

Dickinson Independent School District

McAdams Junior High

2025-2026 Campus Improvement Plan



Mission Statement

The mission of R. D. McAdams Junior High School is to ensure high levels of learning for all students every day.

Vision

Every Student....Every Day

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	13
Family and Community Engagement	15
School Organization	17
Technology	19
Goals	22
Goal 1: MJHS will provide high quality, rigorous teaching and learning experiences that lead to measurable academic growth and long-term student success.	22
Goal 2: MJHS will cultivate a physically and emotionally safe, healthy, and equitable environment where all students feel supported and thrive.	26
Goal 3: MJH will strengthen family and community partnerships to support student growth through collaboration, communication, and a shared responsibility.	31
Goal 4: MJHS will recruit, develop, and retain a diverse and dedicated staff committed to continuous professional growth focusing on student success	33

Comprehensive Needs Assessment

Revised/Approved: June 23, 2025

Demographics

Demographics Summary

Committee: Demographics

Leader: Matt Cooper

Committee Members:

Date Committee Met: May 12th, 2025

Summary: The committee reviewed the 2023-2024 TAPR report and data found in OnData Suite. Enrollment numbers at McAdams are up from 23-24 (854 to 891). This is a total increase of 37 students for the 24-25 school year. Campus demographics are as follows:

Hispanic: 550 (61.73%)

White: 189 (21.21%)

AA: 112 (12.57%)

Asian: 15 (1.68%)

Two or More: 22 (2.47%)

Male: 437 in 23-24 to 463 in 24-25

Female: 417 in 23-24 to 428 in 24-25

6th: 313

7th: 277

8th: 301

While TAPR data for 24-25 is not yet available, 23-24 TAPR data shows that McAdams had 61 GT students representing 7.1% of the student body. This figure is lower than that of the

district (7.3%) and the state (8.5%). However, OnData Suite shows an increase from 61 GT students to 86 GT students for 24-25 (9.65%).

23-24 TAPR shows we had 152 students with disabilities. 88 students were identified with intellectual/learning disabilities (57.9%). This figure is far higher than the district (43.8%) and the state (45.7%). This same report shows that we had 41 students with behavioral disabilities for the 23-24 school year (27.0%). This is also above the district (22.4%) and the state (17.6%).

OnData shows the following student data for the 24-25 school year:

Dyslexia: 93 students

GT: 86 students (up from 61 in 23-24)

SpEd: 148

EB: 252

For the 24-25 school year, we had 627 students identified as economically disadvantaged (70.37%). 579 of our students are eligible for free meals during the school year. We also have 501 students identified as at-risk for the 24-25 year.

Our mobility rate for the past three years has been on a steady downward trajectory. In 22-23, we had a mobility rate of 19.26%. In 23-24, that rate decreased to 15.44%. This year, our mobility rate is 12.62%.

From a staff demographic standpoint, the 23-24 TAPR shows that we have a total of 73 employees (57 females and 16 males). The racial makeup of the staff is as follows:

White: 56.9%

AA: 29.3%

Hispanic: 11.1%

Asian: 2.8%

By highest degree attained:

No degree: 1.4%

Bachelors: 78%

Masters: 19.3%

Doctorate: 1.4%

By experience:

Beginner: 6.6%

1-5: 39.2%
 6-10: 22.9%
 11-20: 20.5%
 21-30: 8.3%
 Over 30: 2.5%

For the 24-25 school year, we have 74 teachers and 891 students. This gives our campus a 12.04-to-1 students-to-teacher ratio. That is lower than both the district (14.4) and the state (14.7) for the 23-24 school year.

Campus Strengths:

- Continual decrease in our student mobility rate for the past 3 years. This may indicate a more stable & mature community feeding into the school.
- Our student-to-teacher ratio is lower than both the district and the state. This allows for smaller learning environments for students and more individualized attention.

