



# PHARR-SAN JUAN-ALAMO Independent School District

Audie Murphy  
Middle School  
Campus  
Improvement  
Plan  
2020 - 2021



“Stronger Together”

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# Audie Murphy Middle School Leadership Team(SBDM)

## Administration:

Lizette Longoria - Principal

Velma Villarreal - Dean of Instruction

Elisa Trevino - Assistant Principal

Margarita Carranza - Assistant Principal

Robert Sanchez - Assistant Principal

Flor Villarreal - Collaborative Learning Leader

Yvonne Galindo - Counselor

Alma Moreno - Nurse

## Department Heads:

Juanita Gonzalez - Math

Gonzalo Rodriguez - RLA

Carlos Rivera - Science

Joanna Navarro - Sp. Education

Adriana Torrez - Electives

## Parents:

Rebecca and Robert Rivera

Irene Soto

## Community Member:

Imelda Gonzales

# Audie Murphy Middle School – CIP Focus Groups

## Goal 1: Student Achievement

|                   |                     |
|-------------------|---------------------|
| Gonzalo Rodriguez | RLA Dept. Head      |
| Velma Villarreal  | Dean of Instruction |
| Irene Soto        | Parent              |
| Lizette Longoria  | Principal           |

## Goal 2: Closing the Gaps

|                   |                    |
|-------------------|--------------------|
| Carlos Rivera     | Science Dept. Head |
| Margaret Carranza | Asst. Principal    |
| Flor Villarreal   | CLL                |
| Lizette Longoria  | Principal          |

## Goal 3: Improve Safety, Public Support, Culture and Climate

|                 |                              |
|-----------------|------------------------------|
| Alma Flores     | Social Studies Dept. Head    |
| Robert Sanchez  | Parent                       |
| Rebecca Rivera  | Parent                       |
| Alma Moreno     | School Nurse                 |
| Yvonne Galindo  | Counselor                    |
| Imelda Gonzalez | Community Member<br>& Parent |

## Goal 4: Increase Staff Quality, Recruitment, and Retention

|                  |                          |
|------------------|--------------------------|
| Juanita Gonzalez | Math Dept. Head          |
| Elisa Trevino    | Asst. Principal          |
| Joanna Navarro   | Sp. Education Dept. Head |
| Adriana Torrez   | Electives Dept. Head     |

# AUDIE MURPHY MIDDLE SCHOOL



## Vision



At Audie Murphy Middle School, our goal is to be the middle school of choice. The perception from the community, stakeholders, and people will be that our campus is a safe environment that is conducive to learning, has the best highly qualified staff, offers opportunities for students to achieve their educational potential, and promotes college readiness with a focus on careers. We expect and demand that every student will practice and use core values for building good character. We are a unity of people, driven by a passion to act on a vision for success.

**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 explore excellence pathways in preparation 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

## ***What We Want to Accomplish***

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



## **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



| Audie Murphy   | ALL | MALE | FEMALE | SPED | LEP  | M1 | M2  | MIGRANT | ECD  | GT  |
|----------------|-----|------|--------|------|------|----|-----|---------|------|-----|
| <b>Number</b>  | 818 | 409  | 409    | 71   | 427  | 0  | 45  | 22      | 773  | 51  |
| <b>Percent</b> | 100 | 50.0 | 50.0   | 8.7  | 52.2 | 0  | 5.5 | 2.7     | 94.5 | 6.2 |

| Audie Murphy        | ALL | HISPANIC | ASIAN | BLACK | WHITE | AMERICAN INDIAN/ALASKAN |
|---------------------|-----|----------|-------|-------|-------|-------------------------|
| Number              | 818 | 812      | 1     | 0     | 5     | 0                       |
| <b>AUDIE MURPHY</b> | 100 | 99.3     | 0.1   | 0     | 0.6   | 0                       |

