Judson Independent School District



Miller's Point Elementary School

2025-2026 Goals/ Performance Objectives/ Strategies

Mission Statement

Mission Statement: Our mission is to create students who thrive in and out of the classroom by building critical thinkers and independent learners that will become leaders of the future.

Vision

Miller's Point Jets:

- S Strive to be your best self
- O Overcome Obstacles
- A Achieve Academically
- R Radiate respect and responsibility

Value Statement

Unlock the Leader in YOU!

Treat Everyone Well
Plan for Success
Invest in People

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Goal 1

Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

Performance Objective 1 High Priority

The percentage of students in 3rd, 4th and 5th at the approaches and meets level will increase by 5 points in approaches, 2 points in meets, and 1 points in masters in RLA and Math on the 2026 STAAR test. All K-5 students will show an increase of one whole grade level based on BOY and EOY universal screeners.

Evaluation Data Source: STAAR results, NWEA MAP data, Unit Tests

Strategy 1

Implement resources to support and supplement curriculum such as Lowman Resources for RLA, Math, and Science for Intervention Groups and STAAR Masters for after school tutoring in order to increase student learning.

Strategy's Expected Result/Impact: Increase student performance and growth on Unit Tests, Universal Screeners, and the STAAR test.

Staff Responsible for Monitoring: Students, Teachers, and Administration

Problem Statements: Student Learning 1, 2

Funding Sources: Lowman Education 211 Title I, \$1,200, Lowman Education 171 State Comp Ed, \$6,900, Lowman Education 211 Title I, \$2,250, ECS Learning Systems - 211 Title I, \$1,428

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

October January March May

Strategy 2

Students and teachers will track student progress using multiple data points (MAP and Unit Assessments) in order to determine areas and students for targeted remediation.

Strategy's Expected Result/Impact: Teachers will be able to offer targeted intervention for students following formative assessments. Students will also be aware of their performance growth on unit assessments creating ownership of their learning.

Staff Responsible for Monitoring: Students, Teachers, and Administration

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

October January March May

Strategy 3

Grades K-5 math teachers will receive training from Associates from Educational Success in the areas of concept understanding, content delivery, and using data to drive instructional decisions.

Strategy's Expected Result/Impact: Increased comfort with delivering Bluebonnet Math Curriculum and see an increase in student performance on Unit Tests, Universal Screeners, and STAAR Tests.

Staff Responsible for Monitoring: Teachers and Administration

Problem Statements: Student Learning 2

Funding Sources: AES - Math Professional Development 211 Title I, \$10,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

October January March May

Strategy 4

Provide teachers with supplies to support instruction across all content areas.

Strategy's Expected Result/Impact: Teachers will be able to better implement the required curriculum leading to an increase in student performance.

Staff Responsible for Monitoring: Teachers and Administration

Problem Statements: Student Learning 1

Funding Sources: Headphones for Universal Screener from School Specialty 211 Title I, \$911

Some Progress October January March May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement Root Cause

The campus is performing 15 percentage points below the district in approaches, 5 percentage points in meets, and 3 percentage points on Grade 5 STAAR Science.

Teachers are not consistently teaching science and having students complete labs.

The campus is continuing to see number of students performing at or above grade level according to NWEA MAP decrease from BOY to EOY (2nd grade, 4th grade, 5th grade).

Could be a combination of test fatigue, students not taking the Universal Screener seriously, or consistency with the quality of Tier I and 2 instruction.

Performance Objective 2 High Priority

The percentage of students in 5th grade performing at approaches will increase by 10 points, performing at meets will increase by 5 points, and performing at masters will increase by 3 points on the 2026 STAAR Science Test.

Evaluation Data Source: STAAR Test, Unit Tests

Strategy 1

Science YMCA Camp/Experience for fifth grade students in order to extend and enrich science learning.

Strategy's Expected Result/Impact: Increased engagement in science and increased performance on Science Unit Tests, MAP, and STAAR tests.

Staff Responsible for Monitoring: Teachers and Administration

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

No Progress

October January March May

Strategy 2

Purchase resources to allow teachers to complete science labs with fidelity.

Strategy's Expected Result/Impact: Increased engagement in science and increased student performance on Science Unit Tests, MAP, and STAAR.

