Huntsville Independent School District

Mance Park Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Distinction Designation
Top 25 Percent: Comparative Academic Growth

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

As a group of professional educators and inspirers of hope, we believe…

WE BELIEVE ALL STUDENTS CAN LEARN AT HIGH LEVELS!

- student growth is achieved through the determination, hard work, dedication, mentorship, and motivation of both the student, their peers and those who teach and guide them.
- education is the shared responsibility of the student, the staff, parents and the community.
- it is our shared responsibility to believe in, encourage, and guide our students to recognize their own potential.
- that building a responsible, positive, and engaging learning environment for students will help prepare them for their future. Therefore, we will maintain high academic expectations while meeting the individual needs of our students through differentiated instruction and forming relationships where students feel safe to learn.
- that it is our responsibility to promote and model positive, respectful relationships among students, staff, families, and the greater community.
- we should model and teach students respect, accountability and responsibility for academic success and application in school, home and community settings.
- we can build champions through rigorous academics, a positive culture, and real world applications.
- each student is entitled to and has the potential to benefit from a well-rounded educational program stressing fundamental academic skills as well as skills and knowledge in reasoning, citizenship, personal responsibility, interpersonal relations, and the use of technology.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mance Park Middle School has the following population represented:

Campus : Mance Park Middle   Year

441 Fm 2821 E
Huntsville, TX
77320-9298
(936) 435-6400 Phone
(936) 435-6617 Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal	Jamie Lorenz
Principal	Joshua Campbell
Principal	William Woods

School Population (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	
Student Total	**882**	
7th Grade	429	4
8th Grade	453	5

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Gender		
Female	422	47.85%
Male	460	52.15%
Ethnicity		
Hispanic-Latino	326	36.96%
Race		
American Indian - Alaskan Native	4	0.45%
Asian	4	0.45%
Black - African American	227	25.74%
Native Hawaiian - Pacific Islander	0	0.00%
White	301	34.13%
Two-or-More	20	2.27%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Dyslexia	106	12.02%
Gifted and Talented	42	4.76%
Regional Day School Program for the Deaf	1	0.11%
Section 504	95	10.77%
Special Education (SPED)	170	19.27%
Bilingual/ESL		
Emergent Bilingual (EB)	167	18.93%
Bilingual	0	0.00%
English as a Second Language (ESL)	114	12.93%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	33	3.74%
Title I Part A		
Schoolwide Program	429	48.64%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
At-Risk	570	64.63%
Foster Care	1	0.11%
IEP Continuer	0	0.00%
Immigrant	12	1.36%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	7	0.79%
Transfer In Students	11	1.2472%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	639	72.45%
Free Meals	593	67.23%
Reduced-Price Meals	46	5.22%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	52	5.90%
Shelter	2	0.23%
Doubled Up	49	5.56%
Unsheltered	0	0.00%
Hotel/Motel	1	0.11%
Not Unaccompanied Youth	35	3.97%
Is Unaccompanied Youth	17	1.93%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	1.18%
Other health impairment	19	11.18%
Auditory impairment	0	0.00%
Visual impairment	1	0.59%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Deaf-Blind	0	0.00%
Intellectual disability	41	24.12%
Emotional disturbance	21	12.35%
Learning disability	64	37.65%
Speech impairment	3	1.76%
Autism	18	10.59%
Developmental delay	0	0.00%
Traumatic brain injury	1	0.59%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	3	1.76%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	77	45.29%
Resource Room	62	36.47%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	28	16.47%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models (2023 - 2024 Fall PEIMS file loaded 01/26/2024)	Count	Percent
Associate Degree *Does not include leavers*	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Demographics Strengths

MPMS has a diverse population. Each population brings a variety of culture enrichment to the campus community.

The diversity of the campus enables students from a variety of experiences to come together to learn and grow together.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The staff, students and community need a deeper understanding of our growing diverse population and how best to acknowledge and appreciate similarities and differences. This is evident in our two lowest performing R/E groups for 2025 accountability ratings in African American and Hispanic as well as our highest discipline numbers coming from the the same two subpops.
Root Cause: Lack of consistent implementation of culturally responsive training and restorative practices.

Student Learning

Student Learning Summary

2023-2024 Student STAAR/EOC Data revealed:

- MPMS dropped in performance in Domain I resulting in a overall D for domain I.
- MPMS dropped in performance in Domain 2 resulting in an overall C for domain 2.
- Data is still being analyzed to determine performance in Domain 3.
- In a total of 30 indicators (performance levels, A, M and M) MPMS decreased in 18, increased in 10 and remained the same in 2 categories of Domain I.
- In a total of 24 indicators (performance levels, A, M and M) MPMS decreased in 8, increased in 14 and remained the same in 2 categories of Domain 2.

The expected overall grade in the state accountability system is expected to drop from a "B" in 2022-2023 to a "C" in 2023-2024.

TEA Summary Grades 3-8 STAAR:

https://drive.google.com/file/d/10WtEJLgMrWstOg_-yI0O_CE1wEEjVozr/view?usp=sharing

Algebra I Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
2019 SPRING Benchmark	157	97%	62%	17%				
2019 STAAR	158	99%	84%	55%				
19-20 Fall Benchmark	147	90%	56%	34%				
20-21 Fall Benchmark (Total)	100	92%	61%	20%				

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
20-21 SPRING Benchmark	107	94%	55%	21%				
2021 Spring STAAR	107	98%	76%	44%				
21 Fall Benchmark	103	91%	53%	38%				
21-22 SPRING Benchmark	99	99%	69%	42%				
21-22 Spring EOC STAAR	99	100%	88%	66%	39	63	76	
22 FALL Benchmark	107	94%	73%	59%	39	63	76	
22 Fall Benchmark (MC Only)	*107*	*95%*	*70%*	*59%*				
22 Fall Benchmark (New Item Types)	*107*	*93%*	*79%*	*64%*				
22-23 SPRING Benchmark (ALL)	109	97%	72%	46%	39	63	76	
23 Spring Benchmark (MC Only)	*109*	*98%*	*81%*	*53%*				

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
23 Spring Benchmark (New Item Types)	*109*	*92%*	*53%*	*39%*				
22-23 STAAR	*109*	*100%*	*89%*	*54%*	34	54	69	
23-24 STAAR	***118***	***98%***	***81%***	***50%***	34	54	69	
Same group as 7th graders:		***96%***	***77%***	***40%***				
23 Fall Benchmark	*115*	*91%*	*83%*	*65%*	44	54	69	
23 Fall Benchmark (4 zero weighted)	*113*	*95%*	*88%*	*71%*	44	54	69	
23-24 Spring Benchmark	*115*	*99%*	*62%*	*32%*	34	54	69	
P.Nash 2023 STAAR (8th Test)	*118*	*96%*	*77%*	*40%*				

