavior coaches, and the RTI process to improve behavior.

Strategy's Expected Result/Impact: Decrease classroom removals
Increase instructional time for behavior students
Improved teacher morale
Increased student achievement/progress.

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Student Learning

Formative Reviews

October	January	March	June

Strategy 4

Conduct Code of Conduct assemblies with all students. Teach and model for students the behavioral expectations and systems associated with HISD and MPMS.

Strategy's Expected Result/Impact: Decrease in office referrals
Improved classroom and school climate.
Increased instructional time due to less behavioral re-directions.
Improved teacher morale
Increased student achievement/progress

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews

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Strategy 5

All staff will present, explain and model campus procedures and expectations for all areas of the school for the first three days of school on a rotation basis using a campus wide PowerPoint presentation. Students will hear the same information for each designated area three different times from three different staff members.

Strategy's Expected Result/Impact: Decrease in office referrals
Improved classroom and school climate.
Increased instructional time due to less behavioral re-directions.
Improved teacher morale
Increased student achievement/progress

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Teaching and Learning

Formative Reviews

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Strategy 6

Implement with fidelity the RTI and MTSS for students struggling behaviorally.

Strategy's Expected Result/Impact: To increase student achievement by best supporting students and reteaching replacement behaviors. Supporting struggling teachers. Reducing discipline referrals.

Staff Responsible for Monitoring: Principal
Asst. Principal
RTI Interventionist
Dean

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

October	January	March	June

Performance Objective 5

Lower the number repeat assignments regarding disrespectful behavior and fighting that lead to ISS or

OSS by 5% each year.

Evaluation Data Source: Trend data charts of student placement in ISS and OSS indicates a decrease in total repeat placements.

Strategy 1

Administration will work closely with students struggling behaviorally in and out of the RTI process to establish positive relationships with students. The venue for this strategy will be small groups, restorative circles, one on one sessions, parent involvement, mentors, and behavior support that is offered on a consistent basis. Students will be engaged in behavior support plans used to redirect poor behavior patterns and provide replacement behaviors for each student.

Strategy's Expected Result/Impact: Sign In
Reduction in the Number of assignment to OSS, ISS, and DAEP
Increase in use of replacement behaviors
Increased instructional time for teacher and student
Improved student achievement/progress

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Student Learning
Behavior coaches

Funding Sources: LOCAL,

Formative Reviews

October	January	March	June

Strategy 2

Provide assistance for at risk students who struggle behaviorally and with various social skills, conflict resolution, problem solving, and other components of social life through the Capturing Kids Hearts and PBIS programs.

Strategy's Expected Result/Impact: Sign In
Reduction in the Number of assignment to OSS, ISS, and DAEP
Increase in use of replacement behaviors
Increased instructional time for teacher and student
Improved student achievement/progress

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Student Learning
Counselors

Funding Sources: LOCAL,

Formative Reviews

October	January	March	June

Strategy 3

Develop and offer counseling for student aggressors and victims.

Strategy's Expected Result/Impact: Schedule Sessions
Sign In

Staff Responsible for Monitoring: Counselors

Formative Reviews

October	January	March	June

Strategy 4 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Reduce the number of African American and Hispanic students for out of placement discipline assignments by 5% by introducing a restorative practice approach and working closely with parents and community partners.

Strategy's Expected Result/Impact: Reduction in out of placement discipline assignments for minority students.

Staff Responsible for Monitoring: Principal
Assistant Principals

Formative Reviews

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Goal 3

COMMUNITY INVOLVEMENT
The campus will provide parent and community partnerships in an environment that promotes trust and collaboration.

Performance Objective 1

Provide opportunities for parent and community involvement to promote academic achievement and school spirit.

Evaluation Data Source: Increased parent and community involvement in MPMS activities and student support

Strategy 1

Celebrate student, staff, and volunteer accomplishments and establish criteria for recognition in a variety of ways.

Strategy's Expected Result/Impact: Increased positive comments and support for school and community
Improved teacher and parent morale
Increased level of support and volunteers from community
Increased student achievement/progress

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Teaching and Learning
Counselors

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 2

Seek feedback from stakeholders by hosting PTO and Parent Meetings, Meet and Greet, Curriculum Open House, and other parent and community impact sessions throughout the year.

Strategy's Expected Result/Impact: Improved parent and community engagement

Staff Responsible for Monitoring: Principal
Dean

Funding Sources: Parent Engagement 211 - Title I, Part A, $2,400

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Building productive partnerships with Faith Based Groups, PTO, SHSU, and other community based groups to further enhance the necessary support for staff and students to be successful.

