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PHARR-SAN JUAN-ALAMO
Independent School District

Audie Murphy Middle School

Campus Improvement Plan

2023 - 2024

DRAFT

Last Update 8-1-23

AUDIE MURPHY MIDDLE SCHOOL

Vision

At Audie Murphy Middle School our goal is to ensure that all students have the opportunity to perform at their highest potential. We want to be the middle school of choice, where students are driven by core values and work hard to achieve academic success. Our Murphy Family is united and committed to this vision.

WE ARE MURPHY!

AUDIE MURPHY MIDDLE SCHOOL

Mission Statement

The mission of Audie Murphy Middle School is to provide a safe, supportive, and healthy environment that meets the educational, social, emotional, and physical needs of all students. By providing quality instruction, students will be prepared for a college and career ready future. We believe that all students are valued individuals that can learn and become responsible and productive members of society.

All stakeholders have a shared responsibility to fulfill this mission.

Motto: Paving the Way to a College and Career Ready Future.

PSJA GUIDING PRINCIPLES

What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability
- REACH

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

Positive Engagement

Welcomes staff, students, parents, and community as honored members at the district table

Builds relationships
Builds positive, trusting relationships through frequent interactions which demonstrate care and interest in the well-being of all stakeholders

Communicates effectively
Maintains open lines of two-way communication with staff, students, parents, and community to receive input and provide information for engagement with district vision

Models ethics
Exemplifies the values and priorities of the district through consistent actions and service to stakeholders

Exhibits professionalism
Exhibits awareness and reflection to manage emotions and engage in continuous personal growth

Student-centered Excellence

Holds vision and expectations for success for all students and all staff

Demonstrates expertise
Possesses up-to-date knowledge and skills to perform organizational role at a high level of competence

Establishes shared vision
Develops and communicates a clear vision for the future with deep buy-in from all stakeholders

Implements plan
Works with all stakeholders to implement vision by establishing goals, monitoring progress, and providing resources

Expects results
Pursues exceptional results for all students by holding self and others accountable and driving for continuous improvement

Joint Empowerment

Develops and empowers individuals and teams for effective action

Builds capacity
Provides opportunities for growth to ensure all staff build capacity to support district goals

Promotes collaboration
Designs organizational structures to promote collaboration and teamwork for distributed leadership throughout the district

Inspires action
Motivates others to take responsible risks and perform at their highest level to support district vision and goals

Develops leaders
Identifies, develops, and places future leaders through rigorous processes and strategic leadership assignments

Adaptive Innovation

Maintains district at the forefront of educational service providers

Scans Environment
Analyzes and applies understanding of internal organization and external environment to assess and respond to the district's future advancement

Champions solutions
Challenges the status quo by collaboratively exploring new and better ways of doing things

Manages change
Demonstrates courage, initiative, and perseverance in bringing about meaningful change to support the shared vision

Acknowledges outcomes
Creates a positive environment for growth by celebrating success and learning from failure

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THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language. **GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A Schoolwide Components:

1. **Comprehensive Needs Assessment:** A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. **Schoolwide Reform Strategies:** School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. **Instruction by highly qualified teachers:** All teachers of core academic subjects and instructional paraprofessionals in a school wide program school meet qualifications required to be highly qualified.

4. **High Quality Professional Development:** In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. **Strategies to attract high-quality teachers to high-need schools:** The school wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Title I, Part A Schoolwide Components:

6.   **Strategies to Increase Parent Involvement:** Strategies to increase parental involvement in accordance with section 1118, such as family literary services. Strategies must be developed that increase parent involvement.

7.   **Transition**: Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8.   **Teachers Including in Decisions Regarding Assessments:** Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9.   **Effective and Timely Assistance to Students Experiencing Difficulty:** Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10.   **Coordination and Integration:** Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

DEMOGRAPHICS

Bld	Campus	Grade	All Students	Male	% Male	Female	% Female	Sped	% SPED	LEP	% LEP	M1	% M1	M2	% M2	Migrant	% Migrant	ECD	% ECD	GT	% GT	CTE	% CTE
48	Audie Murphy Middle School	06	258	131	50.8%	127	49.2%	34	13.2%	139	53.9%	3	1.2%	0	0.0%	5	1.9%	246	95.3%	14	5.4%	0	0.0%
		07	246	120	48.8%	126	51.2%	20	8.1%	134	54.5%	2	0.8%	0	0.0%	6	2.4%	237	96.3%	14	5.7%	0	0.0%
		08	243	126	51.9%	117	48.1%	36	14.8%	123	50.6%	7	2.9%	5	2.1%	5	2.1%	234	96.3%	5	2.1%	28	11.5%
	Audie Murphy Middle School		**747**	**377**	**50.5%**	**370**	**49.5%**	**90**	**12.0%**	**396**	**53.0%**	**12**	**1.6%**	**5**	**0.7%**	**16**	**2.1%**	**717**	**96.0%**	**33**	**4.4%**	**28**	**3.7%**
District			**747**	**377**	**50.5%**	**370**	**49.5%**	**90**	**12.0%**	**396**	**53.0%**	**12**	**1.6%**	**5**	**0.7%**	**16**	**2.1%**	**717**	**96.0%**	**33**	**4.4%**	**28**	**3.7%**

Building - E/W	Building Name - E/W	Grade - E/W	Student Count	Hispanic	% Hispanic	Asian	% Asian	Black	% Black	White	% White	American Indian/Alaskan	% Am Indian/Alaskan
48	Audie Murphy Middle School	06	258	258	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		07	248	247	99.6%	0	0.0%	1	0.4%	0	0.0%	0	0.0%
		08	245	245	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Audie Murphy Middle School		**751**	**750**	**99.9%**	**0**	**0.0%**	**1**	**0.1%**	**0**	**0.0%**	**0**	**0.0%**
Summary			**751**	**750**	**99.87%**	**0**	**0%**	**1**	**0%**	**0**	**0.00%**	**0**	**0%**

CAMPUS NEEDS ASSESSMENT

1. 2022-2023 STAAR District Summary Report
2. 2022-2023 Attendance Report
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. 2022-2023 T-TESS Teacher Formal Evaluations/Goal Setting
8. Upcoming T-TESS Evaluation System Teacher Training/Student Growth Measure (SGM)
9. Professional Development Plan
10. Teacher Certifications
11. TELPAS Scores
12. Technology Inventories

Comprehensive Needs Assessment
Closing the Gap

Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

Student Achievement Data: As evidenced in the STAAR assessment, the results show an achievement gap as follows:

- In Reading at the approaches level, the achievement gap between SpEd and All students in 2022-2023 is 46% to 75%.

