San Marcos CISD

Doris Miller Middle School

2026-2027 Campus Improvement Plan



Mission Statement

San Marcos CISD, in partnership with parents and the community, will provide a quality education to all students, empowering them to pursue productive and fulfilling lives.

Vision

At Miller Middle School, we are committed to building relationships and promoting lifelong learning, individual and independent thinking, and a diverse culture of acceptance and support where students come first.

Value Statement

SMCISD is committed to all students performing at or above grade level.

SMCISD is committed to establishing a rigorous academic culture where all students graduate college and career ready.

SMCISD is committed to creating a culture of high expectations for performance and professionalism.

SMCISD is committed to elimination of achievement gaps within student populations.

SMCISD is committed to meaningful, reciprocal partnerships and opportunities which serve students, families, and the San Marcos community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Doris Miller Middle School is located on the Southern edge of San Marcos, TX, in the San Marcos CISD. The campus is over 30 years old and is one of two middle schools in the district.

Miller Demographics	
Total Students	886
Hispanic	65%
White	24.6%
African American	5.7%
Asian	1.5%
Two or more Races	3.0%
Gifted and Talented	25.7%
Special Education	21.5%
Emergent Bilingual	17.5%
Economically Disadvantaged	69.6%

Demographics Strengths

Demographic Strengths – Miller Middle School

Miller Middle School is proud of the rich cultural and socioeconomic diversity represented by our Mighty Rattlers and the strength that diversity brings to our campus community. Our students continue to demonstrate strong academic performance, earning an overall B rating with a scaled score of 83 and a School Progress score of 88. Miller also earned distinction designations in Reading/Language Arts, Mathematics, Science, Social Studies, and Postsecondary Readiness, reflecting the dedication of our students and staff across multiple content areas. Our highly qualified staff maintains high expectations, provides engaging academic and extracurricular opportunities, and supports students through

Restorative Practices and Character Strong. Strong family and community partnerships further contribute to a respectful, inclusive culture focused on continuous growth and student success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Miller Middle School serves a high percentage of students with increased academic and support needs, including approximately 70% economically disadvantaged students and 45% identified as at-risk.
Root Cause: Campus systems have not yet provided consistently targeted academic interventions, progress monitoring, and wraparound supports early enough to address student needs before learning gaps increase.

Problem Statement 2: Students receiving specialized services represent a significant portion of the campus, including approximately 21.5% Special Education students, 10.6% Section 504 students, and 8.7% students with dyslexia.
Root Cause: Implementation of accommodations, specially designed instruction, co-teaching practices, and progress monitoring has not been consistently implemented with the same level of fidelity across all classrooms and content areas.

Problem Statement 3: Miller Middle School serves a culturally and linguistically diverse student population, with approximately 65% Hispanic students and 17.5% emergent bilingual students, many of whom continue to demonstrate a need for increased support to achieve success on TELPAS.
Root Cause: Teachers need continued development and consistent implementation of high-quality Tier 1 instruction, language supports, differentiation, formative assessment, and aggressive monitoring to ensure all student groups have equitable access to grade-level instruction and timely intervention.

Student Learning

Student Learning Summary

Miller Middle School students demonstrated strong academic learning and growth during the 2025–2026 school year. The campus earned an overall B rating with a scaled score of 83, including a Student Achievement score of 80 and a School Progress score of 88. Student achievement was especially strong in Algebra I and English Language Arts, where students demonstrated solid performance and continued growth. Miller also earned distinction designations in Reading/Language Arts, Mathematics, Science, Social Studies, and Postsecondary Readiness. These results reflect the impact of focused instruction, strong teacher collaboration, and our students' commitment to learning. We will continue building on these strengths while maintaining high expectations and a campus wide focus on mastery.

Student Learning Strengths

Miller Middle School demonstrated several clear strengths in student learning during the 2025–2026 school year. STAAR Reading/ELA was a strong area for the campus, with 80% of students reaching Approaches Grade Level or above, 58% reaching Meets Grade Level, and 35% reaching Masters Grade Level. Science also showed solid achievement, with 70% of students at Approaches or above, 48% at Meets, and 28% at Masters. In Social Studies, 63% of students reached Approaches, 41% reached Meets, and 27% reached Masters, while Mathematics showed continued progress with 65% at Approaches, 41% at Meets, and 19% at Masters.