Strategy's Expected Result/Impact: Improved parent and community engagement
Improved staff and student morale

Formative Reviews

October	January	March	June

Strategy 4

Work closely with our home/school liaison to support families, including those experiencing homelessness, to increase student success and parent involvement.

Strategy's Expected Result/Impact: Increased parent and student involvement
Increased student welfare
Improved student achievement

Staff Responsible for Monitoring: Principal
AP's
Dean

Formative Reviews

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Strategy 5

Include a Parent Engagement Opportunity at the annual Open House where parents and guardians can come to a "Nachos and Numbers" event. They will receive a one-pager with their student's current academic information and learn how they can support their student's growth.

Strategy's Expected Result/Impact: Parents will

Staff Responsible for Monitoring: Principal, Dean of Teaching and Learning

Funding Sources: 211 - Title I, Part A, $500

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 6

Host a Bluebonnet Learning Parent Night to provide families with an overview of the new curriculum, demonstrate how students engage with instructional materials and learning activities, and provide practical strategies and resources parents can use to support learning at home. Families will have opportunities to ask questions, explore curriculum resources, and better understand grade-level academic expectations.

Strategy's Expected Result/Impact: Increased parent understanding of Bluebonnet Learning and greater confidence in supporting student learning at home, resulting in stronger school-family partnerships and increased parent engagement in their child's academic success.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers, Dean of Teaching and Learning

Funding Sources: 211 - Title I, Part A, $500

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2

Provide a variety of communication methods to share information with parents, students, and community stakeholders.

Evaluation Data Source: Communication Examples
Parent Engagement

Strategy 1

Provide consistent communication through Thrillshare, social media, weekly newsletters, and direct outreach from staff and community partners to keep parents and community members informed and engaged in school functions, activities, and opportunities.

Strategy's Expected Result/Impact: Increased positive comments and support for school and community
Improved teacher and parent morale
Increased level of support and volunteers from community
Increased student achievement/progress

Staff Responsible for Monitoring: Principal
Dean of Teaching and Learning
Assistant Principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Goal 4

STAFF
MPMS will recruit, support, develop, and retain highly effective staff who are equipped to meet the academic and social-emotional needs of MPMS students.

Performance Objective 1

Hire and retain qualified personnel using district developed processes and procedures.

Evaluation Data Source: Staff retention rate

Strategy 1

Refine the new Teacher Mentor Program to provide new teachers with just-in-time information and resources.

Strategy's Expected Result/Impact: Improved capacity of first year teachers
Improved Teacher morale
Improved teacher attendance
Increase student achievement/progress
Improved rate of retention for first year teachers

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Teaching and Learning

Funding Sources: LOCAL, , New Tchr Academy ESC6 & Pre-contract pay 255 - Title II, Part A,

Formative Reviews

October	January	March	June

Strategy 2

Continuing building our New Teacher Mentorship Program that pairs new teachers with experienced staff members who provide ongoing guidance, support, resources, and regular check-ins throughout the school year.

Strategy's Expected Result/Impact: Increased collaboration with mentors and mentees
Increased leadership capacity in mentors and mentees
Improved teacher morale
Improved rate of retention for teachers
Increase student achievement/progress

Staff Responsible for Monitoring: Principal
Assistant Principals
Dean of Teaching and Learning

Funding Sources: Mentor Stipends 255 - Title II, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Provide structured support for new teachers through regular administrative and instructional coach check-ins focused on classroom management, instructional planning, campus procedures, student needs, and areas identified by the teacher for additional support.

Strategy's Expected Result/Impact: New teachers will receive timely support and resources to address challenges, strengthen instructional practices, and successfully navigate their first year on campus.

Staff Responsible for Monitoring: Principal
Assistant Principals
Dean of Teaching and Learning

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Support all Alternative Certification Teachers (DOI) ensuring that each of them are aware of the expectations for TEA Certification and that they are enrolled in a reputable Alternative Certification Program.

Strategy's Expected Result/Impact: Improved teacher effectiveness and collective efficacy of their work.
Improved number of TEA certified teachers and a decrease in the number of DOI certified teachers.

Staff Responsible for Monitoring: Principal
DOI Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

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Strategy 5

Implement intentional staff recognition and appreciation opportunities throughout the school year to celebrate professional accomplishments, instructional growth, contributions to the campus, and commitment to students.

