

San Benito Consolidated Independent School District



Miller Jordan Middle School

2025-2026 Campus Improvement Plan

Mission Statement

The Mission of Miller Jordan Middle School is to provide a nurturing and safe learning environment that supports the educational achievements and development of all students.

Vision

The vision of Miller Jordan Middle School is to be a gold standard campus through the commitment of integrity, loyalty and excellence. Achieved by the dedication to the belief that all students can meet and excel in their educational endeavors. Our team will continuously work collaboratively to improve our school, teachers, and community culture to mold our students in becoming their best.

“A Miller Jordan Cougar will be Respectful, Responsible, Ready and Righteous.”

Value Statement

Miller Jordan Focuses on these Core Values: Trust, Excellence, Accountability, and Mutual Respect

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	12
Perceptions	15
Priority Problem Statements	18
Data Documentation for CNA	21
Improvement Planning Data	22
Accountability Data	22
Student Data: Assessments	22
Student Data: Student Groups	22
Student Data: Behavior and Other Indicators	22
Employee Data	23
Parent/Community Data	23
Support Systems and Other Data	23
Goals	24
Goal 1 : Miller Jordan Middle School will ensure academic excellence by providing innova...	25
Goal 2 : Miller Jordan Middle School will build a high-performing, compliant, and supporti...	32
Goal 3 : Miller Jordan Middle School will improve public relations, communications, and c...	37
Goal 4 : Miller Jordan Middle School will implement transparent and efficient business an...	40



Comprehensive Needs Assessment

Demographics

Summary

Miller Jordan Middle School is centrally located in the city of San Benito, Texas which is a predominantly rural community surrounded mainly by low socioeconomic neighborhoods. Our education institution houses 480 students, predominantly Hispanic. As a Title I campus, serving students ages 11-15, grades 6th through 8th, 100% of our students qualify for free lunch program. A rich curriculum that encompasses the academic and effective domains is provided to all children 6th through 8th grade. Visitors are welcomed with positive, caring and friendly attitudes from all stake holders. The high expectations from the administration down to the students is helping to shape the culture and develop high achievement in our students.

- 99% of students are Hispanic

The campus houses

- 2 Administrators
- 1 RTI Teacher
- 1 Dean of Instruction
- 1 Counselor
- Core Classroom Teachers- 19
- Special Education/Resource Teachers- 5
- Elective Teachers- 17
- ESL Teachers- 1
- Teacher Assistants- 5
- Migrant Teacher- 1 only here part of the week
- Computer Lab Supervisor- 1

Staff Quality, Recruitment, and Retention Strengths Personnel:

After reviewing district and state guidelines, personnel TTESS reports and walkthroughs and teacher data certification records, it was identified that all staff currently teaching in their respective grade levels are considered highly qualified. Efforts to retain qualified teachers by the district include stipends for a Master's Degree; Bilingual Stipends; Technology Representative Stipends; Web Technician Stipend; Bilingual Lead Teacher Stipend; Department Head Stipends, and Tutorial Stipends.

Plan of action for 2025-2026 School Year: Staff, Quality, Recruitment, Retention, Strengths

The campus will hire only instructional staff that is highly qualified and certified in the area they have been assigned to. In meeting the needs of our bilingual and regular population students, efforts have been made to hire ESL certified teachers. Efforts by the district to recruit highly qualified teachers will continue.

Miller Jordan Middle School serves 434 students in grades 6 through 8 for the 2025-2026 school year.

Index 1 57 (60 was the Target)

Index 2 29 (30 was the Target)

Index 3 28 (26 was the Target)

Index 4 23 (12 was the Target)

The demographic make up of the campus is:

99.6% percent Hispanic,

0.3% percent African American,

0.1% percent White.

The campus has 94.23% percent of students identified as Economically Disadvantaged,

27.2% percent as Emergent Bilinguals [EB],

11% of the students are served by Special Education,

62% percent as At-Risk

12% percent mobility rate,

Drop out rate [2024-2025] was .4%

Attendance rate for the campus was 90.69%

The data for discipline indicates less students received referrals in 2025 than 2024.

Strengths

Miller Jordan Middle School provides a secure and challenging learning environment for all students on a daily basis. RTI is available to all students who are not academically successful, have low attendance, and those who have emotional/ behavioral concerns. Other programs offered at Miller Jordan to help meet student needs include bilingual education, gifted and talented education, migrant services, and special education.