- In Mathematics at the approaches level, the achievement gap between SpEd and All students in 2022-2023 is 53% to 71%.

- In Science at the approaches level, the achievement gap between SpEd and All students in 2022-2023 is 44% to 77%.

- In Social Studies at the approaches level, the achievement gap between SpEd and All students 2022-2023 is 38% to 56%.

Professional Development Needs:

The teachers must work closely with the Special Education Department and the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively, intentional grouping, personalizing supplemental aides, creating student profiles, student-teacher relationships, conferencing with elementary diagnostician (for incoming 6th grade) and next year teachers about supports and student learning styles.

Comprehensive Needs Assessment
Closing the Gap

TELPAS

- The campus Yearly Progress in TELPAS for students who progressed one proficiency level in 2023 was 46%. A decrease of 8% from 2022.
  - 6th Grade (133 tested) 63 students made progress = 47%
  - 7th Grade (146 tested) 97 students made progress = 66%
  - 8th Grade (117 tested) 53 students made progress = 45%

Improvement Areas:

Increase proficiency growth in the area of Speaking on the TELPAS assessment.

Social Studies:

- In 2023 we did not meet our social studies target goals of 65% app, 45% meets, and 15% masters.

  The 8th grade EB population had a meets passing rate of 13% (149 tested and 19 met level)

Improvement Areas:

Increase Meets passing rate for our EB population, from 13% to 25%.
Usage of Accelerated Learning and implementation of the CIF strategies with focus on Writing to Learn and Collaborative Group Work.

Attendance:

- In 2023 we did not meet our Attendance goal of 97.5%, attendance was at 95.7%

Improvement Areas:

Increase Attendance rate from 95.7 to the 97.5 attendance rate.

Comprehensive Needs Assessment
Closing the Gap

Math:

- In 2023 our 7th grade Math scores regressed from 67% to 66%.

Improvement Areas:

Increase Meets passing rate for our EB population, from 33% to 40%.

Usage of Accelerated Learning and implementation of the CIF strategies with focus on Writing to Learn and Collaborative Group Work, incorporation of math manipulatives and using Classroom Talk as a strategy for peer support and presentations.

Student Achievement Summary 2023

Audie Murphy	Component Score	Scaled Score
Domain 1 Student Achievement	44 - C	75%
Domain 2 Academic Growth Part A Relative Performance Part B	66 44	72% 88%
Domain 3 Closing the Gap	62	88%
Overall Score and Grade	(88 X .7)=61.6 (88X.3)=26.4 61.6+26.4 =88	88(B) Met Standard

Student Achievement
STAAR 2023

6th Grade Reading	ALL Students	# Students that Failed	Level I Approaches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level	
	Tested	#	Met Std	% Met Std	Met Std	% Met Std	Met Std	% Met Std
6TH GRADE READING								
ALL STUDENTS	258	77	181	70%	102	40%	34	13%

6th Grade Math	ALL Students	# Students that Failed	Level I Approaches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level	
	Tested	#	Met Std	% Met Std	Met Std	% Met Std	Met Std	% Met Std
6TH GRADE MATHEMATICS								
ALL STUDENTS	257	78	179	70%	76	30%	24	9%

Student Achievement
STAAR 2023

7th Grade Reading	ALL Students	# Students that Failed	Level I Approaches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level	
	Tested	#	Met Std	% Met Std	Met Std	% Met Std	Met Std	% Met Std
7TH GRADE READING								
ALL STUDENTS	263	75	188	71%	120	46%	46	17%

7th Grade Math	ALL Students	# Students that Failed	Level I Approaches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level	
	Tested	#	Met Std	% Met Std	Met Std	% Met Std	Met Std	% Met Std
7TH GRADE MATHEMATICS								
ALL STUDENTS	251	85	166	66%	103	41%	30	12%

Student Achievement
STAAR 2023

8th Grade Reading	ALL Students	# Students that Failed	Level I Approaches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level	
	Tested	#	Met Std	% Met Std	Met Std	% Met Std	Met Std	% Met Std
8TH GRADE READING								
ALL STUDENTS	272	44	228	84%	142	52%	55	20%

8th Grade Math	ALL Students	# Students that Failed	Level I Approaches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level	
	Tested	#	Met Std	% Met Std	Met Std	% Met Std	Met Std	% Met Std
8TH GRADE MATHEMATICS								
ALL STUDENTS	255	55	200	78%	110	43%	32	13%

8th Grade Science	ALL Students	# Students that Failed	Level I Approaches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level	
	Tested	#	Met Std	% Met Std	Met Std	% Met Std	Met Std	% Met Std
8TH GRADE SCIENCE								
ALL STUDENTS	272	63	209	77%	161	59%	61	22%

Student Achievement
STAAR 2023

8th Grade Social Studies	ALL Students	# Students that Failed	Level I Approaches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level	
8TH GRADE SOCIAL STUDIES								
ALL STUDENTS	271	119	152	56%	63	23%	27	10%

TELPAS 2023 DATA

Murphy	Listening 2023		
	Progress		%
6th	63	138	46%
7th	68	135	50%
8th	103	147	70%
Totals	234	420	56%

Murphy	Speaking 2023		
	Progress		%
6th	37	136	27%
7th	38	132	29%
8th	55	145	38%
Totals	130	413	31%