These results highlight Reading/ELA as a campus strength and show encouraging levels of higher achievement in Science and Social Studies. Reading performance was also strong across multiple student groups, with achievement and growth exceeding identified targets for the evaluated groups. Moving forward, Miller will continue to protect the instructional practices producing strong literacy outcomes while applying those successful strategies across Mathematics, Science, and Social Studies to move more students from Approaches to Meets and from Meets to Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Too many students remain at the Approaches level in Mathematics, with fewer students reaching Meets and Masters.
Root Cause: Inconsistent Tier 1 instruction, academic monitoring, and timely intervention for unfinished learning.

Problem Statement 2 (Prioritized): Emergent bilingual students are not demonstrating consistent academic and language growth across content areas and TELPAS.
Root Cause: Language supports and opportunities for structured speaking, reading, writing, and academic discourse are not consistently embedded in daily instruction.

Problem Statement 3: Student performance in Science and Social Studies is not yet consistently producing high percentages of students at the Meets and Masters levels.
Root Cause: Students need more consistent opportunities to apply content through rigorous questioning, vocabulary development, and extended-response tasks.

Problem Statement 4 (Prioritized): PLCs do not consistently include deep internalization of upcoming lessons, standards, exemplars, and anticipated student misconceptions before instruction occurs.
Root Cause: PLC time is not always structured around a consistent internalization process that requires teachers to unpack the standard, study the task, anticipate misconceptions, and plan aligned checks for understanding.

School Processes & Programs

School Processes & Programs Summary

At Miller Middle School, teaching and learning are supported by a coordinated set of programs and processes designed to ensure academic success, social-emotional growth, and student engagement. Core instruction is driven by a TEKS-aligned curriculum with a strong focus on strengthening Tier I practices. The Dean of Instruction works closely with teachers to plan lessons, analyze data, and implement research-based instructional strategies that meet the diverse needs of all learners.

Professional development is embedded into the school's culture through PLCs, coaching cycles, and targeted training sessions facilitated by campus leaders, district specialists, and the Dean of Instruction. Decision-making is collaborative, with leadership committees meeting regularly to review student performance data, evaluate progress toward campus goals, and make informed adjustments to instruction and programs.

Clear and consistent communication is maintained through a weekly S'more newsletter, which shares updates, resources, and celebrations with staff, as well as through team leader meetings and parent outreach. The campus schedule is intentionally structured to protect instructional time, provide interventions, and offer enrichment opportunities.

Student support is a campus priority, with a dedicated SEL Counselor delivering social-emotional learning, crisis support, and preventative guidance, while Communities in Schools (CIS) provides mentoring, case management, and wraparound services. Beyond the classroom, students are encouraged to participate in a range of extracurricular activities, including athletics and the dance team, which promote teamwork, leadership, and school pride.

Technology is integrated into daily instruction to enhance learning and engagement, guided by campus and district technology plans that ensure equitable access and meaningful use. Together, these programs and processes create a supportive, well-rounded educational environment where all students have the opportunity to thrive.

School Processes & Programs Strengths

Miller Middle School benefits from strong school processes and programs that support both student achievement and staff development. The campus is staffed by 100% highly qualified educators and continues to grow in both student and staff diversity, strengthening our ability to serve a wide range of learners and perspectives. Campus initiatives are supported through a strong focus on AVID, PBIS, campus committees, and ongoing professional development, with training opportunities provided in all core content areas as well as in AVID and PBIS. Staff proficiency with technology continues to increase, helping teachers strengthen instruction and improve efficiency. Miller also values shared decision-making, staff collaboration, and team-building, while creating meaningful opportunities for teachers to serve in leadership roles across the campus. New teachers are supported through a structured mentoring team and targeted professional development, helping ensure they feel connected, prepared, and confident as they grow in their practice.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Miller Middle School needs utilize Unit and Lesson internalization in PLC
Root Cause: Administration team and teacher lacked training with purpose.

Problem Statement 2 (Prioritized): Miller Middle School needs lacks a connection between emergency bilingual students and ways to instruction these students within a classroom.
Root Cause: Teacher lack training of SIOP strategies and providing opportunities for EB students to listen, speak, read, and write in the classroom.

Problem Statement 3: Teachers do not practice internalize lesson planning during PLC.
Root Cause: Administration and Instructional Coach need to calendar the PLC days with teachers and hold the expectation.