Comprehensive Needs Assessment Continued: Goal 1-7 Summary of Findings

| GOAL | Area Reviewed   | Summary of Strengths  | Summary of Needs  | Priorities   |
|------|---|---|---|--|
| 1    | <p style="text-align: center;"><b>Domain 1:<br/>Student Achievement</b></p>         | <p>65% (2018) to 71% (2019), an increase of 6% of students that met Domain 1.</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> Grade Reading</li> <li>• 8<sup>th</sup> Grade Math</li> <li>• 7<sup>th</sup> Grade Math</li> <li>• 7<sup>th</sup> Grade Writing</li> <li>• 8<sup>th</sup> Grade Science</li> <li>• 7<sup>th</sup> &amp; 8<sup>th</sup> Grade Algebra I</li> </ul> | <p>29% of our students did not meet the Domain 1 standard.</p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> Grade Reading</li> <li>• 6<sup>th</sup> Grade Math</li> <li>• 8<sup>th</sup> Grade Reading</li> <li>• 8<sup>th</sup> Grade Social Studies</li> </ul>   | <p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> Grade Reading and Math, 8<sup>th</sup> Grade Reading, and Social Studies.</li> </ul> <p>Annual Goals: 78% or Higher for Reading, 78% or higher for Math, and 70% for Social Studies.</p> |
| 2    | <p style="text-align: center;"><b>Domain 2:<br/>Student Progress</b></p>            | <p>Met Standard with an 82%</p> <p>Campus did not meet the State Target for Domain 2 part A in academic growth, but did meet the Relative Performance Part B standard with an 82%. An increase of 5%.</p>   | <p>41% of our students did not meet or exceed the progress measure in Part A – Academic Progress. A decrease of 10% from 2017-2018.</p>   | <ul style="list-style-type: none"> <li>• Address the needs of identified students to meet the progress measure in 2020-2021 in Reading and Mathematics.</li> </ul>   |
| 3    | <p style="text-align: center;"><b>Domain 3:<br/>Closing the Achievement Gap</b></p> | <ul style="list-style-type: none"> <li>*Math (Hispanic)</li> <li>*Math (ECD)</li> <li>*Student Success Status (ECD)</li> </ul> <p>Mathematics (Algebra 1) Performance<br/>100% Advanced Standard</p>  | <p>IR – 47%</p> <ul style="list-style-type: none"> <li>• ELA All Subgroups</li> <li>• Math (All, EL, Sped Current, Cont./Non Enrolled)</li> <li>• TELPAS – Meet the standard of 36% or more of students progressing one or more levels of proficiency from one year to the next</li> <li>• Student Success Status (All, Hispanic, ELs, Sped, Cont./Non Enrolled)</li> </ul> | <p>Subgroups will receive additional support and intensive interventions in all subjects, in order to reach the highest level of performance.</p>  |

## Summary of Findings

| GOAL | Area Reviewed                             | Summary of Strengths   | Summary of Needs  | Priorities  |
|------|---|--|---|---|
| 4    | Family and Community Involvement          | <ul style="list-style-type: none"> <li>• Communication in both English and Spanish</li> <li>• Parent Liaison assigned at the campus level</li> <li>• Parent Centers</li> <li>• Business Partnerships</li> </ul>  | <ul style="list-style-type: none"> <li>• Parent involvement is low</li> <li>• Low Average of parents with high school diplomas and/or postsecondary education</li> <li>• More parent participation needed at campus events</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage parents to receive postsecondary training/education and attend academic conferences provided by the district</li> <li>• Conduct monthly PAC meetings organized by the parent educator</li> </ul> |
|      | Technology                                | <ul style="list-style-type: none"> <li>• Availability of technology resources for students, teachers, and staff.</li> </ul>  | <ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor</li> </ul>  | <ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource use</li> </ul>   |
| 6    | School Culture and Climate                | <ul style="list-style-type: none"> <li>• Good student attendance</li> <li>• Met district goal for 2020</li> <li>• Mentorship Program</li> <li>• Team Building</li> <li>• Social Networking</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service (CPR)</li> <li>• College for All Culture</li> <li>• Creating a Unified Culture</li> <li>• Student of the Month Events</li> </ul> | <ul style="list-style-type: none"> <li>• Advisory time scheduled daily</li> <li>• Student Recognition Events</li> <li>• Motivational Speakers</li> <li>• Expand on the mentorship program</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Increase in student academic motivation and sense of urgency to reach academic goals</li> </ul>  |
| 7    | Staff Quality, Recruitment, and Retention | <ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Institute (NTI)</li> <li>• McREL Evaluation Training</li> <li>• Assigned Mentors</li> <li>• Onboarding Support</li> <li>• Virtual Job Fair</li> <li>• Monthly Teacher Recognitions</li> <li>• Staff Nights/Networking</li> <li>• Coaching Feedback Sessions</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Provide students with the best qualified teachers in every classroom</li> </ul>  |