Murphy	Reading 2022		
	Progress		%
6th	49	137	36%
7th	68	133	51%
8th	91	147	62%
Totals	208	417	50%

Murphy	Writing 2023		
	Progress		%
6th	49	137	36%
7th	58	133	44%
8th	34	146	23%
Totals	141	416	34%

Murphy	2023 Results		
	Progress		%
6th	47	134	35%
7th	53	126	42%
8th	83	141	59%
Totals	183	401	46%
			Target 44%

Murphy	2023 TELPAS GOALS
	Progress
6th	42%
7th	46%
8th	62%
Target	50%

Domain I – Academic Achievement 2023

DOMAIN I
Target Goals 2024 - Final

2022-2023	ALL Students Tested	Level I — 2024 Target	Approaches Grade Level Met Std # @ APP	% Met Std % Met	Level II 2024 Target	Meets Grade Level Met Std # @ ME	% Met Std % Met	Level III 2024 Target	Masters Grade Level Met Std # @ MA	% Met Std % Met	Average Component Score Total	Letter Grade Grade
READING												
6th	258	75%	181	70%	45%	102	40%	17%	34	13%	41	C
7th	263	78%	188	71%	50%	120	46%	22%	46	17%	45	C
8th	272	88%	228	84%	61%	142	52%	26%	55	20%	52	B
MATH												
6th	257	75%	179	70%	35%	76	30%	15%	24	9%	36	D
7th	251	70%	166	66%	55%	103	41%	18%	30	12%	40	C
8th	255	85%	200	78%	60%	110	43%	25%	32	13%	45	C
SCIENCE												
8th	272	80%	209	77%	60%	161	59%	25%	61	22%	53	B
SOCIAL STUDIES												
8th	271	60%	152	56%	28%	63	23%	15%	27	10%	30	F
Algebra												
7th and 8th	28	100%	28	100%	100%	28	100%	100%	28	100%	60	A
CAMPUS	**2127**		**1531**	**71%**		**905**	**41%**		**337**	**15%**	**44**	**C**

Domain III – Academic Achievement Summary 2023

Domain III Closing the Gap **Meets or Above**	Performance Targets READING	Audie Murphy Middle School	Goals 2024
ALL Students	69	65	69
High Focus	65	65	67
Lowest Performing			
Hispanic	66	65	67

Domain III – Academic Achievement Summary 2023

Domain III Closing the Gap **Meets or Above**	Performance Targets MATH	Audie Murphy Middle School	Goals 2024
ALL Students	66	67	69
High Focus	62	66	69
Lowest Performing			
Hispanic	63	67	69

Domain III – Closing the Gaps Summary 2023

Closing the Gaps Summary

Component	Component Points	Weight	Total Points
Academic Achievement	70.8	30%	21.2
Academic Growth	50	50%	25
Student Success	58.3	10%	5.8
English Language Proficiency	100	10%	10
Closing the Gaps Raw Score (STAAR Component Only)			62
Closing the Gaps Scaled Score (STAAR Component Only)			88

Audie Murphy Middle School
Goal 1: Student Achievement

GOAL AREA I
Reading

Goal Area 1:   Student Achievement – Reading Language Arts

Annual Goal: Students achieving at the meets level or above will increase from 41% to 46% in Reading and students achieving at masters level or above will increase from 21% to 25% as measured by 2024 STAAR Reading Assessments.

Measurable Objective: The percent of students scoring at the meets level will increase by 5% quarterly as measured by benchmarks and STAAR.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Closely monitor assessment data for students not reading on grade level and provide feedback with continuous targeted support	Principal Dean Admin Team CLL Department Heads Teachers	-Teacher Reading Resources - Reading computer Programs -Teacher notes -Individual student teacher data -Istation - STAR Reading Test -MyOn - Summit K-12 - Study Sync -Weekly Mini Assessments -Fluency Checks -CIF -Fundamental Five	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-Istation Program Reports -Renaissance Learning -Summit K-12 -STAR reports -Differentiated Lesson plans -TCLC agendas and sign-in sheets -Walk-through documents -Individual Student Profiles -DMAC Reports -Weekly Mini Assessments Reports	-Student Increase scores on Istation -Growth in MOY to EOY -Correlated to STAAR projected measure -TELPAS increase on the number of students at Adv. And Adv. High and making at least one level of proficiency growth	-Formative assessments Benchmarks -STAAR -TELPAS -SGMs -Pre/Post Test	Title I Component 1 Component 2 Component 3 Component 4 Component 8 Component 9 Component 10

Action Steps: Reading & Writing

Ongoing professional development will be provided for teachers, administrators and other staff on state standards, TEKS, curriculum, and instructional strategies. Monitor and intervene when students are not reading on level at each student/teacher conference check point during the year. Provide teacher support in the implementation of materials that align to reading comprehension and learned from the CLL roll-outs in TCLCs.

GOAL AREA I Reading							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Reading teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation.	Principal Dean Admin Team CLL Department Heads Content Coordinator Teachers	-Training Materials -TEKS, and Standards -District Curriculum/Pacing Guide/Scope and Sequence -Weekly lesson plans	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-DMAC data reports -DMAC reports by subgroups -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-BM2 scores Show increase in student achievement and student performance growth.	-Weekly Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading & Writing

Train staff on ELPS strategies, accommodations, differentiated instruction for all students.

Provide teacher support in the implementation of reading materials to

meet the needs of all students. Ongoing PD will be provided for teachers

on TEKS analysis and on state standards.

GOAL AREA I
Reading

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teacher support in the implementation of writing across **All disciplines will be provided.**	District ELA Coordinator Principal Dean Admin Team CLL Department Heads Teachers Content Coordinator	TEKS per content	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	– Curriculum documents – Lesson plans – CLL agendas – Walk-through documents – Walk-through feedback – Teacher individual Conferences -Student Artifacts	– Student Achievement gains on the STAAR Writing – Increase on the number of student scoring a 3 or better on the essay part of the test	– -Weekly Assessments -BM II -STAAR -TELPAS – Student Growth Measure [SGMs] Pre/Post Test	Title I Component 2 Component 4 Component 9

Action Steps: Reading & Writing
Writing portfolios will be implemented across all contents.
Campus Admin team will conduct walk-throughs and provide feedback and coaching.
Teachers will be trained in all contents to make writing visible and have students
speak what they have written. Writing prompts and scoring rubrics will be
developed and used district wide.