Perceptions

Perceptions Summary

During the Spring 2026 semester, Miller Middle School administered a campus perception survey that was available for 30 days and distributed to families, students, and teachers through School Blackboard weekly. Parents were also given the opportunity to come in and take the survey if they did not have access to technology. A total of 89 parents participated, representing approximately 10.3% of the campus enrollment of 866 students. Response totals varied by survey question. Overall, the feedback reflected strong interest in improving the partnership between home and school, with several parents specifically identifying a need to strengthen communication and the parent-school connection.

Family engagement responses showed that 43.7% of respondents wanted more frequent parent-teacher opportunities, while 32.4% requested training on how to better support their children academically and 32.4% expressed interest in social-emotional support training. Parents identified Mathematics (63%) and Reading/Literacy (54.8%) as the areas where students need the greatest additional academic support, followed by Science (37%). In the area of safe and healthy schools, 62.8% identified mental health counseling or behavioral support as beneficial, and 57% selected anti-bullying and school safety programs. Families also expressed interest in expanded opportunities for students, including STEM clubs (51.8%), additional arts and music programs (47%), college and career readiness opportunities (45.8%), and after-school tutoring (38.6%).

Perceptions Strengths

Several strengths are evident in the Spring 2026 perception survey, particularly around family engagement, academic expectations, student well-being, and enrichment. Families showed a strong desire to be active partners in student success, with 43.7% requesting more frequent parent-teacher opportunities and 32.4% expressing interest in training to help support academics at home. Parents also demonstrated a strong focus on student learning by identifying specific areas for support, especially Mathematics (63%) and Reading/ Literacy (54.8%), which shows awareness of and investment in academic growth.

The survey also reflects a strong commitment to the whole child. Families placed high value on mental health and behavioral supports (62.8%) and anti-bullying and school safety programs (57%), indicating that families see student safety and emotional well-being as essential to learning. In addition, families expressed significant interest in expanded learning opportunities, including STEM clubs (51.8%), arts and music programs (47%), college and career readiness (45.8%), and after-school tutoring (38.6%). These responses suggest that Miller families value both academic achievement and opportunities that help students grow beyond the traditional classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Families identified a need for stronger communication and more opportunities to connect with teachers and the school.
Root Cause: Communication systems and family engagement opportunities are not yet consistent or frequent enough to ensure families feel fully informed and connected to student learning.

Problem Statement 2: Parents reported that students need additional academic support, particularly in Mathematics and Reading/Literacy.
Root Cause: Academic intervention, tutoring, and family-facing resources are not consistently available or communicated in ways that allow families to reinforce learning at home.

Problem Statement 3: Families expressed a strong need for additional supports related to mental health, behavior, anti-bullying, and school safety.
Root Cause: Current student support systems and communication around available services may not be sufficiently visible, accessible, or comprehensive to meet family expectations.

Priority Problem Statements

Problem Statement 1: Emergent bilingual students are not demonstrating consistent academic and language growth across content areas and TELPAS.

Root Cause 1: Language supports and opportunities for structured speaking, reading, writing, and academic discourse are not consistently embedded in daily instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Too many students remain at the Approaches level in Mathematics, with fewer students reaching Meets and Masters.

Root Cause 2: Inconsistent Tier 1 instruction, academic monitoring, and timely intervention for unfinished learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: PLCs do not consistently include deep internalization of upcoming lessons, standards, exemplars, and anticipated student misconceptions before instruction occurs.

Root Cause 3: PLC time is not always structured around a consistent internalization process that requires teachers to unpack the standard, study the task, anticipate misconceptions, and plan aligned checks for understanding.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Miller Middle School needs lacks a connection between emergency bilingual students and ways to instruction these students within a classroom.

Root Cause 4: Teacher lack training of SIOP strategies and providing opportunities for EB students to listen, speak, read, and write in the classroom.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- Observation Survey results
- Intervention 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- T-TESS data
- T-PESS data
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By June 2027, at least 90% of classroom walkthroughs will demonstrate evidence of rigorous grade-level instruction, including academic discourse, higher-order questioning, checks for understanding, and differentiated student support, as measured by campus walkthrough data.