Problem Statement with Root Cause:

Problem Statement	Root Cause
45.8% of our staff has between 0 and 5 years of experience.	High turnover caused by: <ol style="list-style-type: none"> 1. Instability in administration 2. Opening of a new campus (DJHS)-drafting of employees 3. Successful teachers being cast as interventionists/coaches (to prevent them from leaving) 4. Unusually high discipline issues for the 22-23 & 23-24 school years led to teachers of varying experience levels seeking opportunities elsewhere.
61.73% of our student body is Hispanic, but only 11.1% of our staff is Hispanic (district is at 19.4% and state is at 30.1%)	Not intentional about recruiting a staff that is more representative of our community and/or student body. This is also a problem for the district as a whole (19.4% vs. 30.1% for the state)

Student Achievement

Student Achievement Summary

Committee: Student Achievement

Leader: Megan Titus

Committee Members: Misty Jensen, Athena Pelle

Date Committee Met: May 1st, 2025

Summary: The committee reviewed the 2023-2024 TAPR report. The 23-24 school year included the addition of 6th grade to our campus that was previously 7th and 8th grades only. There is no comparison data to previous years in 6th grade. There were both increases and decreases in percentages of students at each performance level with the most noticeable increase in 8th grade math. The campus performs below the state in the majority of areas. In terms of subgroups, African American students have the lowest overall percentage of students scoring at every performance level. Additionally, Special Education students are performing below the campus average compared to other subgroups in all subject areas.

Campus Strengths:

- Algebra I and 8th Grade Math- the percent of students in each performance level, has increased from the previous year. EOC growth in Algebra is meeting the state rate and exceeding the district.
- Areas of growth from 2023 include the number of students in:
 - 7th grade RLA at meets and masters
 - 8th grade RLA at masters
 - 8th grade Social Studies at masters

Problem Statement with Root Cause:

Problem Statement	Root Cause
Students in 6th grade math accelerated learning are not showing growth at the same rate as the state	MJH is unable to close performance gaps due to an ineffective approach to tier 3 instruction for students who come to us a grade level or more behind in the 6th grade.
6th and 7th grade math--the district and the campus are significantly below the statewide performance.	Curriculum at the district level is not aligned in a way that helps 6th and 7th grade students reach grade level performance on STAAR.

School Culture and Climate

School Culture and Climate Summary

Committee 3: School Culture and Climate

Leader: Michael Herdman

Committee Members: T. Michelena, Laura Miller

Date Committee Met: May 7, 2025

Summary:

The Instructional Leadership Team (ILT) and administration have made significant efforts to foster an atmosphere of trust and positivity between teachers and administration. By promoting positivity among students, we have positively influenced the overall climate for both teachers and students. Furthermore, the establishment of equitable systems across various areas, including discipline, Professional Learning Communities (PLC), and T-TESS observations will continue to enhance trust among staff members.

Campus Strengths:

- SMILE committee focused on staff with a jolly trolley, smile room, snacks, jean days, and get-togethers to build culture.
- Academic teams have seen continued improvement in PSBM and EOU's for the year.
- Restorative practices has helped lower office referrals.
- Students are being recognized more for their efforts in behavior, academics, and showing GRIT through incentive days.
- Attendance has improved from the previous year.
- Clubs are offered to students including Robotics, Student Council, National Junior Honor Society, Chess Club, and multiple sports programs.
- Individual success stories have improved with attendance and behavior due to restorative discipline and support.
- PBIS has contributed through recommendations for activities to promote a positive culture. (Positive Referrals, teacher celebrations, staff appreciation, and holiday celebrations).
- Mrs. Michelena has created a Jr PBIS that is student-led. The students presented to the PBIS team and created different ways to help the school move in a positive direction and recognition for students and teachers..

Problem Statement with Root Cause:

Problem Statement	Root Cause
There is not enough data and feedback from staff and students	More surveys are needed that are used to make changes and create data

Problem Statement	Root Cause
The constant change in administration has caused a lack of consistency from administration	Movement has caused each department to be run differently from one another. Assistant principals operate differently to get tasks completed.
Discipline has been handled differently by administration	There is no matrix for assistant principals to use so each AP works with their student how they feel appropriate. Teachers want it to be consistent for infractions.
Some departments have had a rough year with support and T-TESS evaluations with changes in administration	Teachers will need emotional and administrative support to gain back trust in MJHS systems. Calibrations between T-TESS and PLC will allow for trust to be re-built.
Positive referrals did not always represent students who have consistent positive behavior.	Only certain staff would write referrals and students who showed behavior but corrected behavior. A more focused approach to all students would be beneficial.
Teacher recognition for instruction did not stay consistent	Tier 1 shout outs did not happen all year and celebration of exemplary teaching was not always recognized consistently.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Committee: Staff Quality, Recruitment, and Retention