Students have the opportunity to participate in enrichment clubs such as band, cheer, chess, choir, Christian Fellowship Club, Cougarettes Drill Team, LOTC, National Junior Honor Society (NJHS), Orchestra, PALS, Student Council, and UIL Academic Events.

A few other strengths within the campus include:

1. A culturally diverse student population.
2. Identify students that are at-risk or homeless and provide appropriate services.
3. Identify and serve more students that struggle with dyslexia.
4. Teachers and staff quickly adjust to any/all changes and continue to work with one another in a positive, professional manner.
5. Offer Career and Technical Education (CTE) course for High School credit
 - Business
 - AV Production

Problem Statements Identifying Demographics Needs

Problem Statement		Root Cause
1	ELL students have a limited English proficiency and are therefore at an academic disadvantage when compared to their non-ELL peers who are being taught in their native language.	Approximately 35% of our students are English Language Learners.
2	The MJMS geographical location is highly populated with economically disadvantaged students which in turn affects students.	Approximately 97 % of MJMS students are Economically Disadvantaged.

 = Priority

Student Learning

Summary

STUDENT OUTCOMES and PERFORMANCES

A review of the curriculum used during the 2024-2025 school year indicated use of resources such as the TEKS Resource System, YAG, Eduphoria, and Lead4ward. Programs being utilized for interventions consisted of iReady, IXL, Summit K12. Textbooks utilized consisted of SAVVAS and Sirius workbooks for Reading; Bluebonnet for Math and Algebra. HMH for Science and Lowman for Social Studies. Progress measure assessment results were disaggregated and during PLCs. District MAP Testing and Benchmarks were administered at specific times during the years to gauge progress.

Miller Jordan MS received a rating of "C Comprehensive School" for the 2025 school year. The scores are as follows:

STAAR Results		
6 th GR – Reading	2024	2025
All Students	44%	51%
ELL	33%	47%
SPED	19%	14%
7 th GR – Reading		
All Students	49%	60%
ELL	29%	45%
SPED	11%	24%
8 th GR – Reading		
All Students	70%	72%
ELL	48%	52%
SPED	59%	39%
6 th GR – Math		
All Students	42%	50%
ELL	37%	14%
SPED	22%	19%
7 th GR – Math		
All Students	22%	9%
ELL	11%	22%
SPED	14%	0%
8 th GR – Math		
All Students	72%	66%
ELL	62%	54%
SPED	64%	42%
8 th GR – Science		
All Students	59%	69%
ELL	38%	56%
SPED	29%	28%
8 th GR – Soc. Studies		
All Students	36%	46%
ELL	13%	48%
SPED	29%	26%

Algebra I	93%	90%
English I	80%	75%

The campus met 2 out of the 4 Indexes:

Index 1	Student Achievement – Target Score = 60%	62%
Index 2	Student Progress – Target Score = 30%	74%
Index 3	Closing Performance Gaps – Target Score = 26%	76%

The campus offers ESL classrooms and sheltered English instruction a total of 76 ELL students on campus. For students identified to receive Special Education services, MJMS noted the campus currently has approximately 79 students. The campus houses an AU and behavioral unit. There is a need for some professional development on applicable accommodations, support aids, along with additional instructional staff to assist with inclusion. Students who have been mainstreamed were identified as struggling at times. The committee reported the recently implemented SIOP instructional strategies are anticipated to help this group’s achievement as well. The campus is implementing MTA as it’s dyslexia program. The committee noted there are currently 34 students in the GT program at MJMS. GT students focus on the Texas Performance Standards Project (TPSP) during the year. The Counselor and teachers guide GT students through the process. MJMS has about 70 Migrant students that are provided assistance through a pull out program.

Strengths

1. 60% of the students taking the Algebra I EOC test met the Master Level Standard in 2024-2025.

MJMS strives to increase the number of students taking Algebra I EOC and successfully meet state standards.