Evaluation Data Sources: Strive Walk through forms, Google tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use PLCs to analyze assessment data, identify priority standards, plan targeted reteach, and provide differentiated small-group instruction. **Strategy's Expected Result/Impact:** Students will receive timely support on identified learning gaps, resulting in increased performance at Meets Grade Level or above on STAAR. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Dean of Instruction **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 4 **Funding Sources:** Additional substitutes for teachers can participate in learning walks - 211 Title I, Part A - $1,200	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: PLCs do not consistently include deep internalization of upcoming lessons, standards, exemplars, and anticipated student misconceptions before instruction occurs. **Root Cause**: PLC time is not always structured around a consistent internalization process that requires teachers to unpack the standard, study the task, anticipate misconceptions, and plan aligned checks for understanding.

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 2: By June 2027, Miller Middle School will increase the percentage of Emergent Bilingual/English Learner students demonstrating English Language Proficiency from 25% to at least 40%, as measured by state accountability and language proficiency data, through targeted language supports, high-quality Tier 1 instruction, and ongoing progress monitoring.

High Priority

Evaluation Data Sources: formative assessments, elevation quick checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Miller Middle School will provide consistent language supports across all content areas through sheltered instruction strategies, academic vocabulary development, structured student discourse, visuals, sentence stems, and purposeful opportunities for reading, writing, listening, and speaking. **Strategy's Expected Result/Impact:** Increase conversations within the classrooms **Staff Responsible for Monitoring:** all teachers, administration, Dean of Instruction, LPAC Team **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 - School Processes & Programs 2 **Funding Sources:** Elevate (Program) - 211 Title I, Part A - 3500	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Emergent bilingual students are not demonstrating consistent academic and language growth across content areas and TELPAS. **Root Cause**: Language supports and opportunities for structured speaking, reading, writing, and academic discourse are not consistently embedded in daily instruction.
School Processes & Programs
Problem Statement 2: Miller Middle School needs lacks a connection between emergency bilingual students and ways to instruction these students within a classroom. **Root Cause**: Teacher lack training of SIOP strategies and providing opportunities for EB students to listen, speak, read, and write in the classroom.

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 1: By June 2027, Miller Middle School will increase the percentage of Special education and Emergent bilingual students scoring at the Approaches level in 8th-grade US History on the STAAR test to 40% by increasing academic vocabulary, implementing structured conversations, and effectively reteaching.

High Priority

Evaluation Data Sources: State Assessment Data (STAAR/STAAR EOC)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Explicitly teach high-impact U.S. History vocabulary and use structured conversations, sentence stems, and partner discussions to support Special Education and Emergent Bilingual students. **Strategy's Expected Result/Impact:** Students will demonstrate increased understanding and use of academic vocabulary, leading to improved comprehension of historical content and STAAR questions. **Staff Responsible for Monitoring:** Instructional Coach, Administration, Dean of Instruction, 8th grade US History teachers **Title I:** 2.53 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	Considerable			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 2: By June 2027, Miller Middle School will increase the percentage of students scoring Meets Grade Level or above on STAAR by at least 10 percentage points in each tested content area, as measured by 2027 STAAR results.

Evaluation Data Sources: Progress monitoring, implementation records, training logs, TELPAS results, RDA results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen lesson internalization during PLCs by planning higher-order questions, structured academic discourse, checks for understanding, and differentiated supports. **Strategy's Expected Result/Impact:** Classroom instruction will become more rigorous and consistent, increasing student engagement, critical thinking, and mastery of grade-level standards. **Staff Responsible for Monitoring:** Instructional Coach, Dean of Instruction, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 3: By June 2027, Miller Middle School will increase the number of students in grades 6-8 scoring mastery on math STAAR by 25% by increasing small groups, vertically aligning extensions, and increasing academic vocabulary.

High Priority

Evaluation Data Sources: DCA, summative assessments, classroom assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Explicitly teach and reinforce math vocabulary and problem-solving language through consistent strategies across grades 6-8. **Strategy's Expected Result/Impact:** increase math problem solving skills, growth in students reaching mastery **Staff Responsible for Monitoring:** math teachers, instructional coach, dean of instruction, administration, interventionist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 **Funding Sources:** Math Supplemental materials - 211 Title I, Part A - $1,000, Tutoring - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - $3,000	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Too many students remain at the Approaches level in Mathematics, with fewer students reaching Meets and Masters. **Root Cause**: Inconsistent Tier 1 instruction, academic monitoring, and timely intervention for unfinished learning.