8th Grade Math Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
2019 SPRING Benchmark	259	37%	7%	1%			
2019 STAAR	278	55%	26%	2%			
19-20 Fall Benchmark	290	37%	20%	0.02%			
20-21 Fall Benchmark (Total)	310	33%	10%	1%			
20-21 SPRING Benchmark	320	27%	8%	0%			
2021 Spring STAAR	323	46%	16%	0%			
21-22 Fall Benchmark	325	46%	25%	3%			
21-22 SPRING Benchmark (ALL)	315	44%	13%	2%	***ALL WEIGHTED		
21-22 SPRING Benchmark (ZW)	336	48%	19%	3%	** Questions 3, 14, 18		
21-22 Spring STAAR	334	58%	25%	5%	45	67	86

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
22 FALL Benchmark (ZW)	345	73%	42%	7%		(7, 9, 13)	
22 FALL Benchmark (ALL)	345	73%	34%	6%	45	67	86
22 Fall Benchmark (MC Only)	345	73%	42%	12%			
22 Fall Benchmark (New Item Types)	345	69%	49%	12%			
22-23 SPRING Benchmark (ALL)	342	54%	13%	1.2%	45	67	86
22-23 SPRING Benchmark (ZW)	342	51%	17%	1.4%			
23 Spring Benchmark (MC Only)	342	63%	20%	3%			
23 Spring Benchmark (New Item Types)	342	38%	13%	0.8%			
22-23 STAAR		*74%*	*41%*	*11%*	35	54	77

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
23-24 STAAR	*318*	*69%*	*34%*	*7%*	38	54	77
Same group as 7th Graders:		*45%*	*18%*	*1%*			
23 Fall Benchmark	*282*	*61%*	*46%*	*13%*	44	54	77
23-24 Spring Benchmark	*303*	*58%*	*22%*	*2%*	35	54	77

7th Grade PAP Math Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
2019 SPRING Benchmark	122	79%	42%	5%				
2019 STAAR	121	90%	64%	11%				
19-20 Fall Benchmark	141	83%	57%	13%				
20-21 Fall Benchmark (Total)	89	73%	37%	3%				
20-21 SPRING Benchmark	96	92%	50%	10%				

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
2021 Spring STAAR	121	88%	64%	15%				
21 Fall Benchmark	123	87%	60%	19%				
21-22 SPRING Benchmark	122	87%	57%	16%				
21-22 Spring STAAR	124	91%	61%	25%	45	67	86	
22 FALL Benchmark	130	85%	71%	21%	45	67	86	
22 Fall Benchmark (MC Only)	*130*	*92%*	*60%*	*16%*				
22 Fall Benchmark (New Item Types)	*130*	*85%*	*65%*	*43%*				
22-23 SPRING Benchmark (ALL)	130	87%	58%	18%	45	67	86	
23 Spring Benchmark (MC Only)	*130*	*90%*	*64%*	*24%*				

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
23 Spring Benchmark (New Item Types)	130	68%	47%	20%				
22-23 STAAR		94%	73%	37%	35	54	77	
23-24 STAAR	*101*	*97%*	*80%*	*37%*	**38**	**54**	**77**	
Same Students as 6th Graders:		96%	59%	24%				
23 Fall Benchmark	100	94%	84%	38%	44	54	77	
23-24 Spring Benchmark	101	95%	72%	27%	35	54	77	
J.Nash 2022 STAAR (6th)	98	96%	59%	24%				
Fall Benchmark (6th)	93	94%	53%	27%				

7th Grade Math Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
2019 SPRING Benchmark	295	40%	13%	3%				
Spring 2019 STAAR	296	55%	21%	2%				
19-20 Fall Benchmark	318	30%	4%	0.90%				
20-21 Fall Benchmark (Total)	297	25%	5%	0.01%				
20-21 SPRING Benchmark	301	29%	3%	0.06%				
2021 Spring STAAR	332	33%	9%	2%				
21 Fall Benchmark	318	37%	6%	2%				
21-22 SPRING Benchmark (ALL)	317	39%	11%	2.2%	ALL WEIGHTED			
21-22 SPRING Benchmark (ZW)	313	36%	13%	2.6%	**With Zero Weight			

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
21-22 Spring STAAR	321	49%	15%	4%	40	63	80	
22 FALL Benchmark (ZW)	295	35%	8%	1.40%				
22 FALL Benchmark (ALL)	295	34%	8%	1%	40	63	80	
22 Fall Benchmark (MC Only)	295	32%	9%	1%				
22 Fall Benchmark (New Item Types)	295	46%	14%	4%				
22-23 SPRING Benchmark (ALL)	296	37%	7%	1%	40	63	80	
22-23 SPRING Benchmark (ZW)	287	34%	7%	1%				
23 Spring Benchmark (MC Only)	296	36%	7%	2%				

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
23 Spring Benchmark (New Item Types)	296	31%	6%	2%				
22-23 STAAR	303	45%	18%	1%	41	57	80	
23-24 STAAR	*318*	*36%*	*16%*	*2%*	**43**	**59**	**83**	
Same Group as 6th Graders:		56%	14%	2%				
23 Fall Benchmark	*289*	*19%*	*12%*	*1%*	48	57	80	
23-24 Spring Benchmark	*307*	*34%*	*10%*	*1%*	41	57	80	

8th Grade SS Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters	
2019 SPRING Benchmark	427	46%	15%	5%				
Spring 2019 STAAR	364	59%	24%	10%				

	Students Tested	**Approaches**	**Meets**	**Masters**	**App**	**Meets**	**Masters**
19-20 Fall Benchmark	427	58%	33%	16%			
20-21 Fall Benchmark (Total)	441	50%	21%	14%			
20-21 SPRING Benchmark	396	38%	15%	7%			
2021 Spring STAAR	414	39%	15%	7%			
21 Fall Benchmark	421	42%	16%	8%			
21-22 SPRING Benchmark (ALL)	428	39%	14%	6%			
21-22 SPRING Benchmark (ZW)	428	45%	17%	8%			
21-22 Spring STAAR	432	39.3%	16.7%	8.5%	48	76	90
22 FALL Benchmark (ALL)	448	39.29%	13.2%	5.6%	50	70	80
22 Fall Benchmark (MC Only)	*448*	*55%*	*16%*	*11%*			

	Students Tested	Approaches	Meets	Masters	App	Meets	Masters
22 Fall Benchmark (New Item Types)	*448*	*34%*	*12%*	*6%*			
22-23 SPRING Benchmark (ALL)	448	41%	12%	4%	**50**	**70**	**80**
22-23 SPRING Benchmark (ZW)	448	48%	17%	8%			
23 Spring Benchmark (MC Only)	448	37%	16%	5%			
23 Spring Benchmark (New Item Types)	448	46%	15%	6%			
22-23 STAAR	454	45%	17%	7%	**43**	**61**	**73**
23-24 STAAR	***438***	***51%***	***24%***	***11%***			
23 Fall Benchmark (ALL)	409	47%	30%	12.0%	**51**	**61**	**73**
23-24 Spring Benchmark	416	42%	16%	6%	**43**	**61**	**73**