2. Students continue to demonstrate progress on TELPAS.

A large percentage of ELL students scored Advanced and Advanced High on TELPAS.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Eighth grade students in the "All Student" group did not meet the "Approaches" grade level standard in Science, scoring a 59%, nor in Social Studies, scoring a 51%.	The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.
2 ★ Seventh grade students in the "All Student" group did not meet the "Approaches" grade level standard, scoring a ____%.	Training on the writing process and the appropriate use of writing resources were provided but not monitored for fidelity of implementation.
3 ★ 64% of the "All Student" group did not meet the "Approaches" grade level standard in all subject areas tested on STAAR.	Services, strategies and interventions for struggling students have not been specific, focused and applied with fidelity throughout the campus.
4 ★ There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR.	The root cause is the lack of teacher training and interventions in the general education classroom to service ELL Students.
5 Sixth grade students in the "All Student" Group did not meet the "Approaches" grade level standard in mathematics, scoring 61%, nor in Reading 52%	The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments , and resources used in the classroom instruction in Reading and Math.
6 The MJMS geographical location is highly populated with economically disadvantaged students which in turn affects students.	Approximately 97 % of MJMS students are Economically Disadvantaged.

7

ELL students have a limited English proficiency and are therefore at an academic disadvantage when compared to their non-ELL peers who are being taught in their native language.

Approximately 35% of our students are English Language Learners.

★ = Priority

School Processes & Programs

Summary

School Processes & Programs Summary

The 2025-2026 campus leadership and staff members of Miller Jordan MS will work to develop, nurture, and support systems that facilitate implementation of the rigor/relevance framework, and elements of effective instruction. Our professional learning community framework will include focused data-driven instructional conferences in which teachers receive targeted feedback and action steps to improve their instructional practice. A professional learning community schedule has been created for administrators, instructional specialists, teachers, and support staff to meet four times weekly to plan, practice, learn, review data to ensure quality lesson delivery and student learning. District developed curriculum documents to guide teachers in their planning through TEKS Resource Systems to ensure the needs of all learners are being met.

Miller Jordan MS instructional development supports include the following:

- Appraiser support (Observation, Feedback, and Formal Appraisals via T-TESS)
- Principal and Assistant Principals will attend T-TESS Workshops to focus on effective feedback, rapport building, and critical conversations.
- Instructional Specialist (Social Studies/Science)
- Content Coaches (Social Studies, Science, Math, ELAR)
- Project Rise SLO Development Support
- PLC Committee will attend Solution Tree Training to focus on proper PLC structures to build curriculum centered to address student needs.

During 2025-2026 school year Miller Jordan MS will build upon and refine the following programming and processes:

- Lesson planning protocols that support implementation of the 5-E Model and Rigor/Relevance framework.
- Instructional coaching to support teacher development
- Implementation of PLC scope and sequence calendar (Learning, Planning, Instructional Delivery, and Data Analysis, Pacing Guides and Assessments)
- Campus-wide RTI processes
- Curriculum/Content Staff
- ESL Intervention classes
- STAAR Intervention classes.
- Flex schedule for intervention

School Processes & Programs Strengths

First year teachers are strategically paired with mentor teachers additionally teachers who are new to Miller Jordan MS are provided with a mentor teacher to support them in developing and refining their instructional tool belt.

- Implementation of PLC scope and sequence calendar (Learning, Planning, Instructional Delivery, and Data Analysis)
- Campus-wide RTI processes
- Curriculum/Content Staff development
- ESL intervention classes
- STAAR Intervention classes

Problem Statements Identifying School Processes & Program Needs

Problem Statement 1: During the 2025-2026 school year instructional planning systems were not implemented with fidelity as it related to English Language Arts, Science, Social Studies Professional Learning Community. **Root Cause:** Instructional support staff lacked capacity to effectively facilitate planning and coaching sessions.

Problem Statement 2: The amount of discipline referrals resulting in In-School and Out of School, DAEP, Suspensions were too high therefore reducing the amount of time students were engaged in high quality learning environments. **Root Cause:** Teachers lack of understanding of positive behavior intervention supports and deescalation techniques. Additionally teacher's lessons were not at the appropriate rigor/relevance to keep students engaged throughout the lesson which would lower behavior issues in class.

Strengths

For the areas of State standardized testing, the strengths will be reevaluated once the STAAR scores are released to campus in June.

1. Data is used to assess and evaluate student performance and participation.
2. Students are continuously learning and growing because teachers are continuously modifying and adjusting their instruction to meet the needs of all students.
3. Assessments are aligned with clearly specified and appropriate achievement expectations.