Staff Responsible for Monitoring: Teachers and Administration

Title I: 2.5.1, 2.5.2

Formative Reviews

Some Progress

October January March May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

The campus is performing 15 percentage points below the district in approaches, 5 percentage points in meets, and 3 percentage points on Grade 5 STAAR Science.

Teachers are not consistently teaching science and having students complete labs.

Performance Objective 3 High Priority

Close achievement gap between Economically Disadvantaged students and other subpopulations.

Evaluation Data Source: STAAR Test, NWEA MAP, Unit Tests

Strategy 1

Provide afterschool tutoring to target students struggling in the areas of RLA, Math, and Science in grade 3-5.

Strategy's Expected Result/Impact: Increased student performance on Unit Tests, MAP, and STAAR.

Staff Responsible for Monitoring: Teachers and Administrators

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2

Formative Reviews

No Progress

October January March May

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

The campus is performing 15 percentage points below the district in approaches, 5 percentage points in meets, and 3 percentage points on Grade 5 STAAR Science.

Teachers are not consistently teaching science and having students complete labs.

The campus is continuing to see number of students performing at or above grade level according to NWEA MAP decrease from BOY to EOY (2nd grade, 4th grade, 5th grade).

Could be a combination of test fatigue, students not taking the Universal Screener seriously, or consistency with the quality of Tier I and 2 instruction.

Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

Increase the staff perception that they are receiving recognition and feedback from administration.

Evaluation Data Source: Eduphoria records, staff surveys

Strategy 1

Continue Jet of the Week recognition where staff recognizes each other for positive things and exceptional work.

Strategy's Expected Result/Impact: Increase staff morale and improve the climate and culture of the campus.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1

Formative Reviews

Some Progress

October January March May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement Root Cause

1

Based on TASB survey data teachers are dissatisfied with the amount of communication and feedback they receive from campus principal which has an impact on morale and performance.

Inconsistency with weekly communication newsletter and with feedback meetings following classroom walkthroughs.

Performance Objective 2 High Priority

Reduce the number of office referrals through positive behavior interventions and supports.

Strategy 1

Teachers will develop a grade level positive behavior incentive plan to encourage positive behavior and discourage negative behavior.

Strategy's Expected Result/Impact: Reduce number of class disruptions and discipline referrals and increase instructional time.

Staff Responsible for Monitoring: Administration and classroom teachers.

Problem Statements: Perceptions 3

Formative Reviews

Moderate Progress

October January March May

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement Root Cause

3

Only 44% of staff feel that the student code of conduct is consistently and fairly enforced.

Need to get more input and feedback from classroom teachers to understand the root of these perceptions.

Increase the average daily attendance from 93.29% to 95% in the 25-26 SY.

Evaluation Data Source: ADA

Strategy 1

There will be monthly incentives for the grade level that has the best attendance for that month.

Strategy's Expected Result/Impact: Students will be encouraged to attend school.

Staff Responsible for Monitoring: Teachers and administration and PEIMS

Problem Statements: Demographics 2

Title I: 2.5.1

Formative Reviews

Some Progress

October January March May

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement Root Cause

Miller's Points ADA is still below 95%.

Lack of parent communication about the importance of daily attendance and Tier I instruction that does not consistently engage students.

Increase opportunities to build and maintain leadership qualities in all staff members.

Evaluation Data Source: Staff surveys

Provide opportunities for teachers and staff to attend professional development aligned with district and campus goals.

Strategy's Expected Result/Impact: Staff will be able to take the lead in PLC data meetings, campus professional development, and collaborative planning as well as share strategies and new learning to improve instruction for all students.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 2 - Perceptions 1

Funding Sources: NWEA MAP Conference at ESC 20 211 Title I, \$95

Title I: 2.5.2

Formative Reviews

Some Progress
October January March May

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The campus is continuing to see number of students performing at or above grade level according to NWEA MAP decrease from BOY to EOY (2nd grade, 4th grade, 5th grade).

Could be a combination of test fatigue, students not taking the Universal Screener seriously, or consistency with the quality of Tier I and 2 instruction.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Many students do not feel engaged in the classroom and a lack of a sense of belonging at the campus. There are not enough opportunities for students to participate in campus activities that they enjoy and have an interest.