8th Grade Science Data:

	Students Tested	Approaches	Meets	Masters	App	Meets	
2019 SPRING Benchmark	431	52%	26%	10%			
2019 STAAR	430	63%	33%	14%			
19-20 Fall Benchmark	432	52%	28%	13%			
20-21 Fall Benchmark	407	36%	10%	2%			
20-21 SPRING Benchmark	385	41%	17%	6%			
2021 Spring STAAR	441	44%	21%	9%			
21-22 Fall Benchmark	428	48%	18%	9%			
21-22 SPRING Benchmark (ALL)	427	50%	26%	12%			
21-22 Spring STAAR	434	59%	26%	12%	52	71	83
22 FALL Benchmark (ZW)	446	55%	19%	6%			
22 FALL Benchmark (ALL)	446	54%	23%	6%	52	71	83

	Students Tested	Approaches	Meets	Masters	App	Meets	
22 Fall Benchmark (MC Only)	*446*	*51%*	*14%*	*7%*			
22 Fall Benchmark (New Item Types)	*446*	*61%*	*32%*	*14%*			
22-23 SPRING Benchmark (ALL)	443	55%	23%	8%	52	71	83
23 Spring Benchmark (MC Only)	*443*	*61%*	*28%*	*7%*			
23 Spring Benchmark (New Item Types)	*443*	*41%*	*24%*	*11%*			
22-23 STAAR		69%	37%	9%	37	54	76
23-24 STAAR	**442**	**61%**	**33%**	**10%**			
23 Fall Benchmark	416	63%	51%	23%	46	54	76
23-24 Spring Benchmark	385	57%	31%	7%	37	54	76

8th Grade RLA Data:

	Students Tested	Approaches 34	Meets 54	Masters 71
2019 SPRING Benchmark	428	56%	26%	9%
Spring 2019 STAAR	356	67%	39%	19%
2021 Spring STAAR	444	52%	24%	7%
19-20 Fall Benchmark	436	65%	32%	22%
20-21 Fall Benchmark	412	39%	18%	8%
21 Fall Benchmark	430	48%	28%	16%
20-21 Spring Benchmark	419	44%	20%	8%
21-22 SPRING Benchmark	433	57%	30%	11%
22 Spring STAAR	433	69%	38%	22%
22 FALL Benchmark	446	67%	25%	13%
22 Fall Benchmark (MC Only)	*446*	*72%*	*34%*	*26%*
22 Fall Benchmark (New Item Types)	*446*	*50%*	*25%*	*7%*
22-23 SPRING Benchmark (ALL)	436	68%	31%	11%
23 Spring Benchmark (MC Only)	*436*	*76%*	*41%*	*23%*
23 Spring Benchmark (w/o ECR)	*436*	*72%*	*35%*	*18%*
23 Spring Benchmark (New Item Types)	*436*	*50%*	*19%*	*7%*
22-23 STAAR	*454*	*76%*	*46%*	*18%*
23-24 STAAR	**447**	**72%**	**44%**	**21%**

	Students Tested	Approaches 34	Meets 54	Masters 71
Same group as 7th Graders:		71%	43%	19%
23-24 Fall Benchmark	421	81%	53%	23%
23-24 Spring Benchmark	422	65%	35%	14%

7th Grade RLA Data:

	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	419	46%	24%	10%
Spring 2019 STAAR	421	58%	31%	16%
2021 Spring STAAR	427	52%	25%	12%
19-20 Fall Benchmark	456	55%	30%	16%
20-21 Fall Benchmark	386	40%	16%	7%
21 Fall Benchmark	443	45%	21%	6%
20-21 Spring Benchmark	366	41%	19%	10%
21-22 SPRING Benchmark	443	59%	36%	14%
22 STAAR	443	73%	45%	29%
22 FALL Benchmark	418	58%	18%	3%
22 Fall Benchmark (MC Only)	418	65%	32%	10%
22 Fall Benchmark (New Item Types)	418	29%	9%	1%

	Students Tested	Approaches	Meets	Masters
22-23 SPRING Benchmark (ALL)	422	56%	25%	13%
23 Spring Benchmark (MC Only)	422	63%	31%	15%
23 Spring Benchmark (New Item Types)	422	54%	23%	11%
23 Spring Benchmark (w/o ECR)	422	63%	24%	11%
22-23 STAAR	*430*	*71%*	*43%*	*19%*
23-24 STAAR	***419***	***62%***	***39%***	***15%***
Same Students as 6th Graders:		64%	41%	12%
23-24 Fall Benchmark	405	58%	42%	22%
23-24 Spring Benchmark	*404*	*55%*	*29%*	*13%*

Student Learning Strengths

Through the use of research based practices and high yield instructional strategies, MPMS continues to grow students with highest gains in Domain 2. We attribute this growth to our PLC framework and building collective efficacy in our staff.

Domain 2 for Student Growth reveals a growth in instructional practices with the rating of an 88 B for 21-22

Instructional strategies and first time instruction reveal promising work with appropriate Tier II interventions.

Historical Data:

2019 Accountability Ratings Overall Summary - B

STAAR Peformance   Scaled Score of 71   C

School Progress   Scaled Score of 84   B

Closing the Gaps   Scaled Score of 76   C

Implementation and use of teacher and student data trackers to formatively and summatively assess student learning with appropriate intervention and enrichment opportunities.

Preliminary STAAR Data for 21-22 revealed:

7th Grade Reading	**Students Tested**	**Approaches**	**Meets**	**Masters**
2019 SPRING Benchmark	419	46%	24%	10%
Spring 2019 STAAR	421	58%	31%	16%
2021 Spring STAAR	427	52%	25%	12%
19-20 Fall Benchmark	456	55%	30%	16%
20-21 Fall Benchmark	386	40%	16%	7%
21 Fall Benchmark	443	45%	21%	6%
20-21 Spring Benchmark	366	41%	19%	10%
21-22 SPRING Benchmark	443	59%	36%	14%
21-22 Spring STAAR	443	73%	45%	29%

8th Grade Reading	**Students Tested**	**Approaches**	**Meets**	**Masters**
2019 SPRING Benchmark	428	56%	26%	9%
Spring 2019 STAAR	356	67%	39%	19%
2021 Spring STAAR	444	52%	24%	7%
19-20 Fall Benchmark	436	65%	32%	22%
20-21 Fall Benchmark	412	39%	18%	8%
21 Fall Benchmark	430	48%	28%	16%
20-21 Spring Benchmark	419	44%	20%	8%
21-22 SPRING Benchmark	433	57%	30%	11%
21-22 Spring STAAR	433	69%	38%	22%