Regarding technology, one of the most significant strengths with the use of technology is that the teachers and staff are eager to learn and use technology within the classroom. For the most part, the staff is self taught and will seek help when needed to aid in their integration of technology within the classroom. Teachers are not afraid to request help with any limitation they may have when it comes to using technology within the classroom. The teachers work together with ideas and suggestions on how and when to integrate technology within the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Students are not engaged in TIER 1 instruction or participating in lessons and activities, resulting in behavior issues.	Teachers need to implement best practices to ensure effectiveness of their lessons to engage student learning.
2 Students are not showing adequate growth throughout the school year in formative assessments, resulting in limited growth on summative assessments.	Teachers need to implement TIER 2 instruction in order to provide intervention and support to small and individual groups within their classrooms.
3 Teachers are not tracking student progress through data conversations and trackers in order to target specific TEKS aligned to their content and grade level necessary to meet expectations.	Teachers need to implement student data trackers and disaggregate data to identify student areas of need.
4 The MJMS geographical location is highly populated with economically disadvantaged students which in turn affects students.	Approximately 97 % of MJMS students are Economically Disadvantaged.
5 ELL students have a limited English proficiency and are therefore at an academic disadvantage when compared to their non-ELL peers who are being taught in their native language.	Approximately 35% of our students are English Language Learners.

★ = Priority

Perceptions

Summary

There were many strengths noted in the campus facilities: all current facilities are continuously maintained by dedicated maintenance staff; and teachers, staff and administration provides a diverse and supportive learning environment. Overall the campus survey indicated teachers are content with their school climate; however, they would like to have more communication with administration. They feel the administrators are supportive.

MJMS Attendance at parent involvement events where food and/or entertainment is offered was noted as higher than at other events. Communication was reported as good with parents receiving information via School Messenger, the campus website, district website, parent notices, the marquee, social media, google classroom and home visits. Parent Involvement on campus committees and school decisions is needing improvement. MJMS created an Outreach program to assist school and families with attendance and behavior concerns with students through music concerts for band, choir, orchestra, and conjunto.

Strengths

There were many strengths noted in the campus facilities: all current facilities are continuously maintained by dedicated maintenance staff; and teachers, staff and administration provides a diverse and supportive learning environment. Overall the campus survey indicated teachers are content with their school climate; however, they would like to have more communication with administration. They feel the administrators are supportive.

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Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Minimal involvement of parents and the community in all aspects of the campus processes.	Parents are used to a release of involvement as students get older. Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.
2 Eighth grade students in the "All student" group did not meet the "Approaches" grade level standard in Science, scoring 41%, nor in Social Studies with 32%.	The campus has not implemented with fidelity the use of aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.
3 Seventh grade students in the "All student" group did not meet the "Approaches" grade level standard scoring 43%	Training on the embedded writing process and the appropriated resources must be implemented with fidelity.
4 Sixth grade students in the "All student" group did not meet the "Approaches" grade level standard scoring 43%	The campus has not implemented with fidelity the use of aligned curriculum, pacing guides, assessments and resources used for classroom instruction.
5 There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR.	Lack of teacher training and interventions in the general education classroom to service ELL students.
6 The number of special education students at Miller Jordan being successful on the STAAR Test is very low.	Interventions and IEP must be followed with fidelity and adjusted as needed. Teachers need special education training to work with students with disabilities in the general education classroom.

7

Minimal involvement of parents and the community in all aspects of the campus process.

Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Seventh grade students in the "All Student" group did not meet the "Approaches" grade level standard, scoring a ____%.

Training on the writing process and the appropriate use of writing resources were provided but not monitored for fidelity of implementation.

2
★

64% of the "All Student" group did not meet the "Approaches" grade level standard in all subject areas tested on STAAR.

Services, strategies and interventions for struggling students have not been specific, focused and applied with fidelity throughout the campus.

3
★

There is a problem in the number of ESL students who are not academically successful in their courses or on the STAAR.

The root cause is the lack of teacher training and interventions in the general education classroom to service ELL Students.

4
★

Eighth grade students in the "All Student" group did not meet the "Approaches" grade level standard in Science, scoring a 59%, nor in Social Studies, scoring a 51%.

The campus does not adhere to implementing and monitoring the use of an aligned curriculum, pacing guides, assessments and resources used for classroom instruction in Science and Social Studies.

5
★

Students are not engaged in TIER 1 instruction or participating in lessons and activities, resulting in behavior issues.

Teachers need to implement best practices to ensure effectiveness of their lessons to engage student learning.

6
★

Minimal involvement of parents and the community in all aspects of the campus processes.

Parents are used to a release of involvement as students get older. Efforts need to be increased to open the campus to parents any day of the week to participate in parental involvement activities.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data

☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Miller Jordan Middle School will ensure academic excellence by providing innovative, a high- quality learning environment that prepares every student for success in college, career, or military service.