Leader: Stephany Brown

Committee Members: Yajaira Garcia, Ashlee Pearson, Matthew Cooper

Date Committee Met: April 30, 2025

Summary:

Teachers for MJHS are recruited through job fairs (i.e. UH, UHCL, Sam Houston, TAMU, DISD), online applications, district recommendations, transfers, word of mouth. Close to **90%** of teachers on staff have a standard certification; other teachers either have intern or provisional certification. For the 24-25 school year, we onboarded 15 new staff members (10 teachers/5 paras). For the 25-26 school year, we are retaining 85% of our staff. Additionally, we are adding 4 teachers to accommodate the shift to double blocked math instruction.

When looking at placement of teachers, multiple data points are looked at: certification areas, knowledge and/or comfort with the curriculum, Gifted and Talented certification, and a review of a teacher's student data. For teachers new to the teaching profession, support is given through the first-year teaching academy and a mentor on campus. All teachers also have the support of instructional coaches throughout the school year. These supports give teachers tools for their toolkits, instructional and behavior guidance, exemplars, and modeling.

For the 24-25 school year, we had four interventionists and two instructional coaches. We also had an instructional leadership team that was made up of administrators, instructional coaches and department heads. These leaders played a part in the implementation of district and campus curriculum initiatives. Job-embedded professional development occurred throughout the year, and was provided through a trainer of teacher leader. In our problem statements below, we said we need to have more professional development based off data, and student and teacher needs.

Campus Strengths:

- Hiring certified teachers
- Movement of teachers based on campus needs
- Systems in place to provide (EB, SpEd, etc) services
- Renewed focus on team planning time twice a week (CTT)
- Teachers' willingness to look at data to inform instructional practices
- Coaching cycles with Instructional Coaches
- Core group of teachers who have been at McAdams for several years and are invested in the success of the campus and students

Problem Statement	Root Cause
Rebranding of MJHS	Several years of ineffective leadership and frequent administrative changes have led to high turnover of key staff/strong Tier 1 teachers. Rebranding is required to change the perception of the campus in order to attract new teaching talent
Grow Your Own	Strong, experienced teachers have exited campus. Some have left for promotions or larger roles to avoid staying at what they perceive is a campus in disarray.
Professional Development	Coaches need to be developed into more effective coaches. They need to be in charge of delivering PD to staff. Staff also needs to be given opportunities to grow by presenting PD to other staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CCNA Committee: Curriculum, Instruction, and Assessment Agenda

Date: 4/28 & 4/30

Time: 7:15 - 7:45

Name	Position
Amy Breazeale	RLA Interventionist
Ashlyn Jordan	8th Math/Algebra
Haley Miller	8th RLA/STEAM
Mayra Torres	Spanish/Elective
Jose Vasquez	8th SS/STEAM
Keisha Williams	8th Science/7th Science STEAM

2024-25 Data to Consider:

- Scope and sequence, pacing guides, year at a glance, and other focus documents
- Instructional design/delivery
- Lesson/delivery processes
- Student-specific and differentiated strategies and processes
- End of unit assessments/CBAs
- Course/class materials
- Collaborative processes
- Standards based curriculum resources and materials
- Student misconceptions
- Technology

Summary:

At McAdams Junior High, the curriculum is linked to the TEKS and other standards through collaborative planning time, the use of lead4ward field guides, pacing guides, and support from specialists and coaches. Instruction is logically sequenced across subjects, with Social Studies emphasizing historical timelines, RLA follows a genre-based approach, while Science and Electives maintain a clear structure based on the YAG. Data informs curriculum and instruction through data reflection forms, CFAs, exit tickets, and small group lessons, though limited time impacts spiraling in 8th-grade core subjects. Instructional strategies are aligned with student needs through consistent expectations, in class support, and inclusion practices; however, our ICS needs training, more alignment, and campus wide expectations. College and career readiness is addressed through embedded academic vocabulary instruction and higher level questioning during intentional lesson planning. Most classrooms promote critical thinking, engagement, and positive learning climates through clear goals, varied instructional methods, cultural relevance, feedback, and adaptability. Ongoing and relevant professional development ensures materials meet diverse student needs, and evidence-based interventions like WIN time and aggressive monitoring support struggling students. Assessments are well-aligned with standards, using a variety of measures to comprehensively evaluate student performance.