# Comprehensive Needs Assessment



## Data Resources Reviewed

1. 2018-19 STAAR District Summary Report
2. 2018-2019 TAPR Report
3. TELPAS Report
4. 2018-19 Attendance
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. McREL Teacher Evaluations
10. Professional Development Plan
11. Teacher Certifications

# Comprehensive Needs Assessment

## Closing the Gap



### Demographics

#### 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. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the 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 assessments , the results show an achievement gap as follows:

- In Reading, the achievement gap between SpEd and All students 2018-2019 is 38%.
- In Mathematics, the achievement gap between SpEd and All students 2018-2019 is 39%.
- In Writing, the achievement gap between SpEd and All students 2018-2019 is 28%.
- In Science, the achievement gap between SpEd and All students 2018-2019 is 33%.
- In Social Studies, the achievement gap between SpEd and All students 2018-2019 is undetermined due to small sample group.

#### Personnel Needs:

The campus must work closely with the Special Education Department and human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

#### 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.



# Comprehensive Needs Assessment

## Closing the Gap



### Demographics Summary Continued:

Enrollment at snapshot was 747 of which 331 (44.3%) are English Learners.

### English Learners (EL):

The following sources from across the district were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

### Strengths:

As evidenced in the STAAR assessments , the results show an improvement in closing the achievement gap as follows:

- In Writing, the achievement gap between ELL and All students is 6%. An increase of 9% from 2018.
- In Science, the achievement gap between ELL and All students is 5%. An increase of 3% from 2018.
- The campus Yearly Progress in TELPAS for students who progressed one proficiency level from 2018 to 2019 was 24%.
  - 6<sup>th</sup> Grade 33 students = 20%
  - 7<sup>th</sup> Grade 19 students = 17%
  - 8<sup>th</sup> Grade 40 students = 36%

# Comprehensive Needs Assessment

Closing the Gap



## Demographics Summary:

Enrollment at snapshot was 747 of which 331 (44.3%) are English Learners.

## English Language Learners (ELL):

### Needs:

- In All Student Group, the achievement gap between ELL and ALL Students is 5%.
- In Reading, the achievement gap between ELL and All students is 7%.
- In Mathematics, the achievement gap between ELL and All students is 4%.
- In Social Studies, the achievement gap between ELL and All students is 3%.

# Comprehensive Needs Assessment

## Closing the Gap



### Demographics Summary Continued:

Enrollment at snapshot was 747 of which 718 (96.1%) are English Learners.

### Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

#### Strengths:

In ALL Student group, the achievement gap between ECD and All students is 1%. An increase of 3% from 2018.

In Reading, the achievement gap between ECD and All students is 1%. Remained the same from 2018.

In Math, the achievement gap between ECD and All students is 0%. An increase of 2% from 2018.

In Writing, the achievement gap between ECD and All students is 0%. An increase of 15% from 2018.

In Science, the achievement gap between ECD and All students is 1%. An increase of 9% from 2018.

In Social Studies, the achievement gap between ECD and All students is 1%. An increase of 3% from 2018.

On the STAAR exam:

#### Needs:

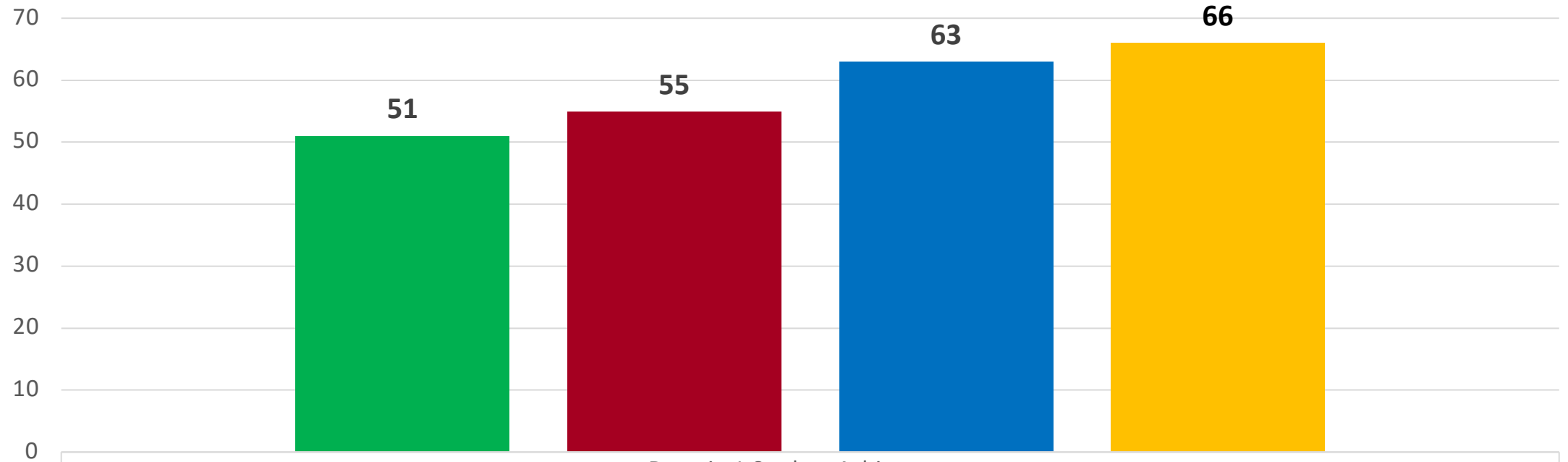
In Social Studies, the achievement gap between ECD and All students is 1%. A decrease of 2% from 2018.

# Student Achievement Summary 2019



|   | Audie Murphy<br>Component<br>Score | Audie Murphy<br>Scaled Score | PSJA ISD<br>Component<br>Score     | PSJA ISD<br>Scaled Score                 |
|---|------------------------------------|------------------------------|------------------------------------|--|
| Domain 1<br>Student Achievement                     | 39                                 | 71                           | 47 (79%)<br>STAAR Performance Only | 87<br>CCMR & Graduation<br>Rate Included |
| Domain 2<br>Academic Growth<br>Relative Performance | 61 AG (59%)<br>39 RP (82%)         | 82                           | 67 AG<br>59 RP                     | 89                                       |
| Domain 3<br>Closing the Gap                         | 6                                  | 47                           | 70                                 | 83                                       |
| Overall<br>Scaled Score                             |                                    | 72<br>Met Standard           | All PSJA Campuses                  | 87                                       |

# Student Achievement STAAR 2019 6<sup>th</sup> Reading

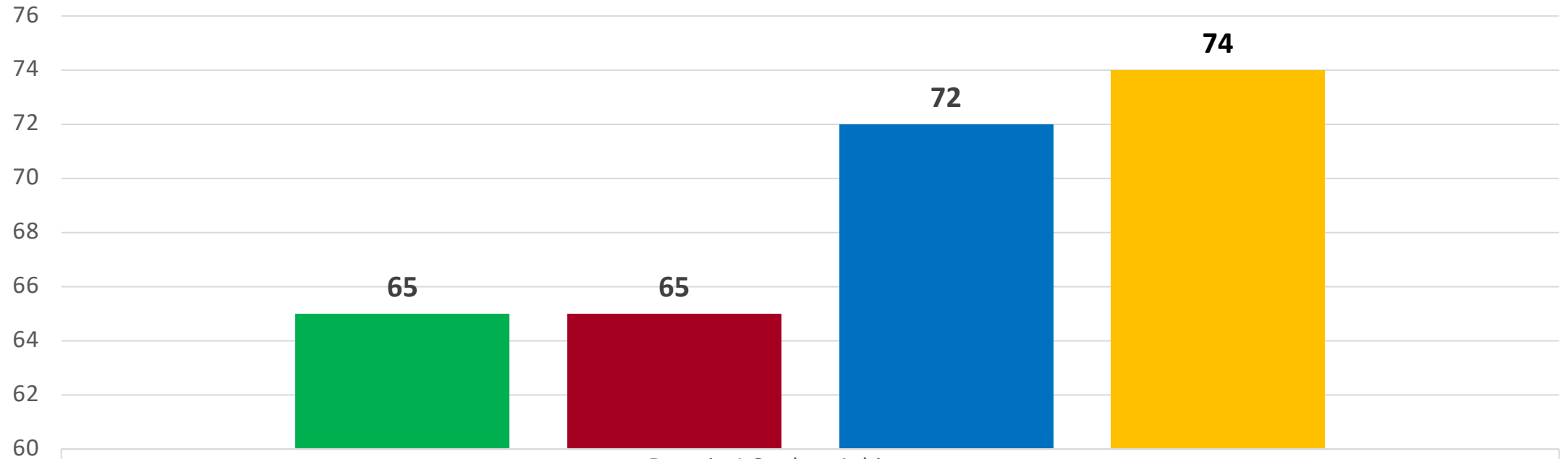


Domain 1 Student Achievement

|                |    |
|----------------|----|
| ■ Audie Murphy | 51 |
| ■ PSJA         | 55 |
| ■ Region One   | 63 |
| ■ State        | 66 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