Performance Objective 1 High Priority

By June 2026, 80% of students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Source: Lesson plans

Mini-marks

District CFA's

Usage Reports

Confidential Student Reports

Campus Report Card

NWEA Data

STAAR Interim Data

Strategy 1 Additional Targeted Support Strategy

Provide intensive, systematic, research-based accelerated instruction in the content areas for identified at-risk students.

Strategy's Expected Result/Impact: Improved instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs

Instructional Rounds

Increased student engagement

Increased Student Differentiated Instruction

Increased student learning as measured on interim assessments, unit assessments, and STAAR.

Staff Responsible for Monitoring: Principal

Assistant Principal(s)

Mentor Teachers

Teachers

Dean of Instruction

Funding Sources: Tutorials, online programs, 211 - Title I, Part A, \$50,000

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

Some Progress

December

March

May

June

Strategy 2

Consistent Classroom Logistics Across the Campus:

1. Daily content and language objectives posted where students can view them and use them
2. Daily bell-to-bell instruction
3. Daily Exit Tickets to check for student understanding
4. Student-centered desk configurations that facilitate cooperative learning and traffic flow
5. Integration of Technology

Strategy's Expected Result/Impact: Improved student learning as measured on mini-marks, unit assessments, District CFA's and STAAR

Staff Responsible for Monitoring: Walk-throughs by

1. Admin.
2. Master Teachers
3. Dean of Instruction

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Unit Assessments and Interim assessments will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction to determine weaknesses and strengths.

Strategy's Expected Result/Impact: Improved classroom instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds

Increased student engagement

Increased student learning as measured on CFAs, Benchmarks and STAAR.

Staff Responsible for Monitoring: Dean of Instruction
Teachers

Formative Reviews

Some Progress

December

March

May

June

Strategy 4

After School tutorials will be provided for ALL student populations.

Strategy's Expected Result/Impact: Effectively utilize learning time, increase student learning, increase student achievement; and increase teacher knowledge thereby improving student learning and achievement.

Staff Responsible for Monitoring: Principal,
Asst Principals,
Dean
Teachers,
Master Teachers

Formative Reviews

Some Progress

December

March

May

June

Strategy 5

During PLC time, administration will lead teachers through Data Driven and Data Conversations to extract student data from Eduphoria or their assessments and identify areas of need.

Strategy's Expected Result/Impact: Increase teacher content knowledge thereby improved student learning and achievement

Staff Responsible for Monitoring: Principal,
Asst Principals,
Dean of instruction,
Master Teachers,
Teachers

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Strategy 6

Teachers will be trained in unpacking the standard into the knowledge and the skill.

Staff Responsible for Monitoring: Dean
Administrators
Teachers

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2 High Priority

By June 2026, Special Populations (EBs, SpEd, At-Risk) will achieve academic success increasing one performance level at minimum on NWEA MAP diagnostic assessments and growth from the previous school year in STAAR and TELPAS.

Evaluation Data Source: Mini-marks
District CFA's
Usage Reports
Confidential Student Reports
Campus Report Card
NWEA Data
STAAR Interim Data

Strategy 1

Increase effective Math instruction by ensuring teachers use the district developed pacing guide to teach the TEKS, as well as to incorporate TEKS Resource System and Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement.

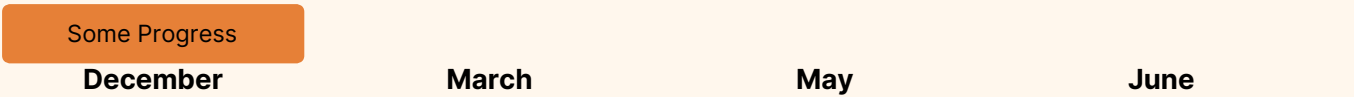
Strategy's Expected Result/Impact: Improved instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds

Increased student engagement
Increased student learning as measured on minimarts, Benchmarks and STAAR.