Stakeholder Engagement - Serve and market to our families, Goal 3 businesses, and broader community through communication, collaboration and connections

Performance Objective 1 High Priority



Increase parent involvement at campus by creating opportunities for parents to volunteer and attend learning events.

Evaluation Data Source: Sign in sheets, Family Surveys

Strategy 1

Campus will host events such as Million Father March, Coffee with the Counselor and Parenting Partners, and Veteran's Day Parade to encourage parents and community members to take an active role in the school and the education of our students in order increase the emotional support for our students.

Strategy's Expected Result/Impact: Increased parent involvement at the campus leading to better culture and climate and better student outcomes.

Staff Responsible for Monitoring: Teachers and Administration

Problem Statements: Demographics 2 - Perceptions 2

Funding Sources: Refreshments for Grandparent's Day 211 Title I, \$200

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 1 Problem Statements Identifying Demographics

Miller's Points ADA is still below 95%.

Lack of parent communication about the importance of daily attendance and Tier I instruction that does not consistently engage students.

Performance Objective 1 Problem Statements Identifying Perceptions

Parents feel there is not enough parent involvement and engagement at the campus.

The campus lacks a PTO and needs to work to create more opportunities for parents to connect and be involved at the campus.

Performance Objective 2 High Priority

Provide events and activities that involve and increase the participation of parents at campus and build a positive campus culture and increase academic support at home.

Evaluation Data Source: Sign in Sheets, Family Surveys

Strategy 1

Campus will hold family engagement event each month including but not limited to Open House, Fall Festival, Breakfast with Santa, STEAM Night, Spring Fling Dance.

Funding Sources: Math materials for STEAM night 211 Title I, \$711.42, Refreshments for Open House 211 Title I, \$300

Formative Reviews

Some Progress
October

October January March May

Strategy 2

Hold monthly parent meetings hosted by the principal where students will learn about various programs, systems, and ways parents can support students at home.

Strategy's Expected Result/Impact: Increased parent involvement and student support and preparedness.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 2

Funding Sources: Pastries and juice for Pastries with the Principal Learning Event 211 Title I, \$250, Books for parent involvement 211 Title I, \$1,275.61

Title I: 2.5.3

Formative Reviews

Some Progress
October January March May

Performance Objective 2 Problem Statements Identifying Perceptions

Parents feel there is not enough parent involvement and engagement at the campus.

The campus lacks a PTO and needs to work to create more opportunities for parents to connect and be involved at the campus.

Goal 4 Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

Performance Objective 1 High Priority

Ensure that the majority of the MPE local budget, SCE budget, and Title I budget is spent before January 2026.

Evaluation Data Source: Campus budget reports, staff surveys

Strategy 1

Review budget weekly and meet with stakeholders monthly(Staff meetings and Level Lead meetings) to ensure money is being spent on items and services that align with campus and district goals.

Strategy's Expected Result/Impact: Money will be spent before January and teachers and students will have resources available to them by the end of the first semester.

Problem Statements: Student Learning 2 - Perceptions 1

Title I: 2.5.1

Formative Reviews

Some Progress

October January March May

Strategy 2

Purchase supplies and furniture to ensure students and staff are safe and have an optimal learning environment.

Strategy's Expected Result/Impact: Students will be safe and comfortable and able to learn.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 2 - Perceptions 1

Funding Sources: Student Chairs - School Specialty 211 Title I, \$2,580

Formative Reviews

Some Progress
October January March May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement Root Cause

2

Miller's Points ADA is still below 95%.

Lack of parent communication about the importance of daily attendance and Tier I instruction that does not consistently engage students.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement Root Cause

2

The campus is continuing to see number of students performing at or above grade level according to NWEA MAP decrease from BOY to EOY (2nd grade, 4th grade, 5th grade).

Could be a combination of test fatigue, students not taking the Universal Screener seriously, or consistency with the quality of Tier I and 2 instruction.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement Root Cause

1

Many students do not feel engaged in the classroom and a lack of a sense of belonging at the campus. There are not enough opportunities for students to participate in campus activities that they enjoy and have an interest.