GOAL AREA I
Mathematics

Goal Area 1:   Student Achievement – Mathematics

Annual Goal: Students achieving at the meets level or above will increase from 37% to 46% and students achieving at masters level or above will increase from 18% to 25% as
measured by 2024 STAAR Math Assessments.

Measurable Objective: The percent of students scoring at the meets level will increase 3% quarterly as measured by benchmarks.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will use instructional strategies developed during curriculum rollouts and TCLCs to deliver lessons that are engaging and meet the individual need of all students. Teachers will incorporate reading and writing into their daily lessons to support reading comprehension.	Principal Dean Admin. Team CLL Department Heads Content Coordinator Teachers	-Teacher Reading Resources -Reading computer programs -Teacher notes -Individual student teacher data -Imagine Math (progress monitoring) -MiPLAN	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-Imagine Math Program -Reports Differentiated Lesson Plans -TCLC agendas and sign in sheets -Walk-through documents	-Student Increase scores on Imagine Math -Growth in BOY to MOY to EOY -Correlated to STAAR projected measure -TELPAS increase on the number of students at Adv. and High	-Formative Assessments -Benchmark STAAR -TELPAS -Student Growth Measure [SGMs] Pre/Post Test	Title I Component 2 Component 4 Component 9

Action Steps: Mathematics

Ongoing professional development will be provided for teachers, administrators and other staff on state standards, TEKS, curriculum, and instructional strategies. Teachers will use instructional strategies and will spiral activities to engage students in the learning process.

Teachers will use TEKS aligned material and will follow year at a glance and include resources to engage learners at appropriate levels of rigor.

GOAL AREA I
Mathematics

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Benchmark data will be used, along with previous year STAAR data, to monitor the progress of each student and ensure academic growth.	Principal Dean Admin. Team CLL Department Heads Content Coordinator Teachers	DMAC reports CLC agendas Sign-in sheets Action plans Tutorials Lesson Plans Walk-throughs Individual Student Profiles	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-DMAC data reports -DMAC reports by subgroups -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Student/Teacher Conferences -Parent Meetings/Contact Logs	-BM2 scores show increase in student achievement and student performance growth.	-Unit Assessments -BM II -STAAR	Title I Component 2 Component 4 Component 8 Component 9

Action Steps: Mathematics
Teachers will attend PD sessions with math coordinator during six weeks roll outs.
Progress of students will be monitored and plan of intervention for
students needing help will occur. Teachers will use disaggregated data
to monitor the progress of each student to ensure academic growth.

GOAL AREA I Mathematics							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Data will be used to identify students in need of extended learning opportunities.	Principal Dean Admin. Team CLL Department Heads Teachers	-DMAC reports -CLC agendas sign-in sheets -Action plans -Tutorials -Lesson Plans -Walk throughs -Go Math Resources	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-DMAC data reports -Data and Item analysis -Progress Monitoring Reports -Students' Progress Sheet -Walk-through feedback -Lesson Plans	-Student achievement gains and closing achievement gaps.	-Weekly Assessments -Unit Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 8 Component 9

Action Steps: Mathematics
Teachers will receive assessment data for their students within 48
hours of the test administration. Data will be used to inform tutorial
lessons and to identify spiraled skills and concepts.
Campus level monitoring of the progress of students will be done immediately following each Benchmark.

GOAL AREA I
Social Studies

Goal Area 1:   Student Achievement – Social Studies

Annual Goal: Students achieving at the approaches level will increase from 57% to 70% , meets level or above will increase from 25% to 33% and students achieving at masters level or above will increase from 13% to 15% as measured by 2024 STAAR Math Assessments.

Measurable Objective: The percent of students scoring at the meets level will increase 5% quarterly as measured by benchmarks.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Design lessons that are aligned to the assessment and provide students with opportunities to engage in high level problem solving and use of critical thinking skills to develop their knowledge and mastery of the TEKS presented.	Principal Dean Admin Team CLL Department Heads Teachers Content Coordinator	-DMAC data -Teacher notes -Individual student teacher data	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-Differentiated Lesson plans -Walk-through documents -Teacher/Parent Signature on Monitoring sheet -Targeted Skills Academies	-Student increase in the number passers and performance at meets level and above -Growth in BOY to MOY to EOY	-Formative assessments -Unit Assessments -Benchmarks -STAAR -Student Growth Measure [SGMs] Pre/Post Test	Title I Component 2 Component 3 Component 4 Component 8 Component 9

 Action Steps: Social Studies

Ongoing professional development will be provided for teachers, administrators and other staff on state standards, TEKS, curriculum, and instructional strategies. Provide and monitor Social Studies tutoring.

Provide teacher support in the implementation of materials that align to Social Studies curriculum.

GOAL AREA I
Social Studies

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Team and department heads will monitor the implementation of the curriculum content and TCLC strategies through calibrated walk-throughs.	Principal Dean Admin. Team CLL Department Heads Content Coordinator Teachers	-DMAC reports -Look for's in walk-throughs -Intervisitation -Lesson Plans	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-DMAC data reports -Curriculum -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-BM1 -BM2 -Unit Assessments	-Unit Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Mathematics

Teachers will attend PD sessions with Social Studies coordinator and Assistant Principal in charge of SS during six weeks roll out. Progress of students will be monitored and plan of intervention for students needing help will occur.

Teachers will use disaggregated data to monitor the progress of each student to ensure academic growth.