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 4: By June 2027, Miller Middle School will increase the number of students scoring approaches in 8th grade science STAAR from 70% to 80%, by implementing structured conversations, targeting strategic small groups, and lesson internalization during PLC.

Evaluation Data Sources: DCA, formative/summative data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use PLC time to internalize lessons by identifying the learning target, anticipated misconceptions, checks for understanding, and planned instructional responses. **Strategy's Expected Result/Impact:** Teachers will provide more consistent and responsive Tier 1 instruction, resulting in earlier correction of misconceptions and increased student achievement on 8th grade Science STAAR. **Staff Responsible for Monitoring:** Science teachers, instructional coach, dean of instruction, administration **Title I:** 2.52 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 4 **Funding Sources:** Edusmart Program - 211 Title I, Part A - $4,000	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: PLCs do not consistently include deep internalization of upcoming lessons, standards, exemplars, and anticipated student misconceptions before instruction occurs. **Root Cause**: PLC time is not always structured around a consistent internalization process that requires teachers to unpack the standard, study the task, anticipate misconceptions, and plan aligned checks for understanding.

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 5: By June 2027, Miller Middle School will increase the number of Emergent Bilinguals and Special Education students scoring approaches in 6th-8th grade ELA STAAR by 20% by implementing intentional small groups, purposeful co-teach lesson integration, increase prosody and discourse, and increase fluency.

High Priority

Evaluation Data Sources: DCA, classroom assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan and implement intentional co-teaching models that provide scaffolds, explicit modeling, and differentiated support within Tier 1 instruction. **Strategy's Expected Result/Impact:** Students will have increased access to grade-level instruction, greater participation, and reduced learning gaps. **Staff Responsible for Monitoring:** ELR teachers, instructional coach, dean of academics, administration **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Tutoring - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - $4,000	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide regular opportunities for repeated reading, teacher modeling, partner reading, and structured academic conversations to improve fluency, prosody, and oral language. **Strategy's Expected Result/Impact:** Students will demonstrate increased reading accuracy, expression, comprehension, academic vocabulary, and confidence discussing grade-level texts. **Staff Responsible for Monitoring:** ELR teachers, instructional coach, dean of instruction, administration, interventionist **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 **Funding Sources:** Novel and leveled readers - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - $4,000	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Emergent bilingual students are not demonstrating consistent academic and language growth across content areas and TELPAS. **Root Cause**: Language supports and opportunities for structured speaking, reading, writing, and academic discourse are not consistently embedded in daily instruction.
School Processes & Programs
Problem Statement 2: Miller Middle School needs lacks a connection between emergency bilingual students and ways to instruction these students within a classroom. **Root Cause**: Teacher lack training of SIOP strategies and providing opportunities for EB students to listen, speak, read, and write in the classroom.

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 6: By June 2027,85% of Miller Middle School students in grades 6-8 will participate in at least one documented college and career readiness activity, such as AVID strategies, career exploration, goal setting, or advanced academic opportunities.

Evaluation Data Sources: Lesson plans, student academic records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide all students with structured college and career exploration through AVID strategies, interest inventories, goal setting, guest speakers, and career-connected learning opportunities. **Strategy's Expected Result/Impact:** Students will increase awareness of college and career pathways and develop clearer academic and postsecondary goals. **Staff Responsible for Monitoring:** Counselors, Administration, Dean of Instruction **TEA Priorities:** Connect high school to career and college	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 1: By June 2027, Miller Middle School will increase the student attendance rate from 94% to 96% through consistent attendance monitoring, early intervention, and targeted support for students with chronic or excessive absences.

High Priority

Evaluation Data Sources: daily attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop individualized attendance plans for students with chronic or excessive absences, including check-ins, incentives, counseling support, and family outreach. **Strategy's Expected Result/Impact:** Students will improve daily attendance, families will be more engaged in addressing barriers, and the campus attendance rate will increase toward 96%. **Staff Responsible for Monitoring:** Dean of Instruction, Administration **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Funding Sources:** Attendance Incentives - 211 Title I, Part A - $1,000, Tutoring - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - $8,000	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 2: The percentage of families consistently participating in campus-sponsored academic or family engagement events will increase from fewer than 20% on average during the 2025-2026 school year, as measured by campus event sign-in sheets, to at least 35% during the 2026-2027 school year.