8th Grade Science	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	431	52%	26%	10%
2019 STAAR	430	63%	33%	14%
19-20 Fall Benchmark	432	52%	28%	13%
20-21 Fall Benchmark	407	36%	10%	2%
20-21 SPRING Benchmark	385	41%	17%	6%
2021 Spring STAAR	441	44%	21%	9%
21-22 Fall Benchmark	428	48%	18%	9%
21-22 SPRING Benchmark	427	50%	26%	12%
	x	x	x	x
21-22 Spring STAAR	434	59%	26%	12%

8th Grade SS	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	427	46%	15%	5%
Spring 2019 STAAR	364	59%	24%	10%
19-20 Fall Benchmark	427	58%	33%	16%
20-21 Fall Benchmark (Total)	441	50%	21%	14%
20-21 SPRING Benchmark	396	38%	15%	7%
2021 Spring STAAR	414	39%	15%	7%
21 Fall Benchmark	421	42%	16%	8%
21-22 SPRING Benchmark	428	39%	14%	6%
	428	45%	17%	8%
21-22 Spring STAAR	432	39.3%	16.7%	8.5%

7th Grade Math	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	295	40%	13%	3%
Spring 2019 STAAR	296	55%	21%	2%
19-20 Fall Benchmark	318	30%	4%	0.90%
20-21 Fall Benchmark (Total)	297	25%	5%	0.01%
20-21 SPRING Benchmark	301	29%	3%	0.06%

7th Grade Math	Students Tested	Approaches	Meets	Masters
2021 Spring STAAR	332	33%	9%	2%
21 Fall Benchmark	318	37%	6%	2%
21-22 SPRING Benchmark	317	39%	11%	2.2%
	313	36%	13%	2.6%
21-22 Spring STAAR	321	49%	15%	4%

7th Grade PAP Math	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	122	79%	42%	5%
2019 STAAR	121	90%	64%	11%
19-20 Fall Benchmark	141	83%	57%	13%
20-21 Fall Benchmark (Total)	89	73%	37%	3%
20-21 SPRING Benchmark	96	92%	50%	10%
2021 Spring STAAR	121	88%	64%	15%
21 Fall Benchmark	123	87%	60%	19%
21-22 SPRING Benchmark	122	87%	57%	16%
21-22 Spring STAAR	124	91%	61%	25%

8th Grade Math	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	259	37%	7%	1%
2019 STAAR	278	55%	26%	2%
19-20 Fall Benchmark	290	37%	20%	0.02%
20-21 Fall Benchmark (Total)	310	33%	10%	1%
20-21 SPRING Benchmark	320	27%	8%	0%
2021 Spring STAAR	323	46%	16%	0%
21-22 Fall Benchmark	325	46%	25%	3%
21-22 SPRING Benchmark	315	44%	13%	2%
21-22 SPRING Benchmark	336	48%	19%	3%
21-22 Spring STAAR	334	58%	25%	5%

Algebra I	Students Tested	Approaches	Meets	Masters
2019 SPRING Benchmark	157	97%	62%	17%
2019 STAAR	158	99%	84%	55%
19-20 Fall Benchmark	147	90%	56%	34%
20-21 Fall Benchmark (Total)	100	92%	61%	20%
20-21 SPRING Benchmark	107	94%	55%	21%
2021 Spring STAAR	107	98%	76%	44%
21 Fall Benchmark	103	91%	53%	38%
21-22 SPRING Benchmark	99	99%	69%	42%
21-22 Spring EOC STAAR	99	100%	88%	66%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2025 STAAR All Students, Domain 1 decreased from 39 to 38 scaled score. We also stayed at a 64 from the previous year in Domain II without growing in that domain. Largest decrease occurred in African American and SPED subpopulations.
Root Cause: Lack of high quality first time instruction and appropriate tiering of lessons. Appropriate use of data analysis protocols, Eduphoria Mastery Tracker and implementation of the learning cycle in PLC's and the classroom. Proper use of formative assessment to drive instructional decisions and provide necessary intervention and enrichment opportunities.

Problem Statement 2: Low Student performance for all students on essential standards at high levels of rigor and cognitive demand revealed a decrease from 39 to 38 in domain I.
Root Cause: Lack of intentional focus on critical thinking skills, rigor and levels of cognitive demand and the students ability to understand who they are as a learning in the metacognitive process.

Problem Statement 3 (Prioritized): Need to provide structured and targeted Tier II Intervention and Enrichment to accelerate instruction for all students due to a 2025 Closing the Gaps score of 68 and not increasing from a 64 from 2024 to 2025 in for Domain II.
Root Cause: Inability of teachers to accelerate instruction due to inconsistencies in alignment of instructional concepts and knowledge within the classroom setting.

School Processes & Programs

School Processes & Programs Summary

Pre AP classes are offered in Math, ELA, Social Studies and Science for both grade levels.

On level classes are extended to all other students.

Special education classes are availalbe to the students that are being serviced. Functional classes, Resource Math and ELA, and co-teach in all four contents are all available.

ESL classes and inclusion support are availalbe with the additional use of an ESL IA that follows and supports our EL students and teachers.

Dyslexia classes are offered to students that meet the requirements under the 504 umbrella.

Teacher turnover rate has decreased tremendously (14%). Our first year teachers are provided a mentor. Monthly meetings are held for new teachers.

Students are provided Tier II and Tier III programming based on need and behvioral data.

Implementation of improved UIL academic program.

Hornet Time is our newly implemented Intervention and Enrichment period that is provided every Tuesday and Thursday for 30 minutes. Content teachers alternate weeks with a focus on intervention and enrichment data acquired through formative and summative assessment.

Title I programming and supports are provided to students through the implementation of tutorials, parents involvement opportunities, school supplies, programs, etc.

PLC's at work and consulting with Solution Tree has enabled teachers to better align our instructional practices through collaborative efforts focused on improved instructional planning, focus on essential standards, high quality first time instruction, common formative assessment, intervention and enrichment opportunities, and sustainable practices.

School Processes & Programs Strengths

Teachers will continue to be trained in Capturing Kids Hearts

Improvements made in behavioral management through the use of professional development and implementation of the Power Hour program and Classroom Management Coach

Improved student enagement through purposeful planning and tiered lesson design.

Increased level or rigor and DOK within on-level and Pre-AP classrooms.

Improved student involvement within our academic UIL program.

Improved student accountability measures for student learning.

Improved RTI process for identifying and addressing student needs.

Improved PLC processes and teacher committment to the process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Need for alignment of written, taught, and tested curriculum within the PLC framework through the critical thinking process and metacognition as revealed in the decrease from 39 to 38 in our Domain I scaled score.
Root Cause: Lack of appropriate training in curriculum alignment and implementation of high quality first time instruction.