GOAL AREA I Social Studies							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Social Studies teachers will plan and conduct targeted tutoring sessions and specialized academies for students needing additional support in identified areas based on data analysis reports.	Principal Dean Admin. Team CLL Department Heads Content Coordinator Teachers	-DMAC reports -Individual Student Profiles -Lesson Plans -Academy Plan and Schedule	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-DMAC data reports -Curriculum -Progress Monitoring Reports -Lesson Plans	-BM1 -BM2	-Unit Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps:

Social Studies- The progress of all student groups will be monitored through the disaggregation of data to ensure appropriate planning of academic interventions for student learning.

-CBA/Benchmark data will be disaggregated and used to monitor the progress of each student and ensure academic growth.

-Extended learning opportunities for students not mastering the curriculum will be provided academies, tutorials and enrichment period.

Audie Murphy Middle School
Goal 2: Closing the Gaps

GOAL AREA 2
Reading and Math
Special Education

Goal Area 2: Student Achievement – Special Populations

Annual Goal: Special education students achieving at the meets level or above will increase from 17% to 22% in Reading and students achieving at meets level or above in Math will increase from 25% to 30% as measured by 2024 STAAR Reading and Math Assessments.

Measurable Objective: The percent of students scoring at the meets level will increase 2% quarterly as measured by benchmarks.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus level monitoring of the progress of special education students will be done immediately following each Benchmark assessment.	Principal Dean Admin Team CLL Department Heads Teachers Diagnostician	- Benchmarks -Istation -Reading -Imagine Math -LEXIA - Systems 44 -Study Sync	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans - Individual Student Growth Plans	-Students in subgroups will make progress towards closing the achievement gap.	-Unit Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading & Math

Special pop groups data will be reviewed following each district-level Benchmark for progress toward meeting state standards at Meets Grade Level Standard or Above. Professional development training on data analysis will be provided for campus departments.

All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.

Teachers will track progress every six weeks and plan next steps for individualized student support.

Provide professional development in the areas of RLA/SPLA, Math, best practices on differentiated instruction and state assessment accessibility features and designated supports.

GOAL AREA 2
Reading and Math
Special Education

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
ELPS training will be provided for all staff members to serve the needs of our EL students. All staff will complete the SIOP modules.	Principal Dean Admin. Team CLL Department Heads Teachers	-DMAC reports -Look for's in walk throughs -Intervisitation -Lesson Plans	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan 2024 -March 2024 -April 2024 -June 2024	-DMAC data reports -Curriculum -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Individual Student Growth Plans		-Unit Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading and Math - Special Education

Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program.
Monitor the progress of all students including special population students, i.e. special ed, ECD, HISP, continuously enrolled, non-continuously enrolled, EL, etc., through district formative assessments. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.

GOAL AREA 2
Reading and Math
Special Education

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Data will be used to inform tutorial lessons and to identify skills that will be retaught using supplemental aids and applicable resources that correspond with student's IEPs.	Principal Dean Admin. Team CLL Department Heads Teachers Diagnostician	-Unit assessments -Benchmark assessments -Systems 44 -STAAR release assessments	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Student achievement gains and closing achievement gaps.	-Weekly Assessments -CBA I -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading and Math - Special Education

Use data to for each specific assessment to identify students' needs
Data will be used to inform tutorial lessons and to identify spiraled skills and concepts Data will be used to identify students in need of extended learning opportunities

GOAL AREA 2
Reading and Math
Emergent Bilinguals

Goal Area 2:   Student Achievement – Emergent Bilinguals

Annual Goal: Emergent Bilingual (EB) students achieving at the meets level or above will increase from 29% to 34% in Reading and students achieving at meets level or above will increase
from 28% to 33% in Math as measured by 2024 STAAR Assessments.

Measurable Objective: The percent of students scoring at the meets level will increase 5% quarterly as measured by benchmarks.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Monitor the progress of all EL students using district formative and summative assessments·	Principal Dean Admin Team CLL Teachers Department Heads Bilingual Director	-Benchmarks -Istation Reading -Systems 44 -Study Sync -Student Artifacts	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2023 -March 2024 -April 2024 -June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Sign-In Sheets -CLC Agendas	-Students in subgroups will show progress towards closing the achievement gap.	-Unit Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading and Math - English Learners

Monitor the progress and implementation of ELP strategies to accelerate the progress of EL's.

Professional development training on data analysis will be provided for campus departments.

All teachers will be required to follow the strategies in the curriculum to enhance overall performance for English Learners students in their classroom.

Campus administration will use walk-through forms to monitor the implementation of student engagement and provide teacher with immediate feedback.

Teachers collaborate during CLCs by analyzing student artifacts to determine instructional level of support.

Administrators/CLL will identify and work with teachers to provide additional coaching and instructional strategy support.

GOAL AREA 2
Reading and Math
Emergent Bilinguals

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
ELPS training will be provided for all staff members to serve the needs of our EL students. All staff will complete the SIOP modules.	Principal Dean Admin. Team CLL Department Heads Teachers	-DMAC reports -Look for's in walk throughs -Intervisitation -Lesson Plans	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-DMAC data reports -Curriculum -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-BM1	-Unit Assessments -BM I -STAAR -TELPAS	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading and Math English Learners

Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program.
Monitor the progress of all students through district formative assessments.
Monitor campus implementation of accommodations and interventions to accelerate student progress.
Monitor the strategic action plan for all EL's to ensure students are making progress towards advancing one or more proficiency levels on TELPAS assessment.
Focus on increasing student engagement through activities that scaffold content.
TELPAS CTC/LPAC administrators and teachers develop individualized TELPAS plans and conduct student and parent
informational meetings on TELPAS scores/plans.
Schedule emergent bilinguals to practice for TELPAS listening, speaking, and reading using the TELPAS software program
and practice sets provided by TEA. Administer the TELPAS reading benchmark as schedule on the TELPAS calendar.