Strategy's Expected Result/Impact: Increased staff morale, sense of belonging, and positive campus culture, contributing to improved staff satisfaction and retention.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Leadership Team, Counselor, Social Committee

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2

Increase recruiting of Highly Qualified Teachers, specifically math, science, bilingual education, foreign languages, ELAR, and special education.

Evaluation Data Source: All positions filled with highly qualified, competent educators prepared to meet the needs of student learners. Staff surveys, retention rate data charts, T-TESS appraisals, PD agendas/sign-ins

Strategy 1

Attract and retain HQ teachers by participating in district and university sponsored job fairs. Continue partnership with SHSU teacher intern program, with additional targets in critical high-need areas.

Strategy's Expected Result/Impact: Improved teacher quality
Improved retention rates
Improved school climate
Increased student achievement/progress

Staff Responsible for Monitoring: Principal

Funding Sources: LOCAL,

Formative Reviews

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Strategy 2

Provide ongoing, job-embedded professional development aligned with campus instructional priorities, student achievement data, classroom observation trends, and identified teacher needs.

Strategy's Expected Result/Impact: Increased teacher capacity and implementation of effective instructional practices resulting in improved teaching and student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

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Performance Objective 3

Increase ESL certification for teachers.

Evaluation Data Source: Number of certified ESL staff will increase in the system.

Strategy 1

Attract and retain ESL certified Teachers by participating in district sponsored job fairs./ Promote ESL certification among existing teachers.

Strategy's Expected Result/Impact: Increase in ESL certifications
Increase in use of ELPS in the classroom
Increase student achievement/progress

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Teaching and Learning

Funding Sources: LOCAL,

Formative Reviews

October	January	March	June

Strategy 2

Offer high quality professional development and support for ESL certified teachers

Strategy's Expected Result/Impact: Increase in ESL certifications
Increase in use of ELPS in the classroom
Increase student achievement/progress

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Teaching and Learning

Funding Sources: LOCAL,

Formative Reviews

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Goal 5 ATTENDANCE

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, Mance Park Middle School will increase the overall student attendance rate to at least 95%, while reducing the percentage of students with chronic or excessive absences through consistent attendance monitoring, early intervention, parent communication, home visits, and targeted student supports.

Evaluation Data Source: PEIMS student attendance reports and campus attendance rate
Weekly and six-week attendance reports by grade level and student
Student attendance records in Skyward
Chronic absenteeism and students below 90% reports
Parent contact and attendance intervention documentation
Home visit documentation
Attendance conference and intervention records
Extracurricular and athletic attendance eligibility monitoring
End-of-year PEIMS attendance data

Strategy 1

Implement daily attendance monitoring procedures to identify student absences, attendance patterns, and students approaching or falling below the 90% attendance requirement. The PEIMS Specialist and attendance support staff will review attendance daily and initiate timely follow-up when concerns are identified.

Strategy's Expected Result/Impact: Earlier identification of attendance concerns and timely intervention will reduce excessive absences and increase the campus attendance rate toward the 95% goal.

Staff Responsible for Monitoring: Principal, Assistant Principals, PEIMS Specialist, Attendance Support Staff

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Implement a tiered attendance intervention process for students demonstrating patterns of absenteeism or falling below attendance expectations. Interventions will include student conferences, parent communication, attendance plans, counseling support, administrative

intervention, and other individualized supports as needed.

Strategy's Expected Result/Impact: Students with attendance concerns will receive earlier and more targeted interventions, resulting in improved individual attendance rates and a reduction in students falling below the 90% attendance requirement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, PEIMS Specialist, Attendance Support Staff

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Conduct targeted home visits for students with persistent attendance concerns when campus-based interventions and parent communication have not resulted in sufficient improvement.

Strategy's Expected Result/Impact: Increased family engagement and identification of barriers contributing to student absences, resulting in improved attendance for students with persistent attendance concerns.

Staff Responsible for Monitoring: Assistant Principals, Counselors, PEIMS Specialist, Campus Resource Officers

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Incorporate attendance recognition and incentives into the campus PBIS system to recognize students demonstrating perfect attendance, consistent attendance, and meaningful improvement in attendance.

Strategy's Expected Result/Impact: Increased student motivation and awareness of the importance of daily attendance, contributing to improved individual and campus attendance rates.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, PBIS Committee, PEIMS Specialist

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 5

Provide timely and consistent parent communication regarding student absences, attendance patterns, the 90% attendance requirement, and campus attendance expectations. Families of students demonstrating attendance concerns will receive early outreach and information regarding available campus supports.

Strategy's Expected Result/Impact: Increased parent awareness and earlier collaboration between families and the campus to address attendance concerns before patterns of excessive absenteeism develop.