# Student Achievement STAAR 2019 7<sup>th</sup> Reading

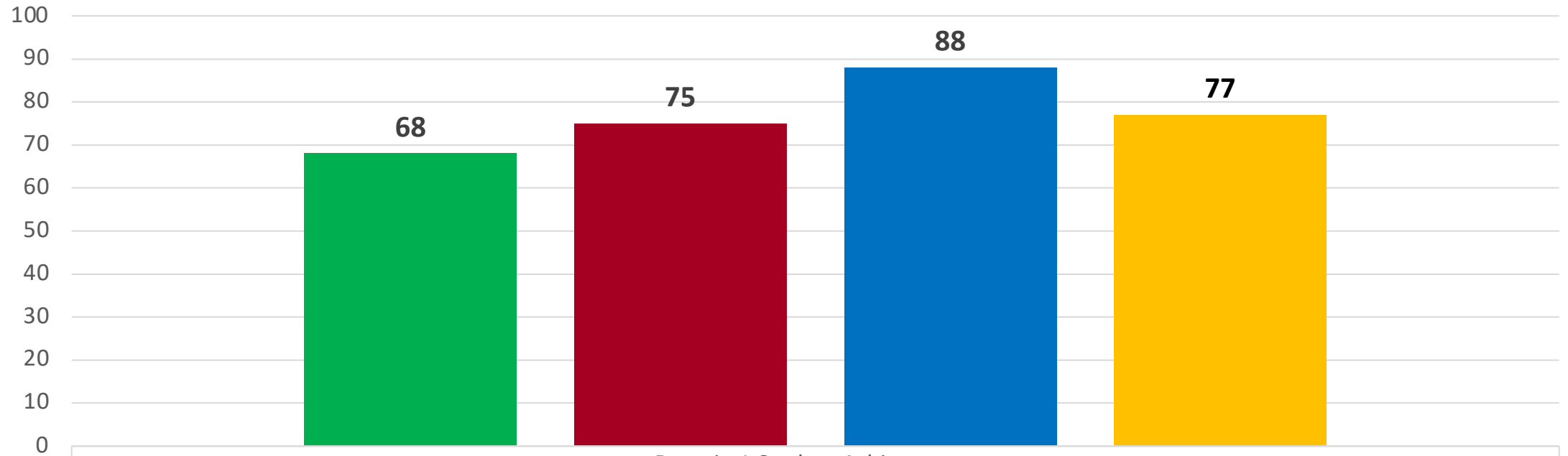


Domain 1 Student Achievement

|                |    |
|----------------|----|
| ■ Audie Murphy | 65 |
| ■ PSJA         | 65 |
| ■ Region One   | 72 |
| ■ State        | 74 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