Current Strength:	Reason:
Curriculum and assessment is aligned to the TEKS	STAAR aligned district assessments, YAG and scope and sequence targets and paces essential TEKS
Engaging instruction	Vetting instructional resources, collaboration, and monitoring and adjusting lesson when needed

Areas of Growth:	Root causes:
Instructional support	Lack of clear campus wide expectations, training, and alignment. More designated time for ICS support and teacher of record planning. Lack of content knowledge.
Professional development	Lack of funding for off campus training. Need more relevant training like technology platforms we utilize daily

Family and Community Engagement

Family and Community Engagement Summary

Committee: Parent, Family, Community Engagement

Meeting Date: 4/28/2025

7:00-7:40 am

Name	Position
Elizabeth Vargas	Instructional Coach/Committee leader
Abraham Villarreal	Choir Director/ Committee member
Tara Jones	Theatre Director/ Elective Lead/ Committee member

Current Strength:	Evidence:
Mental Health and support services available to family/community members	UTMB TCHAT, Family Service Center, DePelchin, Gulf Coast Center, Grandparents Raising Grandchildren Support Group, Communities for Schools, Project PROTECT our Children, Bay Area Council on Drugs and Alcohol, Resource Crisis Center, Advocacy Center for Children of Galveston County, MI Lewis, Christian Lighthouse Ministry.

Current Strength:	Evidence:
Offer Multiple Open Events throughout the year	<p>2024-25 Community/Family events:</p> <ul style="list-style-type: none"> • MJHS School Blitz (August) • Fall Open House • Coffee with the Principal (August- December) • Literacy Night (November) • Parent University (Spring)- March 11, 2025 • Fine Arts Programs: <ul style="list-style-type: none"> • Band: Winter and Spring Concerts, Hosts UIL for Region, Band-o-Rama <ul style="list-style-type: none"> • Facebook Account • Choir: Winter, UIL, Spring Concerts <ul style="list-style-type: none"> • Facebook • Dance: Winter and Spring Showcases, Royals Dance Team Showcase at HS, Royals Dance Team Contest <ul style="list-style-type: none"> • Instagram and TikTok Accounts • Theatre: Fall Play, 6th Grade Class Plays and Evening Showcase, UIL One-Act Play Public Performance and Contests, Spring Musical <ul style="list-style-type: none"> • Facebook and Instagram Accounts • Book Fairs/Library resource: <ul style="list-style-type: none"> • Scholastic Book Fair – December 12-19, 2024 • Scholastic Book Fair – February 7 – 14, 2025 • Read-a-thon: August 26, 2024 – October 4, 2024 • DISD Family Engagement Summit- March 29
Parent Communication	<ul style="list-style-type: none"> • Social Media MJHS accounts (Facebook, Tik Tok, Instagram) • All-Calls through Skyward • Parent flyers/letters (English and Spanish)

School Organization

School Organization Summary

Committee 7: Context and Organization

Leader: Marisa Johnson

Committee Members: Elizabeth Brenner, Shelby Salisbury

Date Committee Met: May 08, 2025

Summary:

McAdams Junior High receives moderate support from the district, particularly in areas like instructional planning, Professional Learning Communities (PLCs), and intervention services. Teachers benefit from twice-weekly PLCs and access to instructional coaches, but improvements are needed in substitute coverage and consistent access to district-level specialists. The master schedule protects instructional time and provides a built-in intervention period (“**What I Need**” time) for students struggling in reading and math, though better alignment between intervention resources and core curriculum is needed. Teachers currently have limited voice in decision-making, as most policies are determined by a small group with limited classroom experience. Similarly, decisions regarding student assessments are made at the district level, with minimal teacher input, often resulting in a disconnect between instructional pacing and evaluation. While structures exist for stakeholder feedback, input from teachers, parents, and students is not consistently sought or reflected in campus decisions. Few stakeholders view the school as stable and supportive, with appreciation for dedicated staff and extracurricular opportunities, but many express a need for clearer communication, more inclusive decision-making, and stronger academic outcomes.