Problem Statement 2 (Prioritized): For all grades and all subjects on STAAR 2025, 54% of the Emergent Bilingual (current & monitored) students were at the approaches standard, 27% at meets and 7% at masters. This is a slight increase from 2024 where 515 were at approaches, 24% at meets and 6% at masters. This is still lower than that state level.
Root Cause: Lack of training and coaching on implementation of high yield sheltered instruction strategies (specific to emergent bilingual learners and newcomers).

Perceptions

Perceptions Summary

At MPMS we believe that ALL kids can learn at high levels.

We strive to collaboratively improve our practice of teaching and learning not only for students but also staff.

MPMS PLC Non-Negotiables

- Our PLC is driven by the 4 Essential Questions of a PLC…
    - What do we want our students to learn?
    - How do we know if they have learned it?
    - How do we respond if they didn't learn it?
    - How do we respond if they already learned it?

- Operating as a Collaborative Team by…
    - Being helpful
    - Being a problem solver
    - Not taking things personal
    - Not multitasking
    - Celebrating each other's successes
    - Being present and focused with student achievement as the main priority
    - Alignment of work with school goals

- Conduct business with Effective Communication that is...
    - Positive
    - Professional

- Open-minded

- Honest

- Patient

- Commit to always being Prepared for PLC time by…

  - Being focused

  - Staying on topic

  - Prioritizing goals

  - Following the agenda

  - Organizing and reviewing ALL materials

- Properly address Content by…

  - Aligning to the standards

  - Establishing and following sequence and pacing guides

  - Creating proficiency models and hold ALL students accountable

  - Making instructional decisions based on data

- Create a climate of Risk Taking by…

  - Buying in to campus initiatives

  - Being willing to try new things

  - Getting out of your comfort zone

Perceptions Strengths

2023 Employee Perception Survey Results:

Prompt:

Quality work is expected of students	83%
Staff Recognition is built into the school culture	84%
Various forms of feedback are provided	87%
Opportunities are available to provide input	87%

2022 Employee Perception Survey:

Prompt:	Strongly Agree/Agree %
...quality work is expected of me	99%
...information is available to help me do my job effectively	87%
...I am clear about my job responsibilities	95%
...procedures have been implemented to keep me safe at work.	90%

...collaboration is encouraged and practiced	91%
...decisions are data driven	84%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): %Strongly Agree/Agree - 81% for Staff recognition is built into the campus culture, 84% ...opportunities for professional growth.
Root Cause: Need for recognition committee and opportunities for professional growth for all staff.

Problem Statement 2: Based on 2023 data, the risk ratio of Out of School Consequences (OSS Removal) for African American in Special Education is has increased from 2.6 to 3.3 from 2020-21 to 2023-24.
Root Cause: Lack of consistent ongoing cultural awareness training for teachers and staff that focuses on working with students of different backgrounds- socio-economic status, race and ethnicity.

Priority Problem Statements

Problem Statement 1: The staff, students and community need a deeper understanding of our growing diverse population and how best to acknowledge and appreciate similarities and differences. This is evident in our two lowest performing R/E groups for 2025 accountability ratings in African American and Hispanic as well as our highest discipline numbers coming from the the same two subpops.

Root Cause 1: Lack of consistent implementation of culturally responsive training and restorative practices.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 2025 STAAR All Students, Domain 1 decreased from 39 to 38 scaled score. We also stayed at a 64 from the previous year in Domain II without growing in that domain. Largest decrease occurred in African American and SPED subpopulations.

Root Cause 2: Lack of high quality first time instruction and appropriate tiering of lessons. Appropriate use of data analysis protocols, Eduphoria Mastery Tracker and implementation of the learning cycle in PLC's and the classroom. Proper use of formative assessment to drive instructional decisions and provide necessary intervention and enrichment opportunities.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Need for alignment of written, taught, and tested curriculum within the PLC framework through the critical thinking process and metacognition as revealed in the decrease from 39 to 38 in our Domain I scaled score.

Root Cause 3: Lack of appropriate training in curriculum alignment and implementation of high quality first time instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Need to provide structured and targeted Tier II Intervention and Enrichment to accelerate instruction for all students due to a 2025 Closing the Gaps score of 68 and not increasing from a 64 from 2024 to 2025 in for Domain II.

Root Cause 4: Inability of teachers to accelerate instruction due to inconsistencies in alignment of instructional concepts and knowledge within the classroom setting.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: For all grades and all subjects on STAAR 2025, 54% of the Emergent Bilingual (current & monitored) students were at the approaches standard, 27% at meets and 7% at masters. This is a slight increase from 2024 where 515 were at approaches, 24% at meets and 6% at masters. This is still lower than that state level.

Root Cause 5: Lack of training and coaching on implementation of high yield sheltered instruction strategies (specific to emergent bilingual learners and newcomers).

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: %Strongly Agree/Agree - 81% for Staff recognition is built into the campus culture, 84% ...opportunities for professional growth.

Root Cause 6: Need for recognition committee and opportunities for professional growth for all staff.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR by 5% (Domain 1).

High Priority

Evaluation Data Sources: All students will score at the approaches level on mandated assessments.
Achievement gap, between student populations will be eliminated.
The percentage of students from all student groups achieving advanced academic performance will increase from prior year.

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of high yield instructional strategies of PLC's at Work and School Improvement for All initiatives through ongoing coaching and consulting from Solution Tree and using Global PD.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased capacity of campus administrators in instructional leadership Improved teacher effectiveness Improved student achievement **Staff Responsible for Monitoring:** Administration, IC's and Classroom Teachers **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional Supplies - 211 - Title I, Part A - $11,000				

Strategy 2 Details	Reviews			
Strategy 2: Campus Leadership Team will analyze district and state level assessments to create a plan of action centered on increasing the percentage of students meeting the state and district standards through viable data analysis protocols	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement in all core areas. **Staff Responsible for Monitoring:** Principal Dean of Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Facilitate Quarterly Data Reviews of campus academic and behavioral data where IC's, Dean, AP's, and Counselors present, review, and analyze student achievement and progress in order progress monitor campus goals and create strategic action plans for students and staff.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student achievement and progress
Capacity building of campus administrators
    Staff Responsible for Monitoring: Principal
 	
    Funding Sources: Student/Staff Guest Speaker - 211 - Title I, Part A - $8,000				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will meet daily in Collaborative Team Meetings to develop engaging lessons aligned with state mandated curriculum (TEKS) that is tiered to meet students where they are and is driven by common formative assessment data utilizing teacher and student Mastery Trackers within Eduphoria premium.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase professional growth and learning for teachers.
Increased Student Achievement/Progress
    Staff Responsible for Monitoring: Principal
Dean of Teaching and Learning
Assistant Principals
Instructional Coaches
 	
    Funding Sources: Instructional Supplies Data Trackers - 211 - Title I, Part A - $10,000, Teacher Resources - 211 - Title I, Part A - $2,500				