# Student Achievement STAAR 2019 8<sup>th</sup> Reading

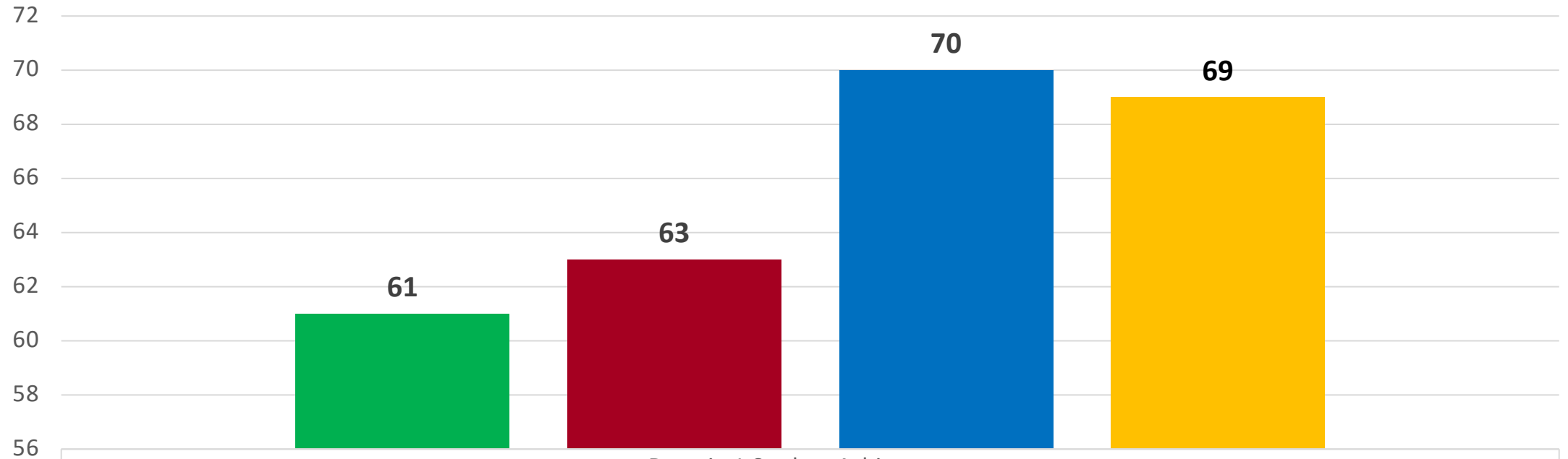


Domain 1 Student Achievement

|                |    |
|----------------|----|
| ■ Audie Murphy | 68 |
| ■ PSJA         | 75 |
| ■ Region One   | 88 |
| ■ State        | 77 |

■ Audie Murphy ■ PSJA ■ Region One ■ State

# Student Achievement STAAR 2019 7<sup>th</sup> Writing



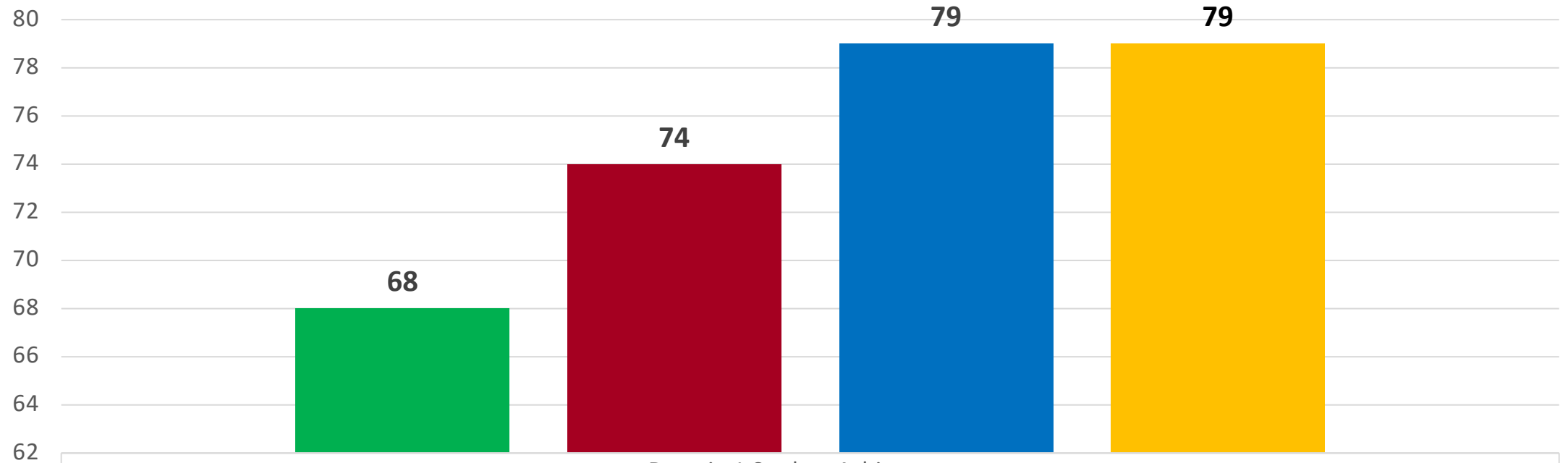
Domain 1 Student Achievement

|                |    |
|----------------|----|
| ■ Audie Murphy | 61 |
| ■ PSJA         | 63 |
| ■ Region One   | 70 |
| ■ State        | 69 |