Staff Responsible for Monitoring: Assistant Principal(s),
Core Subject Teachers,
Dean of Instruction,
Department Heads,
Math Department Chair,
Principal,
Teachers

Funding Sources: Math Workbooks 199 - General Fund, \$5,000

Formative Reviews



Strategy 2

- Consistent Classroom Logistics Across the Campus:
1. Daily content and language objectives posted where students can view them and use them
 2. Daily bell-to-bell instruction
 3. Daily Exit Tickets to check for student understanding
 4. Student-centered desk configurations that facilitate cooperative learning and traffic flow
 5. Integration of Technology

Strategy's Expected Result/Impact: Improved student learning as measured on CFA, Benchmarks, and STAAR

Staff Responsible for Monitoring: Walk-throughs by:

1. Administrators
2. Master Teachers

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Unit Assessments will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction.

Strategy's Expected Result/Impact: Improve data-decision making to focus instruction in order to improve student learning.

Staff Responsible for Monitoring: Dean of Instruction

Formative Reviews

Some Progress

December

March

May

June

Strategy 4

After School and Saturday morning tutorials will be provided for ALL student populations.

Strategy's Expected Result/Impact: Increase student learning
Increase student achievement

Staff Responsible for Monitoring: Principal
Assistant Principal(s)
Teachers
Dean of Instruction
Secretary
Custodian
Transportation

Funding Sources: Tutorials 199 - General Fund, \$50,000

Formative Reviews

Some Progress

December

March

May

June

Strategy 5

MJMS Math teachers will attend staff development targeting Math concepts.

Strategy's Expected Result/Impact: Improved teacher knowledge thereby increasing student learning and achievement

Staff Responsible for Monitoring: Principal

Asst. Principals
Dean of Instruction
Master Teachers
Mentor Teachers
Teachers

Formative Reviews

Some Progress

December

March

May

June

Strategy 6

During PLCs, Administration will conduct Data Conversations with Teachers as teachers learn to extract student data from Eduphoria

Strategy's Expected Result/Impact: teacher growth in interpreting data and using it to guide instruction

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3

TECHNOLOGY INTEGRATION : All MJMS students will use technology devices and programs that will enhance student learning outcomes.

Re-establishing a culture of high expectations will need to be key priority so that the majority of time is spent on high quality instruction, 100% of MJMS 6th, 7th and 8th grade students will have opportunities to master grade level content with meaningful and relevant lessons.

Evaluation Data Source: Technology Software Usage Reports (Progress Learning, Sirius, Summit K12, Edgenuity)
Mini-marks
District CFA's
Usage Reports
Confidential Student Reports
Campus Report Card
NWEA Data
STAAR Interim Data

Strategy 1

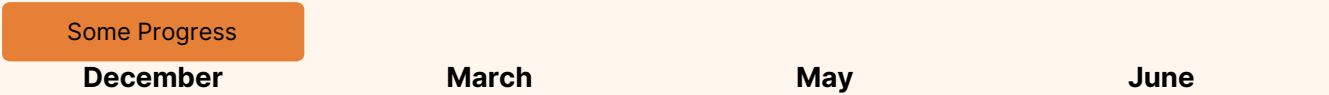
1) Integrate and utilize technology hardware and software programs, updates, and licenses including but not limited to: Progress Learning, IXL, Nearpod, Summit K12, Edgenuity, and

Eduphoria to implement mastery of the TEKS objectives (Title 1 SW: 2, 3) (Target Group: All) (NCLB: 1, 2, 3, 4, 5)

Strategy's Expected Result/Impact: Summative - Benchmarks and assessments will be reviewed to monitor student improvement. Usage Reports of electronic programs.

Staff Responsible for Monitoring: Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, Dean of Instruction, Librarian, Principal

Formative Reviews



Goal 2

Miller Jordan Middle School will build a high-performing, compliant, and supportive workforce.

Performance Objective 1

Quality professional development will be provided to 100% instructional staff thus ensuring student success in Reading, Writing, and Vocabulary.

Evaluation Data Source: Staff development attendance, surveys, and feedback.

Strategy 1

Provide professional development in areas relevant to subject area, content areas, and in special populations such as At-Risk, Dyslexia, GT, SpEd, Migrant & ELL.

Strategy's Expected Result/Impact: Increased teacher knowledge and skills
Improved teaching and learning
Increased student achievement as noted on mini marks, Benchmarks, and STAAR

Staff Responsible for Monitoring: Principal,
Assistant Principal(s),
Dean of Instruction,
Teacher(s)

Funding Sources: 199 - General Fund, \$5,000

Formative Reviews



Strategy 2

Attend Gifted and Talented Update Training (GT Teachers) and the Texas Performance Standards Project (TPSP) Scoring training to improve rigor and relevance of academic instruction.