GOAL AREA 2
Reading and Math
Emergent Bilinguals

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Data will be used to inform tutorial lessons and to identify skills that will be retaught using supplemental aids and applicable resources that correspond with student's individual instructional needs – proficiency level skills needed to make progress.	Principal Dean Admin Team CLL Department Heads Teachers	-Unit Assessments -Benchmark assessments	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 May 2024 -June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Word Walls	-Student achievement gains and closing achievement gaps.	-Unit Assessments -BM I -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9 Local Funds 2a, 9a, 9b

Action Steps: Reading and Math English Learners

Use data for each specific assessment to identify students' needs
Data will be used to inform tutorial lessons and to identify spiraled skills and concepts Data will be used to identify students in need of extended learning opportunities.
Lessons will be planned to support students with enhancing skills in the areas of listening, speaking, reading, and writing.
Differentiate instruction for emergent bilingual based on their individual academic growth needs.
Provide training on how to utilize interactive word walls to differentiate instruction for emergent bilinguals.

Audie Murphy Middle School

Goal 3: Improve Safety, Culture and Climate Including Safety and Violence Prevention

Goal 3 Improve Safety, Culture and Climate Including Safety and Violence Prevention

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist students with (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	--Nursing Staff	-SCE and T1, School based clinic NCDV, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, Virtual Care Services, VSP (vouchers)	August 2023 Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 Mar. 2024 Apr. 2024 May 2024 June 2024	-Assistance provided to students as needed	-Health Needs Met	-Side by side data analysis	-Title 1--#2, 10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Ensure that all staff is trained about asthma symptoms, triggers and resources.	-Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2023 Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 Mar. 2024 Apr. 2024 May 2024 June 2024	-Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services -Assist with all medical asthmatic needs when needed	-Less asthma related emergencies	-Side by side data analysis	-Title 1--#2, 10

Goal 3 Improve Safety, Culture and Climate Including Safety and Violence Prevention

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	-Nursing Staff	-School based clinics -Local health care providers -Local hospitals	August 2023 Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 Mar. 2024 Apr. 2024 May 2024 June 2024	-Live monitoring of uninsured students with dashboards by individual campus and student	-Decrease percentage of student without a medical home	-Side by side data analysis	-Title 1--#2, 10

Goal 3 Improve Safety, Culture and Climate Including Safety and Violence Prevention

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best- practices document for community providers. -Refer children to the appropriate medical services (school - based clinics)	-Nursing Staff -Counselors	-Behavioral Centers -PSJA LPC	August 2023 Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 Mar. 2024 Apr. 2024 May 2024 June 2024	-Brochure with available services information included	-Feedback from team after drill is completed, successful use of actual plan implemented for emergencies	-Side by side data analysis	-Title 1--#2, 10
-Provide support services Including: determent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2023 Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 Mar. 2024 Apr. 2024 May 2024 June 2024	-Presentation for students	-Feedback from team after drill is completed, successful use of actual plan implemented for emergencies	-Side by side data analysis	-Title 1--#2, 10

Goal 3 Improve Safety, Culture and Climate Including Safety and Violence Prevention

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
-Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff -Emergency Response Team	-Emergency medical services from Pharr, San Juan and Alamo	August 2023 Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 Mar. 2024 Apr. 2024 May 2024 June 2024	-Nurses conduct impairment assessment as needed.	-Resource referral issued to every student at risk for drug use or violent behavior.	-Side by side data analysis	-Title 1--#2, 10

Goal 3 Improve Safety, Culture and Climate Including Safety and Violence Prevention

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training all school staff on lockdown procedures	-Principal -Assistant Principals -Head Security	-Local Funds	August 2023 Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 Mar. 2024 Apr. 2024 May 2024 June 2024	-Minimum two lock downs per campus per school year	-Schools are prepared for emergency situations	-Side by side data analysis	-Title 1--#2, 10
Training all school staff on fire drill procedures	-Principal -Assistant Principals -Head Security	-Local Funds	August 2023 Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 Mar. 2024 Apr. 2024 May 2024 June 2024	-One fire drill conducted per month	-Schools are prepared for emergency situations	-Side by side data analysis	-Title 1--#2, 10

Goal 3 Improve Safety, Culture and Climate Including Safety and Violence Prevention

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training all security staff to always be professional and courteous to all students and staff	-Principal -Assistant Principals	-Local Funds	August 2023 Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 Mar. 2024 Apr. 2024 May 2024 June 2024	-Security officers dress and act professionally	-Better and improved interactions between security guards and staff, and students	-Side by side data analysis	-Title 1--#2, 10

Audie Murphy Middle School

Goal 4: Increase Staff quality, Recruitment and Retention

Goal 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: 100% of all teachers will be highly certified.
Measurable Objective: 100% of all teachers will be retained at the end of the school year.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Hire University Student Interns that have demonstrated excellence in the classroom	-Principals recommend to HR students interns that should be offered a contract	-UTRGV, Texas A&M Kingsville, STC	-Fall -Spring	- Hiring of Student Interns	-Better adjustment for new teachers	-Higher retention rate of new teachers	Title 1 - # 4
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	-Collaborative Learning Leader	-Local funds	-Aug. 2023 – May 2024	-Sign-In Sheets -Instructional Coaching Log -Coaching schedules	-Benchmark scores, student achievement gains, closing achievement gaps	-CBAs, BMs, STAAR, TELPAS	Title 1 - # 4
On-going professional development of District Curriculum	-Principal -Assistant Principals -Collaborative Learning Leader	-Local funds	-Aug. 2023 – May 2024	Sign-In sheets for curriculum development and revisions	-Better implementation of curriculum More alignment	-CBAs, BMs, STAAR, TELPAS	Title 1 - # 4