■ Audie Murphy ■ PSJA ■ Region One ■ State



# Student Achievement STAAR 2019 6<sup>th</sup> Math



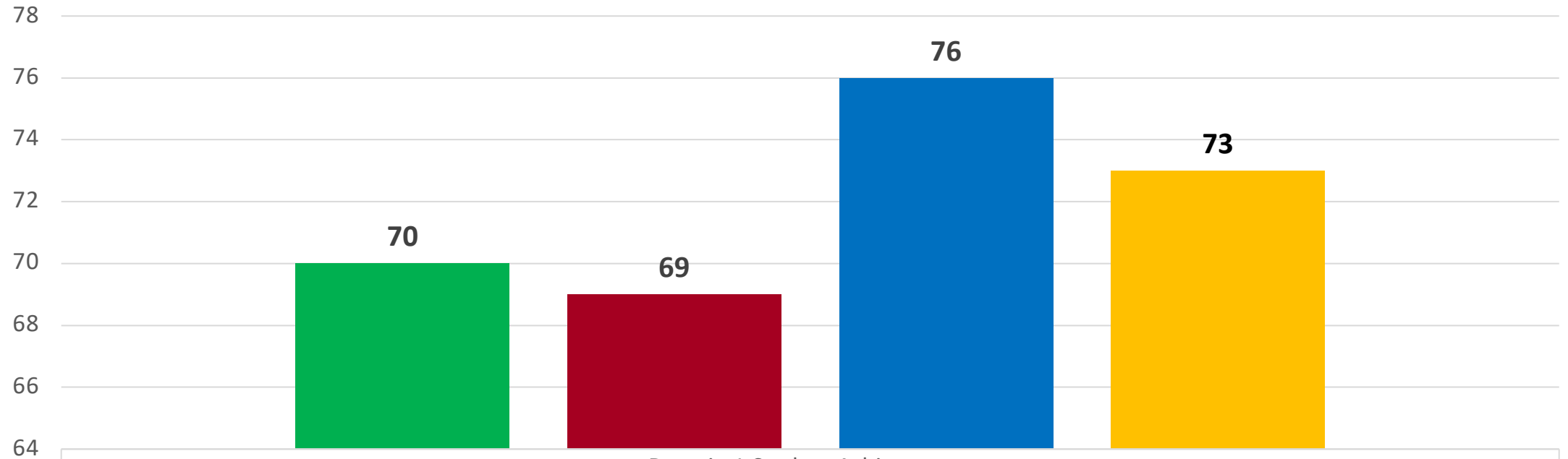
Domain 1 Student Achievement

|   |
|---|
| <span style="color: green;">■</span> Audie Murphy |
| <span style="color: red;">■</span> PSJA           |
| <span style="color: blue;">■</span> Region One    |
| <span style="color: yellow;">■</span> State       |