Strategy's Expected Result/Impact: Teachers' certificate of participation.

Staff Responsible for Monitoring: Campus GT Coordinator Teacher(s)

Funding Sources: GT Training, Pre AP Training 199 - General Fund, \$20,000

Formative Reviews



Strategy 3

Administrator, dean and counselors at Miller Jordan Middle School who have authority for program decisions related to Gifted/Talented students will receive six or more hours of professional development that includes nature and needs of gifted/talented students and program options.

Strategy's Expected Result/Impact: Expense reports for fees&travel. Certificate(s) of participation.

Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Dean of Instruction, Principal

Funding Sources: 199 - General Fund, \$5,000

Formative Reviews

Some Progress

December

March

May

June

Strategy 4

Attend/provide training in areas of : Eduphoria and Excel to analyze data and identify student/campus needs, Skyward Gradebook and Google Classroom as well as communication apps, such as Remind and School Messenger.

Strategy's Expected Result/Impact: Agenda, Eduphoria Strive Registrations, Sign in Sheets

Staff Responsible for Monitoring: Principal,
Assistant Principal(s), Counselor(s)
Dean of Instruction,
Teacher(s)

Funding Sources: District Trainings. Campus Trainings 199 - General Fund, \$2,500

Formative Reviews

Some Progress

December

March

May

June

Strategy 5

Staff will attend the Texas Teachers Evaluation Support System (TTESS) professional development which will review the TEA appraisal process.

Strategy's Expected Result/Impact: Agenda, Eduphoria Strive Registration, Sign In

Staff Responsible for Monitoring: Principal,
Assistant Principal(s), Counselor(s)
Dean of Instruction,
Teacher(s)

Funding Sources: Trainings 199 - General Fund, \$5,000

Formative Reviews

Some Progress

December

March

May

June

Strategy 6

Support new teachers for growth and development through mentors, workshops, and PLC.

Strategy's Expected Result/Impact: Increased Rigor and Relevance throughout classroom instruction;
Increase student learning;
Increase student achievement as noted on CFAs, benchmarks, and STAAR

Staff Responsible for Monitoring: Principal
Asst. Principals
Dean of Instruction
Master Teachers, Teachers

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2

100% of all teachers will meet state requirements for certification in their content area of instruction.

Evaluation Data Source: SBEC Certification Records

Strategy 1

In accordance with ESSA, Miller Jordan MS employs only teachers who meet the criteria of being "highly qualified" as fully defined in Section 200.55 34 of CFR Part 200.

Strategy's Expected Result/Impact: Summative- personnel Records showing 100% HQ Personnel.

Staff Responsible for Monitoring: District Directors,
Principal

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Miller Jordan MS follows district-level guidelines and employs only applicants who have satisfied the district-level requirements for meeting the highly qualified teacher and para professional guidelines set down in Section 1119 of P.L. 107-110, NCLB.

Strategy's Expected Result/Impact: Summative- District personnel records showing 100% HQ Personnel.

Staff Responsible for Monitoring: District Directors, Principal

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Cooperate with university to support student teachers.

Strategy's Expected Result/Impact: Number of student teachers requesting to do internship on campus.

Staff Responsible for Monitoring: Principal,
Assistant Principal(s)
Teacher(s)

Formative Reviews

No Progress

December

March

May

June

Strategy 4

Miller Jordan MS will assign a mentor to new and struggling teachers

Strategy's Expected Result/Impact: Teachers will build high level of teaching skills, curriculum knowledge, highly effective communication skills, and positive working relationships.

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

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3

Teachers will participate in peer observations (instructional rounds) and feedback session.

Evaluation Data Source: Teachers will provide feedback on best teaching practices and collaborate to plan with their respective teams.

Goal 3

Miller Jordan Middle School will improve public relations, communications, and community engagement skills.

Performance Objective 1

By May 2026, increase family engagement through school communications by 30%, as measured by responses to school announcements, newsletters, and surveys.

Evaluation Data Source: Meeting sign in sheets
Parent contact logs
Agendas
Invitations to parent events

Strategy 1

Launch a monthly bilingual e-newsletter that includes school events, student highlights, and academic updates.

Formative Reviews

No Progress

December

March

May

June

Strategy 2

Use Remind, ClassDojo, and school social media platforms to share important announcements in real-time.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Conduct quarterly family communication feedback surveys to identify preferred communication methods and improve clarity.