Strategy 5 Details	Reviews			
Strategy 5: Implement a campus-wide, systemic Response to Intervention (RtI) model for academic and behavioral needs, to include research based interventions and progress monitoring for identified At Risk students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: Principal
Dean of Instruction
 	
    Funding Sources: Instructional Supplies - 211 - Title I, Part A - $3,506, Interventionist Rdg & Math & Dyslexia Teacher - State Comp Ed				

Strategy 6 Details		Reviews			
Strategy 6: Improved implementation of a RTI Interventionist to progress monitor student performance campus wide (with RTI Scheduler), collect relevant data, establish academic and behavioral need, facilitate Tier 2 and Tier 3 program scheduling, as well as facilitate necessary RTI meetings and processes to improve student achievement.		**Formative**			**Summative**
		Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Increased student achievement/progress
    Staff Responsible for Monitoring: Principal
Dean of Student Learning
Assistant Principals
 	
    Funding Sources: Materials and Equipment - 211 - Title I, Part A - $12,543, 3 IA's - State Comp Ed					

Strategy 7 Details		Reviews			
Strategy 7: Implementation with fidelity of Hornet Time, our Tier 2 and Tier 3 intervention and enrichment period on Wednesdays driven by targeted instructional and behavioral data analysis utilizing the RTI Scheduler software.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement/progress Lower student/teacher ratio **Staff Responsible for Monitoring:** Principal Assistant Principals Dean of Student Learning					

Strategy 8 Details		Reviews			
Strategy 8: Provide Administrative Leadership Training and Coaching in the area of instructional leadership for Assistant Principals, Dean of Teaching and Learning, and Instructional Coaches in collaborative weekly meetings and one on one monthly meetings.		**Formative**			**Summative**
		Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Increased capacity in instructional leadership for campus
Teacher effectiveness
Increased student achievement
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction					

Strategy 9 Details	Reviews			
Strategy 9: Provide ongoing instructional coaching and feedback to all staff through Instructional Sweeps - instructional coach visit/modeling, administrative walkthroughs and T-TESS observations. Implementation of walkthrough form focused on campus focus areas of Assessment FOR Learning, Tiered lesson design, Learning Targets, Proficiency Levels, Quality Checks for Understanding, Small Group Instruction, Randomized Questioning Strategies, PBIS, Capturing Kids Hearts, and Classroom Management.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved Teacher effectiveness Increased student achievement/progress **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Teaching and Learning Instructional Coaches **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 10 Details	Reviews			
Strategy 10: Monitor student attendance and implement appropriate truancy prevention measures to ensure compliance with compulsory attendance laws and reduced dropout rates.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improve rate of proper attendance tracking measures by staff and students. Increase student attendance and exposure to classroom instruction. Increased student achievement/progress. **Staff Responsible for Monitoring:** Principal Assistant Principal PEIMS Clerk				

Strategy 11 Details	Reviews			
Strategy 11: Train all staff in the social and emotional program of Capturing Kids Hearts and implement with fidelity through progress monitoring using campus walkthroughs and teacher/student feedback.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement. Improved student behavior and transitions. Improved Staff and Student morale **Staff Responsible for Monitoring:** Principal Dean Assistant Principals Counselors				

Strategy 12 Details	Reviews			
Strategy 12: Provide core academic coaches to provide professional development, mentoring and modeling for all staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one teacher training. **Staff Responsible for Monitoring:** Principal Dean of Teaching and Learning **Funding Sources:** 2.5 Instructional Coaches - 211 - Title I, Part A - $182,561, 1 Instructional Coach - State Comp Ed	**Oct**	**Jan**	**Mar**	**June**

Strategy 13 Details	Reviews			
Strategy 13: Proper implementation of the tiered inclusion/co-teach model for SPED students and the ability to build capacity in SPED and general education staff with appropriate implementation of student accommodations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved effectiveness of special education staff in the implementation of instructional support and strategies in the classroom. Increased student achievement/progress **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Teaching and Learning SPED Instructional Coach SPED Department Instructional Coaches **Funding Sources:** Snap & Read - 289 - Title IV, Part A, Sub 1				

Strategy 14 Details	Reviews			
Strategy 14: Provide additional after school and before school pullouts for Tier II and Tier III students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Principal Dean of Instruction **Funding Sources:** Extra Duty - 211 - Title I, Part A - $13,000	**Oct**	**Jan**	**Mar**	**June**

Strategy 15 Details	Reviews			
Strategy 15: Improve student achievement through the use and student monitoring of Student Data Folders and Goal Setting Journals within each core content classroom for every student.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 15 Details	Reviews
Strategy's Expected Result/Impact: Improve student achievement and growth in all core content areas by having students set and progress monitor achievement goals for the year through the use of Student Data Folders and Goal Setting Journals. **Staff Responsible for Monitoring:** Students Teachers Dean of Instruction Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** **Funding Sources:** Brad Folders, Notebook Paper, Composition Journals - 211 - Title I, Part A - $6,000	

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: ACADEMIC PERFORMANCE
All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets, and Masters level on STAAR by 5%. (Domain III)

High Priority

Evaluation Data Sources: We will use summative and district benchmark data to track processes. We will use STAAR end of year data to evaluate.

Strategy 1 Details	Reviews			
Strategy 1: Increase student achievement through ongoing, in person and online professional development for teachers and all instructional staff with an emphasis on Instructional Leadership, Tier I instruction, Classroom Management, and Social/ Emotional Learning.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase capacity of all instructional staff Improved student achievement **Staff Responsible for Monitoring:** Principal Dean of Teaching and Learning Assistant Principals **Funding Sources:** PD - 211 - Title I, Part A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing professional development for sped and gen ed staff in regards to accommodations and modifications.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Capacity building of teachers in incorporating appropriate accommodations and instructional strategies in daily lessons. Increased student achievement/progress **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Teaching and Learning Instructional Coaches SPED Instructional Coach				

Strategy 3 Details		Reviews			
Strategy 3: Proper implementation of the tiered inclusion/co-teach model for SPED students and the ability to build capacity in SPED and Gen ed staff with appropriate implementation of student accommodations.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved effectiveness of sped staff in the implementation of instructional support and strategies in the classroom. Increased student achievement/progress **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Teaching and Learning SPED Instructional Coach SPED Department Instructional Coaches					

Strategy 4 Details		Reviews			
Strategy 4: Provide increased and improved Emergent Bilingual services for second language learners and classroom teachers through a strategic Professional Development plan encompassing sheltered instruction, ELPS, PLD's and other research based strategies to increase student achievement.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Capacity building in teachers in the area of ELPS implementation in the classroom. Increased student achievement/progress. Improved TELPAS achievement. **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Teaching and Learning Campus ESL Coordinator Emergent Bilingual Instructional Assistants **Funding Sources:** Rosetta Stone access for EB students - 263 - Title III, Part A, Bilingual IA - 263 - Title III, Part A					