Campus Strengths:

- Teachers meet regularly (e.g., twice a week for 50 minutes) to collaborate on data analysis, lesson planning, and interventions.
- Teachers show a strong commitment to student success and building relationships
- Built-in intervention periods (e.g., WIN time for 26 minutes) support struggling students

Problem Statement with Root Cause:

Problem Statement	Root Cause
<p>Student achievement in core content areas, particularly Math and Reading, remains below district and state averages.</p>	<p>Inconsistent implementation of differentiated instruction and limited intervention time for struggling students. Teachers often lack the training or planning time needed to effectively meet diverse student needs.</p>
<p>Teachers have limited input in campus-level decision-making, particularly in areas related to instruction and assessment.</p>	<p>Key decisions are often made by a small group of administrators or committee members, some of whom may not be actively teaching or involved in day-to-day classroom challenges.</p>
<p>Communication between the school and families is inconsistent, leading to a disconnect in parent engagement and awareness of student academic progress.</p>	<p>Lack of a unified communication strategy across grade levels and departments, along with over-reliance on digital tools that some families may not consistently access. Time constraints and staff turnover also contribute to gaps in family outreach.</p>

Technology

Technology Summary

Our campus has many technology tools to help with teaching and learning in different classrooms and departments. Here is a list of the technology resources we have

- Each core content classroom has a class set of Chromebooks.
-
- Computer Labs: We have two computer labs, each with 30 desktop computers.
-
- Teacher Laptops: Every classroom teacher gets a laptop. This helps them prepare lessons, show materials, and interact with students. Each classroom also has a wireless projector.
-
- Document Cameras: The campus has a few document cameras that teachers use to improve their presentations.
-
- Wireless mice, keyboards, and laser pointers are not widely available in classrooms.

We've made good progress in adding technology to our classrooms, but there's still more to do. We need to make sure all classrooms, especially elective ones, have the right devices for modern education.

The district is working to offer training and skill development for our staff and training on the various apps that are available to staff.

Students' skill levels differ based on their familiarity. Students often use Google Slides and Docs for their lessons, and platforms like IXL, Schoology, learning Ally, are used as well.

There is a need to evaluate and provide feedback to help everyone improve their skills. There is a need to develop a system on how we train and develop both staff and students.

Staff feedback shows that many are worried about whether the campus technology is good enough for teaching and learning. Although many staff members like the tools they have, there are clear areas that need improvement.

Many staff members say they need newer devices. Some teachers think the current Chromebooks and laptops in classrooms aren't keeping up with the needs of digital teaching. As technology improves and educational tools require more resources, there's a strong wish for devices that are faster and more reliable.

Elective teachers are frustrated because their classrooms don't have student devices like Chromebooks, which core classrooms do. This makes it hard for them to use digital lessons, interactive activities, and educational apps. Because of this, many elective teachers feel they can't use technology effectively to engage students and improve learning.

In general, staff understand that technology is important in education, but they want everyone to have fair access to devices, especially for elective classes. They also need newer technology to help with creative teaching and digital learning.

Staff have noticed that the campus Wi-Fi is often weak and unreliable, especially in some parts of the building. This poor connection affects both teaching and learning.

The biggest problem reported is that students often can't finish online assignments or access digital resources during class because of connectivity issues. This disrupts teaching and limits the use of online tools that are important for learning today.

Staff appreciate the training they receive, but they want more practical, hands-on sessions. This is especially important when new systems or tools are introduced, so they can confidently and effectively use technology in their daily classroom activities.

Current Strength:	Reason:
Integration of Educational Technology tools	Classes are equipped with instructional technology and tools to support differentiated instruction, increase engagement and streamline the assessment feedback process.
Core classroom access to devices and computer labs	Provides each student with access to a Chromebook or desktop to support digital literacy and allow students to engage in educational apps and platforms

Areas of Growth:	Root causes:
Limited use of virtual Learning Platforms across content areas (SS and Science)	uneven adoption of platforms that have access to all content area, teachers leading the discussion and decision on adoptions

Areas of Growth:	Root causes:
Enabling teachers to deliver professional development on digital platforms and resources they are familiar with and frequently use across the campus	Inconsistent professional development, no unified campus wide strategy for integrating virtual platforms,

Goals

Goal 1: MJHS will provide high quality, rigorous teaching and learning experiences that lead to measurable academic growth and long-term student success.