Goal 4: Increase Staff Quality, Recruitment and Retention							
Annual Goal: 100% of all teachers will be highly certified. **Measurable Objective: 100% of all teachers will be retained at the end of the school year.**							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	-Principal -Assistant Principals -Collaborative Learning Leader	Experience teachers that have been trained as mentors. ACT-RGV	-Aug. 2023 – May 2024	-Mentor Logs	-Increase in teacher satisfaction and moral -Improvement in student performance	-T-TESS Evaluation -Student Academic Performance	Title 1 - # 4
Implement an effective instructional coaching system with on-going professional development	-Principal -Assistant Principals -Collaborative Learning Leader	-Title One Local Funds	-Aug. 2023 – May 2024	-Sign-In Sheets -Coaching logs -Coaching schedules	-T-TESS Teacher Evaluation Proficiency level increase to the Proficient, Accomplished and Distinguished levels	-T-TESS Mid-term and summative evaluations -SLO obtainment	Title 1 - # 4
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	-Principal -Assistant Principals -Collaborative Learning Leader	-Title One Local Funds	-Aug. 2023 – May 2024	-Sign-In Sheets -Coaching logs -Coaching schedules	-T-TESS Teacher Evaluation Proficiency level increase to the Proficient, Accomplished and Distinguished levels	-T-TESS Mid-term and summative evaluations -SLO obtainment	Title 1 - # 4
Monthly progress monitoring campus visits and Instructional rounds	-Principal -Assistant Principals -Collaborative Learning Leader	-Title One Local Funds	-Aug. 2023 – May 2024	-Sign-In Sheets -Coaching logs -Coaching schedules	-T-TESS Teacher Evaluation Proficiency level increase to the Proficient, Accomplished and Distinguished levels	-T-TESS Mid-term and summative evaluations	Title 1 - # 4

Parental Involvement

Goal 5: Family and Community Involvement

Objective 1: Provide opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing and other campus related information (STAAR, TELPAS, AP Testing, and Campus Policies and Procedures).	Principals, Parent Educator	Local Funds, Title I Funds	-Aug. 2023 – May 2024	Sign-in Sheets	Parent Surveys Sign In Sheets	Accountability Updates	Title I- #4, #6
Parent Orientations Meetings on Various Topics Accountability Goals, School Culture and Climate, Core Subject Curriculum, and Literacy Development	Principal Parent Educator Counselors Librarian	Title I Funds	-Aug. 2023 – May 2024	Sign-in Sheets, Telephone Logs	Parent Surveys	Campus Mission and Vision	Title I- #4, #6
Increase tutorial academies (after school and Saturday) for students. Maintain contact with parents via telephone, social media, scheduled monthly PAC meetings, etc.	Admin Team Parent Educator	Title I Funds	-Aug. 2023 – May 2024	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR, TELPAS, Spanish AP Exam	Title I- #2, #9

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Audie Murphy Middle School Professional Development

Audie Murphy Middle School

TIME	TOPIC	DESCRIPTION	PRESENTER	ROOM
8:00am - 8:45am	Breakfast Welcome & Ice Breaker	Team Building Activity Introduction of New Staff Summer Birthdays	Lizette Longoria Margaret Carranza	Café
8:45am - 9:30am	Sexual Harrassmnent/ Bullying	State Mandated Training	Lisandro Espinosa Juan Garza Yvonne Galindo	Café
9:30am - 10:30am	T-TESS	Texas Teacher Evaluation System	Lizette Longoria	Café
10:30am - 10:40am	Break			
10:40am - 11:45am	Campus Improvement Plan & Campus Vision and Mission 2023-2024	Present Findings from the Campus Needs Assessment and Plan Next Steps for Improvement	Lizette Longoria CIP Team	Café
11:45am - 12:45pm	Lunch			
12:45pm - 1:30pm	Safety	Student and Staff Safety Procedures/ Health Services	Robert Sanchez	Café
1:30pm - 2:15pm	Real World Connections with Informational Texts	Sustainability Goals	Rene Rocha	Café
2:15pm - 2:30pm	United Way	Service Goals: Education, Health, Financial Stability, and Safety Net	UW Representative	Café
2:30pm - 2:40pm	Break			
2:40pm - 4:00pm	TIA	Teacher Incentive Allotment	Lizette Longoria	Café

Audie Murphy Middle School Professional Development				
Wednesday August 23, 2023 ERO #282509				
TIME	TOPIC	AUDIENCE/DESCRIPTION	PRESENTER	ROOM
1:00pm - 1:30pm	Staff ID's	Individual Photos taken for Required Identification	Picture Perfect	Library
1:30pm - 2:00pm	Copyright/Library Resources	Rules and Regulations/Next Steps for Research and Book Titles	Gina Huerta	Café
2:00pm - 3:00pm	Dual Language	Annual Plan for Supporting Emergent Bilinguals	Margaret Carranza CLL	Café
3:00pm - 4:00pm	Teacher Handbook/ Binders	Campus Expectations/Lesson Plans and Data Collection	Lizette Longoria	Café

Resources

All Core Content Subjects and Subgroups Resources	Resources
All students, all contents and student subgroups/needs: Purchase of consumables in all content areas as needed Implement a continuous monitoring program to ensure continuity and consistency of the curriculum: Conduct grade level meetings to disseminate information, assure adherence to timelines and curriculum standards, sharing of ideas, analyzing student progress, etc. • Review grade books and lesson plans • Review student class portfolios • Review individual student STAAR profiles • Vertical academic teams • Meet regularly to plan lessons (CLC and content team planning) • Accelerated Reader testing and monitoring • Use student engagement protocols/CIF • Conduct after school and Saturday tutorials for accelerated instruction • Conduct content academies Conduct grade level meetings to analyze data to include: • STAAR • LAS/TELPAS/TELPAS ALT • STAAR Alt., • Subgroup Data • TEA Reports • DMAC Identify needs of all special populations Identify, select, and implement instructional programs to meet the needs of all population groups in all subject areas.	Title 1 211 Local Funds 199 SCE ESSR

All Core Content Subjects and Subgroups
Resources
 	
ELA
• Reading Portfolios
• Fluency Timers
• Individual Student Profiles
• Reading STAR Program
• Thinking Maps
• Provide classrooms libraries/programs
• Class sets – novels
• Newspapers
• Magazines
• Dictionaries
• Thesauri
• Internet Resources
• Response to Intervention (RTI)
• Bulletin Boards for displaying student work and projects
• Provide after school and Saturday tutorial snacks on tutoring days.
• Purchase supplemental workbooks, supplies/materials and equipment/hardware to meet the new STAAR requirements in all
   core content areas.
      • Copier Lease
•   Purchase Supplies/Materials as needed for all academic core classes
•   Purchase technology supplies and equipment to support lesson delivery in all classrooms
•   Purchase books for book studies
 	