Strategy 5 Details		Reviews			
Strategy 5: Ongoing professional development on implementation of Positive Behavior Interventions and Supports (PBIS) and Capturing Kids Hearts through monthly and six week data reviews/updates/trainings.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved classroom environment for teaching and learning. Acknowledgement of appropriate behaviors on campus. Increased instructional time in the classroom. Increased student achievement/progress. **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Teaching and Learning PBIS Leadership Team CKH Process Champions					

Strategy 6 Details	Reviews			
Strategy 6: Improve student performance on all essential standards in areas of higher cognitive demand and rigor through the use and implementation of metacognitive strategies utilizing the "Learning Pit" graphic organizer as a anchor for the learning process.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student achievement on essential standards requiring high cognitive demand. **Staff Responsible for Monitoring:** Administration Team Instructional Coaches **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Learning Pit Graphic Organizer - 211 - Title I, Part A - $5,000				

⬤ No Progress   ⬤ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percent of students meeting or exceeding growth in mathematics and ELA/Reading by 5%. (Domain II)

Evaluation Data Sources: We will use summative and district benchmark data to track processes. We will use STAAR end of year data to evaluate. We will also use Growth Tables as anchor points.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of foundational reading and writing concepts through small group instruction, writing workshop, ECR and SCR training through ongoing PD and coaching by Consultants for Reading Instructional Coach.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved student achievement for Reading				
Staff Responsible for Monitoring: Principal				
Dean of Instruction				
AP's				
RLA Instructional Coach				
Funding Sources: Classroom Books - 211 - Title I, Part A - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Implementation of Universal Screener in ELAR and Math through iReady with progress monitoring through beginning of the year, middle of the year, and end of the year assessments to drive instruction.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved Student Achievement				
Staff Responsible for Monitoring: Principal				
Dean of Instruction				
AP's				
RLA and Math Instructional Coaches				

⬤ No Progress   ⬤ Accomplished   ➔ Continue/Modify   ✖ Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for reading (PK-K) or reading on grade level (1-8) by 5%. (HB 3)

Evaluation Data Sources: All students will pass state mandated assessments.
Achievement gap, between student populations will be eliminated.
The percentage of students from all student groups achieving advanced academic performance will increase from prior year.

Strategy 1 Details	Reviews			
Strategy 1: Use of relevant data from iReady Universal Screener and LLI to improve reading levels of struggling students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students reading on grade level.	**Oct**	**Jan**	**Mar**	**June**
No Progress	Accomplished	Continue/Modify	Discontinue	

Goal 2: SAFE SCHOOLS
MPMS 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 Sources: District Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for campus-wide Positive Behavior Intervention and Supports (PBIS).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Student Achievement Decrease ODR Decrease classroom disruptions Increased instructional time **Staff Responsible for Monitoring:** Principal AP's	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
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 AP's	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Implementation of Teen Leadership as an elective course for both 6th, 7th 8th grade students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Social and Emotional Well-Being of Students **Staff Responsible for Monitoring:** Principal Dean of Instruction AP's **Funding Sources:** Teen Leadership Teacher - State Comp Ed	**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June
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				

No Progress ⭕ Accomplished ⭕ Continue/Modify ➡️ Discontinue ❌

Goal 2: SAFE SCHOOLS
MPMS will promote nurturing, safe and secure places for students, staff and parents.

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 Sources: Safety drill documentation, incident reflection and evaluation documents, staff surveys.

Strategy 1 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
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					

Strategy 2 Details		Reviews			
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 trainings addressing active school shooters or attackers and other threats to staff and student safety.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Compliance Prepared Staff for any Emergency **Staff Responsible for Monitoring:** Principal Dean AP's Campus SRO					

Strategy 3 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve campus safety **Staff Responsible for Monitoring:** Principal Assistant Principal School Resource Officer					

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: SAFE SCHOOLS
MPMS will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among
and between students and staff.

Evaluation Data Sources: Guidance Lessons and counselor visit data.

Strategy 1 Details	Reviews			
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**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
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**			**Summative**
	Oct	**Jan**	**Mar**	**June**

⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　❌ Discontinue

Goal 2: SAFE SCHOOLS

 MPMS will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 4: Lower the number of discipline referrals by 5% each year.

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

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Reduction in referrals
Improved classroom and school climate.
Increased instructional time due to less behavioral redirections
Improved teacher morale
Increased student achievement/progress
 	
    Staff Responsible for Monitoring: Principal
Assistant Principals
Dean of Student Learning
PBIS Leadership Team
 	
    Funding Sources: - LOCAL				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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				

Strategy 3 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
Strategy 6: Implement with fidelity the RTI and MTSS for students struggling behaviorally.	Formative			Summative
Strategy's Expected Result/Impact: To increase student achievement by best supporting students and reteaching replacement behaviors. Supporting struggling teachers. Reducing discipline referrals.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal Asst. Principal RTI Interventionist Dean				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: SAFE SCHOOLS

MPMS will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 5: Lower the number repeat assignments regarding dis-respectfulness and fighting that lead to ISS or OSS by 5% each year.

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

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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				

Strategy 3 Details				Reviews			
Strategy 3: Develop and offer counseling for student aggressors and victims.				Formative			Summative
Strategy's Expected Result/Impact: Schedule Sessions Sign In **Staff Responsible for Monitoring:** Counselors				Oct	Jan	Mar	June

Strategy 4 Details				Reviews			
Strategy 4: 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.				Formative			Summative
Strategy's Expected Result/Impact: Reduction in out of placement discipline assignments for minority students. **Staff Responsible for Monitoring:** Principal Assistant Principals **Targeted Support Strategy - Results Driven Accountability**				Oct	Jan	Mar	June

○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue

Goal 3: COMMUNITY INVOLVEMENT

The school will improve parent and community partnerships in an environment that promotes trust through effective communication and inclusivity.

Performance Objective 1: Provide opportunities for parent and community involvement to promote academic achievement and school spirit.

Evaluation Data Sources: Increased community involvement in all operation of the district.

Strategy 1 Details		Reviews			
Strategy 1: Celebrate student, staff, and volunteer accomplishments and establish criteria for recognitions in a variety of ways.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
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					

Strategy 2 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved parent and community engagement **Staff Responsible for Monitoring:** Principal Dean **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Engagement - 211 - Title I, Part A - $2,400					

Strategy 3 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved parent and community engagement Improved staff and student morale					

Strategy 4 Details	Reviews			
Strategy 4: Work closely with our home/school liaison to support families, including those experiencing homelessness, to increase student success and parent involvement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent and student involvement Increased student welfare Improved student achievement **Staff Responsible for Monitoring:** Principal AP's Dean				
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: COMMUNITY INVOLVEMENT
The school will improve parent and community partnerships in an environment that promotes trust through effective communication and inclusivity.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students, and community stakeholders.