Performance Objective 1: Maintain effective Professional Learning Communities in all subjects in all grade levels.

Evaluation Data Sources: Master Schedules, walk-throughs, agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Identifying Team Leads and giving them PD that aligns to MJHS PLC expectations</p> <p>Strategy's Expected Result/Impact: Team Leads are able to facilitate the planning process (set norms/meeting agendas/data analysis) without direct administrative oversight.</p> <p>Staff Responsible for Monitoring: Administrators/Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: MJHS will provide high quality, rigorous teaching and learning experiences that lead to measurable academic growth and long-term student success.

Performance Objective 2: Provide resources for teachers/staff that address differentiated, targeted instruction to build a strong foundation in all core content areas.

High Priority

Evaluation Data Sources: Common assessments, benchmarks, interim testing, teacher assessments

Goal 1: MJHS will provide high quality, rigorous teaching and learning experiences that lead to measurable academic growth and long-term student success.

Performance Objective 3: Develop and implement targeted intervention strategies that meet the unique needs of all students

High Priority

Evaluation Data Sources: RTI Scheduler, Tier 2, Tier 3 Interventions

Goal 1: MJHS will provide high quality, rigorous teaching and learning experiences that lead to measurable academic growth and long-term student success.

Performance Objective 4: Implement programs providing opportunities to achieve academic growth for students at risk for academic failure and those with limited English.

High Priority

Evaluation Data Sources: TELPAS data

Goal 2: MJHS will cultivate a physically and emotionally safe, healthy, and equitable environment where all students feel supported and thrive.

Performance Objective 1: Conduct weekly exterior door checks and required monthly drill

High Priority

Evaluation Data Sources: Surveys, safety documentation

Goal 2: MJHS will cultivate a physically and emotionally safe, healthy, and equitable environment where all students feel supported and thrive.

Performance Objective 2: Ensure students' emotional safety through the development of positive relationships and school culture/climate

High Priority

Evaluation Data Sources: Positive Student Referrals, PBIS, Student Incentives

Goal 2: MJHS will cultivate a physically and emotionally safe, healthy, and equitable environment where all students feel supported and thrive.

Performance Objective 3: Enhance students' physical health through instruction and district health services.

Evaluation Data Sources: FitnessGram

Goal 2: MJHS will cultivate a physically and emotionally safe, healthy, and equitable environment where all students feel supported and thrive.

Performance Objective 4: Support the emotional health of students and staff through coordinated/streamlined services.

Evaluation Data Sources: Gator Wellness Center Referrals, Guidance Tracker in SkyWard

Goal 2: MJHS will cultivate a physically and emotionally safe, healthy, and equitable environment where all students feel supported and thrive.

Performance Objective 5: Provide extra support for students identified as homeless

Evaluation Data Sources: Registration forms, Community in Schools referrals/data

Goal 3: MJH will strengthen family and community partnerships to support student growth through collaboration, communication, and a shared responsibility.

Performance Objective 1: Improve communication between school and home

Evaluation Data Sources: Parent surveys, Weekly Social Media postings, Monthly newsletters, Parent Contact data via ParentSquare

Goal 3: MJH will strengthen family and community partnerships to support student growth through collaboration, communication, and a shared responsibility.

Performance Objective 2: Equip families with tools to enhance and extend learning at home.

Evaluation Data Sources: Fall Curriculum Night, Spring Parent University (advertising benefits of IXL, etc.)

Goal 4: MJHS will recruit, develop, and retain a diverse and dedicated staff committed to continuous professional growth focusing on student success

Performance Objective 1: Develop a recruitment pipeline using internal networking and purposeful rebranding/marketing of MJHS to attract highly qualified candidates to MJHS

High Priority

Goal 4: MJHS will recruit, develop, and retain a diverse and dedicated staff committed to continuous professional growth focusing on student success

Performance Objective 2: Provide high-quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction.

Evaluation Data Sources: Staff Surveys, Staff-led Professional development opportunities