High Priority

Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen proactive, positive communication between teachers, administrators, and families to build trust and increase family connection to the campus before concerns arise. **Strategy's Expected Result/Impact:** Increase in student attendance, positive impact on academic student outcomes **Staff Responsible for Monitoring:** Administration, teachers, parent liaison **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Funding Sources:** Family Engagement Night Activities - 211 Title I, Part A - $3,000	 No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase parent participation in campus leadership and support opportunities through PTO, booster clubs, and Parents on Patrol to strengthen family ownership and visibility on campus. **Strategy's Expected Result/Impact:** increase number in parent volunteers, increase in student attendance, increase in academic outcomes **Staff Responsible for Monitoring:** administration, teachers, parent liaison **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 3: The number of student discipline referrals will decrease by at least 10%, from 579 referrals during the 2025-2026 school year to no more than 521 referrals by the close of the 2026-2027 school year, as measured by campus discipline referral data.

Evaluation Data Sources: discipline referrals, number of students participating in CHAMPS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement CHAMPS consistently across classrooms and common areas to clarify behavior expectations and reduce preventable discipline incidents. **Strategy's Expected Result/Impact:** increase students in academic setting, increase in grades and attendance **Staff Responsible for Monitoring:** Administration, teachers, Instructional Coach **Title I:** 2.52, 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** Safe and Civil School Rewards - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - $3,000	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 4: By June 2027, Miller Middle School will increase its Organizational Health Autonomy score from the 35th percentile to at least the 50th percentile by strengthening shared decision-making, expanding teacher leadership opportunities, and increasing staff ownership of campus improvement efforts, as measured by the spring Organizational Health Survey.

Evaluation Data Sources: Campus survey, Google Document climate check

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher leadership capacity will increase, resulting in greater collaboration, shared responsibility, and confidence in leading campus improvement efforts. **Strategy's Expected Result/Impact:** Empower teams to identify instructional and campus needs and make recommendations for the effective use of time, materials, personnel, and other resources. **Staff Responsible for Monitoring:** Administration, Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Doris Miller Middle School

Total SCE Funds: $28,819.00
Total FTEs Funded by SCE: 4.6
Brief Description of SCE Services and/or Programs

Attendance Recovery and HB 1416 tutoring, Attendance incentives, CHAMPS (Safe and Civil Schools Program) incentives

Personnel for Doris Miller Middle School

Name	Position	FTE
Candice Brown	SEL Counselor	1
Elena Mansfield	Academic Dean	0.6
Jennifer Humphrey	AVID	1
Kerri Higgs	Interventionist	1
Merly Olvera	Instructional Coach	1

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Meetings for stakeholders are held before and after school and also make the meeting available via Zoom. We will collect data from meetings as well as sign in sheets. These will be housed in the Title I crate.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Please see Title1Crate for the following documentation.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Brandon Lombardo	Teacher	Additional Staffing	1.
Diana Romero	Parent Liaison	Community Connection	1.
Elena Mansfield	Academic Dean	Instruction	.4

Campus Funding Summary

199-PIC 24 State Comp Ed (SCE), Accelerated Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	Tutoring		$3,000.00
2	5	1	Tutoring		$4,000.00
2	5	2	Novel and leveled readers		$4,000.00
3	1	1	Tutoring		$8,000.00
3	3	1	Safe and Civil School Rewards		$3,000.00
				Sub-Total	$22,000.00
				Budgeted Fund Source Amount	$28,819.00
				+/- Difference	$6,819.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Additional substitutes for teachers can participate in learning walks		$1,200.00
1	2	1	Elevate (Program)	3500	$0.00
2	3	1	Math Supplemental materials		$1,000.00
2	4	1	Edusmart Program		$4,000.00
3	1	1	Attendance Incentives		$1,000.00
3	2	1	Family Engagement Night Activities		$3,000.00
				Sub-Total	$10,200.00
				Budgeted Fund Source Amount	$24,725.00
				+/- Difference	$14,525.00
				Grand Total Budgeted	$53,544.00
				Grand Total Spent	$32,200.00
				+/- Difference	$21,344.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Darren Cole-Ochoa	8/10/2026	Twila Guajardo	8/10/2026
Student Welfare: Discipline/Conflict/Violence Management	Walker Cleveland	9/3/2026	Twila Guajardo	9/3/2026