Staff Responsible for Monitoring: Assistant Principals, Counselors, PEIMS Specialist, Attendance Support Staff

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 6

Conduct regular campus attendance data reviews by grade level, individual student, and student group to monitor progress toward the 95% campus attendance goal and identify areas requiring additional intervention or support.

Strategy's Expected Result/Impact: Campus leadership will make timely, data-informed adjustments to attendance interventions and supports, resulting in increased attendance across all grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, PEIMS Specialist

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 7

Partner with the campus PTO to provide recognition and incentives for students achieving perfect attendance and other established attendance milestones throughout the school year.

Strategy's Expected Result/Impact: Increased student and family engagement in attendance initiatives and increased recognition of students demonstrating consistent school attendance.

Staff Responsible for Monitoring: Principal, PEIMS Specialist, PTO, Attendance Support Staff

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 8

Implement and monitor campus attendance criteria for students participating in athletics and extracurricular activities. Attendance will be reviewed regularly to reinforce expectations for consistent school attendance and participation in extracurricular and co-curricular programs.

Strategy's Expected Result/Impact: Increased accountability and consistent attendance among students participating in athletics and extracurricular activities, supporting the campus-wide goal of reaching at least 95% attendance.

Staff Responsible for Monitoring: Principal, Assistant Principals, PEIMS Specialist, Athletic Coordinator, Coaches, Sponsors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Student attendance remains below the campus goal of 95%, with all three grade levels beginning the year below the established campus attendance expectation.	A consistent campuswide system for daily attendance monitoring, early intervention, student incentives, parent communication, and follow-up for students demonstrating patterns of absenteeism had not been fully established.

Goal 6

Mance Park Middle School will promote student health and wellness by providing opportunities for physical activity, supporting student well-being, and implementing practices that contribute to student attendance, engagement, and academic success.

Performance Objective 1

By the end of the 2026-2027 school year, Mance Park Middle School will increase the percentage of students meeting the Healthy Fitness Zone standards as measured by FitnessGram by at least 5 percentage points from the campus baseline.

Evaluation Data Source: FitnessGram assessment results, PE participation records, and grade-level FitnessGram data.

Strategy 1

Implement and monitor FitnessGram assessments through PE classes to identify student fitness levels and provide opportunities for students to improve in the Healthy Fitness Zone areas through targeted physical activity and fitness instruction.

Strategy's Expected Result/Impact: Increase the percentage of students meeting Healthy Fitness Zone standards by at least 5 percentage points from the campus baseline and improve overall student health and physical fitness.

Staff Responsible for Monitoring: Principal, Assistant Principals, PE Teachers, Athletic Coaches, and District Wellness Team.

Title I: 2.5.2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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State Compensatory Education

State Compensatory

Budget for Mance Park Middle School

Total SCE Funds: $508,703.00

Total FTEs Funded by SCE: 9.56

Brief Description of SCE Services and/or Programs

Personnel for Mance Park Middle School

Name	Position	FTE
Anastasia Diaz	Dyslexia Teacher	0.89
Aura Quezada Hernandez	IA - Bilingual	1
Carolyn Stivender	RTI Interventionist	1
Dante Henschen	Dyslexia Teacher	0.78
Gina Carnline	Teen Leadership	1
Kaislyn Lyons	Teen Leadership	1
Michelle Black	Dyslexia Teacher	0.89
Quinton Dooly	Teen Leadership	1
Traquisha House	IA - General	1
Virginia Colley	Instructional Coach - RLA	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alyssa Askew	Instructional Coach - Science	Title I	1
April Lehmkuhl	Reading Interventionist	Title I	1
Cleveland Jones	Instructional Coach - Math		1
VACANT	Instructional Coach - Social Studies	Title I	1

Funding Summary

Funding Summary

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Parent Engagement	--	$2,400.00
3	1	5		--	$500.00
3	1	6		--	$500.00
				Sub-Total	$3,400.00
				Budgeted Fund Source Amount	$265,510.00
				+/- Difference	**$262,110.00**

255 - Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	New Tchr Academy ESC6 & Pre-contract pay	--	$0.00
4	1	2	Mentor Stipends	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

263 - Title III, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,745.00
				+/- Difference	**$20,745.00**

IDEA B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

LOCAL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1		--	$0.00
2	5	1		--	$0.00
2	5	2		--	$0.00
4	1	1		--	$0.00
4	2	1		--	$0.00
4	3	1		--	$0.00
4	3	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

214 - Title IV, Part A, Sub 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Teen Leadership Teacher	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00