Staff Responsible for Monitoring: Leadership Team

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

December

March

May

June

Performance Objective 2

By the end of the school year, increase participation of community members and local organizations in school events by 25%.

Evaluation Data Source: Event sign in sheets
Photos/videos of participation

Strategy 1

Create a Community Partnership Program to invite local businesses and leaders to mentor students or sponsor events.

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Host monthly community events such as literacy nights, student showcases, or open houses that encourage public participation.

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Develop a volunteer registry and train community members to support school activities and classroom needs.

Formative Reviews

No Progress

December

March

May

June

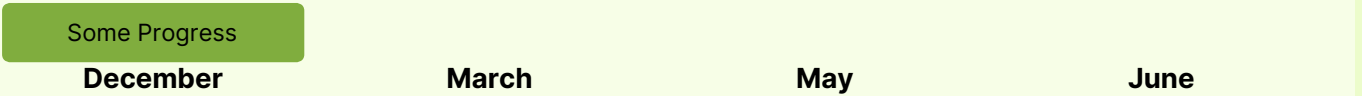
Performance Objective 3

By the end of the school year, improve public perception of the school as measured by a 20% increase in positive responses on a community perception survey.

Strategy 1

Highlight student and staff achievements through press releases, school website updates, and local news partnerships.

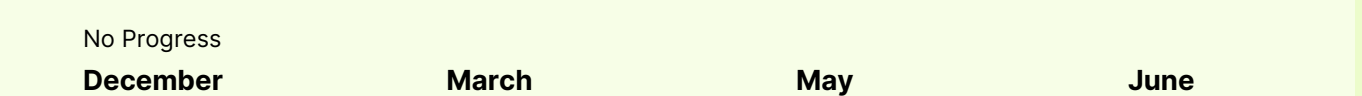
Formative Reviews



Strategy 2

Create a "Miller Jordan in the Community" outreach team to represent the school at district and city events.

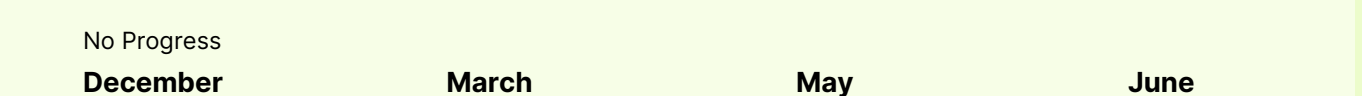
Formative Reviews



Strategy 3

Implement a student media team to produce positive digital content such as videos, blogs, and podcasts about campus life.

Formative Reviews



Goal 4

Miller Jordan Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1

By May 2026, Miller Jordan Middle School will increase transparency in campus budget and finance processes by allowing for accessibility to financial reports.

Evaluation Data Source: Campus Principal

Strategy 1

Develop financial summaries to be accessible as needed during parent/community meetings.

Strategy's Expected Result/Impact: Expected results are open communication and transparency for parents and community stakeholders

Staff Responsible for Monitoring: School Leadership Team

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Hold biannual budget forums for parents, staff, and community members to review budget allocations and offer input (i.e. Open House)

Strategy's Expected Result/Impact: The expected result is that our parents will be better informed.

Staff Responsible for Monitoring: School Leadership Team, campus committes and principal secretary

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Create a budget transparency section on school website and stakeholder meetings to communicate key spending decisions.

Strategy's Expected Result/Impact: Stakeholders will have up-to-date budget allocations and expenditures via campus website.

Staff Responsible for Monitoring: Social Media Specialist

Formative Reviews

No Progress

December

March

May

June

Performance Objective 2

Conduct a resource equity audit and ensure at least 90% of identified high-priority student needs are addressed.

Strategy 1

Conduct a needs-based assessment involving staff and student data (e.g., academic support, special populations, technology gaps).

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Establish a Campus Resource Equity Committee that includes teachers, parents, and administrators to review and prioritize budget recommendations.

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Align resource allocation decisions with student performance and engagement data to ensure equity-focused planning.

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3

By the end of the school year, reduce non-instructional operational costs by 10% without impacting student services.

Strategy 1

Implement energy efficiency measures (e.g., turning off unused electronics, efficient HVAC scheduling).

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Digitize administrative processes such as field trip forms, supply orders, and leave requests to reduce paper and printing costs.

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Collaborate with the district to participate in bulk purchasing and shared service agreements to lower costs on supplies and services.

Formative Reviews

Some Progress

December

March

May

June