*To use **District Print Shop** for instructional purposes in any core content area.
	Resources
	
	Title 1
	
	211
	
	Local Funds 199
	
	SCE
	
	ESSR

All Core Content Subjects and Subgroups **Resources** **ELA Continued** • Provide a literature – rich environment by increasing the number of novels in the classroom and school library and make available to all students • ESL Dictionaries • Books on CD/MackinVIA ebooks • Vocabulary Word Walls • ELPS Strategies • Accelerated Reader –Renaissance • Utilize Benchmark/ STAAR/TELPAS results to help students • Lesson Plans • Graphic Organizers • TEKS – STAAR • STAAR / STAAR Alt , • Interactive Notebooks • Study Sync • Istation • DMAC • Scholastic • Region One Service Center	Resources Title 1 211 Local Funds 199 SCE ESSR

All Core Content Subjects and Subgroups Resources	Resources
SCIENCE • STEM – buy consumables • Lead4ward • Provide classrooms libraries/programs • General Supplies for Academies, Content Camps, and Classroom Lessons • Purchase laboratory specimens • Science Fusion • Nearpod • DMAC SCIENCE – EL • Science Enrichment Course Professional Development • HESTEC • RGVSA • CAST	Title 1 211 Local Funds 199 SCE ESSR

All Core Content Subjects and Subgroups Resources	Resources
MATH • TI – Inspire Calculators • Four function calculators • White Boards/Newline Boards • General Supplies for Academies, Content Camps, and Classroom Lessons • Lead4ward • Go Math • Imagine Math • PSJA Teacher Instructional Guide • MiPLAN • STAAR Master Professional Development • Math Conference • TMSCA	Title 1 211 Local Funds 199 SCE ESSR

All Core Content Subjects and Subgroups Resources	Resources
Social Studies • Jarrett Books • Sirius Books • General Supplies for Academies, Content Camps, and Classroom Lessons • Provide additional tutoring and reinforcement to students identified at risk of failing • Interactive Notebooks • Connect Ed • Reading Essentials • NewsELA • Textbook – McGraw-Hill • ELPS • Lead4ward • National Geographic • **Social Studies – EL** • Enrichment Course	Title 1 211 Local Funds 199 SCE ESSR

	Resources
All Core Content Subjects and Subgroups **Professional Development** • Establish continuous professional staff development in identified areas of need • Reading academy for the struggling readers • SIOP (Sheltered Instruction Observation Protocol) • Cooperative Learning • Train all teachers in GT strategies • AP/Pre-AP Trainings • Cognia (Accreditation Review) • Region One Service Center • Curriculum Writing • Lead4Ward- Conference • Lead4ward-Webinars- All Contents • McGraw-Hill Consulting • Personalized Learning PD by Content • Imagine Math • Trail of Bread Crumbs – Gretchen Bernabei (Writing Consultant) • Campus Improvement Planning Team Meetings • Reading Apprenticeship Across all Disciplines (RAAD) • Authentic Literacy PD • Holdsworth • TMSCA	Title 1 211 Local Funds 199 SCE

	Resources
All Core Content Subjects and Subgroups **Professional Development** Provide continuous staff development in: • Data analysis to identify language proficiency levels • Data analysis to inform instruction • Accountability System • ESL strategies/SIOP • Instructional Academies • After school & Sat. tutoring/Accelerated Instruction • Differentiated Instruction/ Google Classroom • LAS Training • LPAC Training • Attending ESL Conferences • Author visits - library • Motivational Speakers • Dual Language • University Interscholastic League (UIL) • School Improvement Conference • Middle Schools Matter Conference • HESTEC • RGVSA Conference • CAST Conference	Title 1 211 Local Funds 199 SCE ESSR

	Resources

All Core Content Subjects and Subgroups
Professional Development
 	
Support teacher staff development activities in the following:
Special Education
• Bilingual/ESL strategies to support classroom instruction for EL students
• Awareness of cultural factors that influence instruction
• Instructional strategies such as modifications and accommodations in general education
• Positive behavior intervention strategies to enhance classroom management and de-escalate and/or diffuse inappropriate behavior
• CPR training for teachers and paraprofessionals of self - contained classrooms every two years
• Stop the Bleed
• Narcan Spray
• First Aid/AED
• Tutoring
• Differentiation of Instruction
Support Facilitation- Electives
      Teacher prepared accommodations and modifications (non – core area courses).
Speech Therapy
Related Services:
      Transportation, Counseling, Psychological services, school health services, social
      work services, behavior strategist, PT, OT, VI, and OM.
	Title 1
	
	211
	
	Local
	
	Funds 199
	
	SCE
	
	ESSR

	Resources

All Core Content Subjects and Subgroups Technology
 	
Integrate technology into the curriculum to reinforce and enhance math skills.
• Data Projectors and data projector parts
• All in one classroom computers
• Document Cameras
• Classroom Clickers
• Classroom Speakers (content academies)
• Classroom microphones
• Presentation Screens (content academies)
• Presentation Technology Carts (content academies)
• I-Pads
• Mobile Classroom Labs
• Software
   • BrainPop
   • Imagine Math/Istation
   • Herman Method
   • Lexia
• Mimios
• Laptops
• Student Lab computers and printers
   • Ink cartridges
	Title 1
	
	211
	
	Local
	
	Funds 199
	
	SCE
	
	ESSR

	Resources
All Core Content Subjects and Subgroups Technology Computer Lab Bulletin Boards for student work and presentations Purchase supplemental workbooks, supplies and equipment to meet the new STAAR requirements. **Science** • Keep laboratory equipment up to date • Purchase supplies and equipment needed to do labs and other lessons **Math** • TI – Inspire and four function calculators.	Title 1 211 Local Funds 199 SCE ESSR