Evaluation Data Sources: Communication Examples
Parent Engagement

Strategy 1 Details	Reviews			
Strategy 1: Provide consistent communication through thrillshare, social media, monthly newsletters and word of mouth from staff and community partners to better inform and engage parents and community members in school functions and activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 AP's				
⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　❌ Discontinue				

Goal 4: RESOURCES The school will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the district and campus mission and belief statements.

Evaluation Data Sources: Completed Data Reviews

Strategy 1 Details	Reviews			
Strategy 1: Train staff on state and federal resource allocations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved resource efficiency	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				
Funding Sources: - LOCAL				

Strategy 2 Details	Reviews			
Strategy 2: Implement the use of technology devices, furniture and other resources to enhance student achievement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved use of technology effectiveness	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				
Funding Sources: Furniture & other Misc items - 211 - Title I, Part A - $13,000				

Strategy 3 Details	Reviews			
Strategy 3: Utilize district and state resources (Solution Tree, Region VI, iReady, Seidlitz etc) to provide additional services as needed as a means of maximizing revenues and communicate to all stakeholders their availability.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher effectiveness.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Dean AP's				

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: RESOURCES The school will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

    Evaluation Data Sources: All facilities capable of meeting the needs of student learners.

Strategy 1 Details			Reviews			
Strategy 1: Ensure technology resources, cameras, WAPS, and vape detectors are effectively used and monitored.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved campus efficiency			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal ILS AP's						

Strategy 2 Details			Reviews			
Strategy 2: Install or update interactive learning boards in all classrooms to improve hands on learning and the implementation of high yield instructional strategies to improve student learning for at-risk students.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student engagement, student achievement and implementation of high yield instructional strategies in all classrooms. **Staff Responsible for Monitoring:** Administration, Classroom Teachers, ILS, and Instructional Coaches **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** Interactive Promethean Boards - 211 - Title I, Part A - $10,000						

Strategy 3 Details	Reviews			
Strategy 3: Purchase and implement the use of AC-30 Anywhere Charging Carts for student use chromebooks to ensure availability and access for ALL students on a daily basis.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve accessibility for all students to online instructional strategies and resources to further improve learning. **Staff Responsible for Monitoring:** ILS, Admin and classroom teachers. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** AC-30 Chromebook Charging Carts - 211 - Title I, Part A - $31,000				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: STAFF

The school will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes and procedures.

  Evaluation Data Sources: Staff retention rate

Strategy 1 Details		Reviews			
Strategy 1: Refine New Teacher Induction Program to provide new teaches with just in time information and resources.		**Formative**			**Summative**
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		**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Provide Mentors to first year teachers and equip them with the necessary curriculum and resources to not only grow and support new teachers but increase their leadership capacity as well.		**Formative**			**Summative**
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 Student Learning **Funding Sources:** - LOCAL, Mentor Stipends - 255 - Title II, Part A		**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Regularly scheduled check-ins with new teachers and their appraiser to review needs/issues.		**Formative**			**Summative**
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 Student Learning **Funding Sources:** - LOCAL		**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
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.		**Formative**			**Summative**
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		**Oct**	**Jan**	**Mar**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: STAFF
The school will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of Highly Qualified Teachers, specifically math, science, bilingual education, foreign languages, ELAR, and special education.

Evaluation Data Sources: 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 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
Strategy 2: Offer high quality professional development for identified areas	**Formative**			**Summative**
	Oct	Jan	Mar	June
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				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: STAFF
The school will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 3: Increase ESL certification for teachers.

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

Strategy 1 Details	Reviews			
Strategy 1: Attract and retain ESL certified Teachers by participating in district sponsored job fairs./ Promote ESL certification among existing teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in ESL certifications	Oct	Jan	Mar	June
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				
Strategy 2 Details	Reviews			
Strategy 2: Offer high quality professional development and support for ESL certified teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in ESL certifications	Oct	Jan	Mar	June
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				

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Mance Park Middle School

Total SCE Funds: $508,703.00
Total FTEs Funded by SCE: 8
Brief Description of SCE Services and/or Programs

Personnel for Mance Park Middle School

Name	Position	FTE
Carolyn Stivender	RTI Interventionist	1
Kaitlyn Ledezma	Dyslexia Teacher	1
Michelle Black	Dyslexia Teacher	1
Sabrina Washington	IA - General	1
Sharon Wynn	IA - General	1
Virginia Colley	Instructional Coach - RLA	1
Wendy Wenskunas	Teen Leadership	1
Yasmin Perez	IA - General	1

Title I Personnel

Name	Position	Program	FTE
Casey Schindler	Instructional Coach - SS		.5
Charly Baker	Instructional Coach - Math		1
Kristen Green	Instructional Coach - Science		1
Michelle Burleson	Reading Interventionist	Funded from ESSER III until 2024	1

Campus Funding Summary

			211 - Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Supplies		$11,000.00
1	1	3	Student/Staff Guest Speaker		$8,000.00
1	1	4	Instructional Supplies Data Trackers		$10,000.00
1	1	4	Teacher Resources		$2,500.00
1	1	5	Instructional Supplies		$3,506.00
1	1	6	Materials and Equipment		$12,543.00
1	1	12	2.5 Instructional Coaches		$182,561.00
1	1	14	Extra Duty		$13,000.00
1	1	15	Brad Folders, Notebook Paper, Composition Journals		$6,000.00
1	2	1	PD		$5,000.00
1	2	6	Learning Pit Graphic Organizer		$5,000.00
1	3	1	Classroom Books		$2,000.00
3	1	2	Parent Engagement		$2,400.00
4	1	2	Furniture & other Misc items		$13,000.00
4	2	2	Interactive Promethean Boards		$10,000.00
4	2	3	AC-30 Chromebook Charging Carts		$31,000.00
				Sub-Total	$317,510.00
				Budgeted Fund Source Amount	$265,510.00
				+/- Difference	-$52,000.00
			255 - Title II, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1	New Tchr Academy ESC6 & Pre-contract pay		$0.00
5	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	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Bilingual IA		$0.00
1	2	4	Rosetta Stone access for EB students		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,745.00
				+/- Difference	$20,745.00

IDEA B

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

LOCAL

Goal	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
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	2	1			$0.00
5	2	2			$0.00
5	3	1			$0.00
5	3	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

289 - Title IV, Part A, Sub 1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Snap & Read		$0.00

289 - Title IV, Part A, Sub 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Interventionist Rdg & Math & Dyslexia Teacher		$0.00
1	1	6	3 IA's		$0.00
1	1	12	1 Instructional Coach		$0.00
2	1	3	Teen Leadership Teacher		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
Bilingual Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$286,255.00
				Grand Total Spent	$317,510.00
				+/- Difference	-$31,255.00