68  
74  
79  
79

■ Audie Murphy  
 ■ PSJA  
 ■ Region One  
 ■ State

# Student Achievement STAAR 2019 7<sup>th</sup> Math



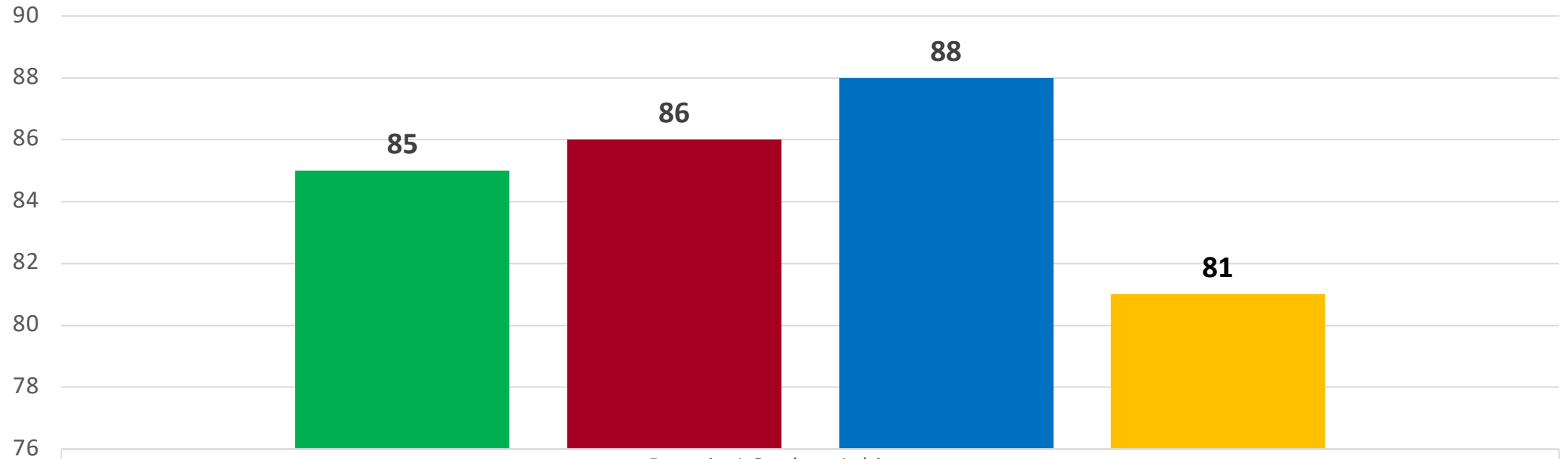
Domain 1 Student Achievement

|   |
|---|
| <span style="color: green;">■</span> Audie Murphy |
| <span style="color: maroon;">■</span> PSJA        |
| <span style="color: blue;">■</span> Region One    |
| <span style="color: yellow;">■</span> State       |

70  
69  
76  
73

■ Audie Murphy  
 ■ PSJA  
 ■ Region One  
 ■ State

# Student Achievement STAAR 2019 8<sup>th</sup> Math



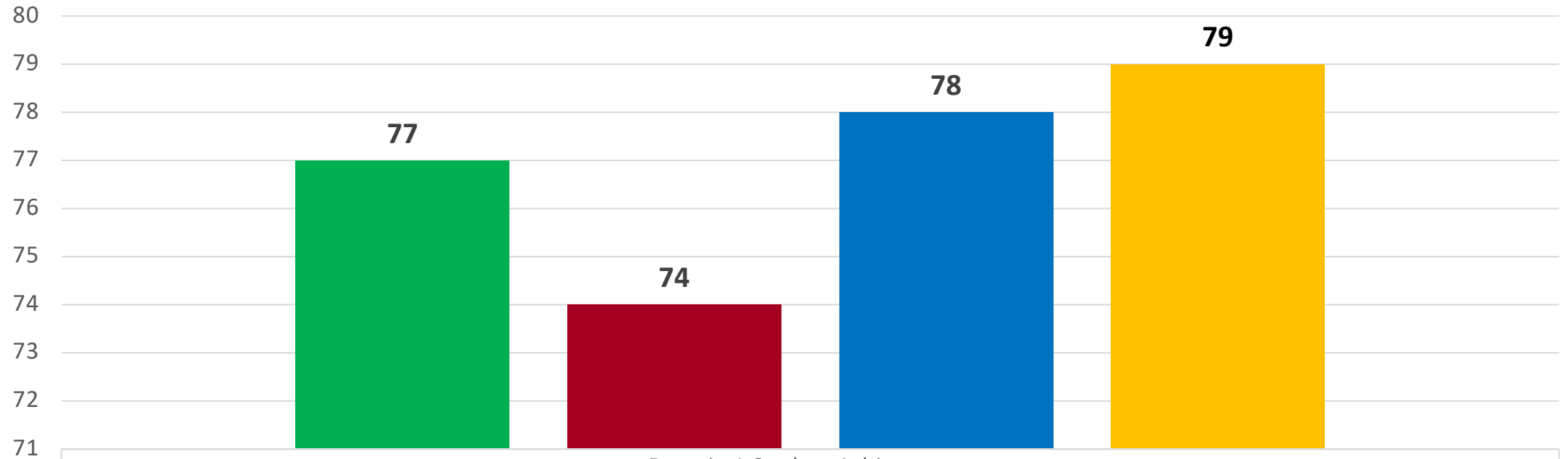
Domain 1 Student Achievement

|   |
|---|
| <span style="color: green;">■</span> Audie Murphy |
| <span style="color: darkred;">■</span> PSJA       |
| <span style="color: blue;">■</span> Region One    |
| <span style="color: yellow;">■</span> State       |

85  
86  
88  
81

■ Audie Murphy  
 ■ PSJA  
 ■ Region One  
 ■ State

# Student Achievement STAAR 2019 8<sup>th</sup> Science



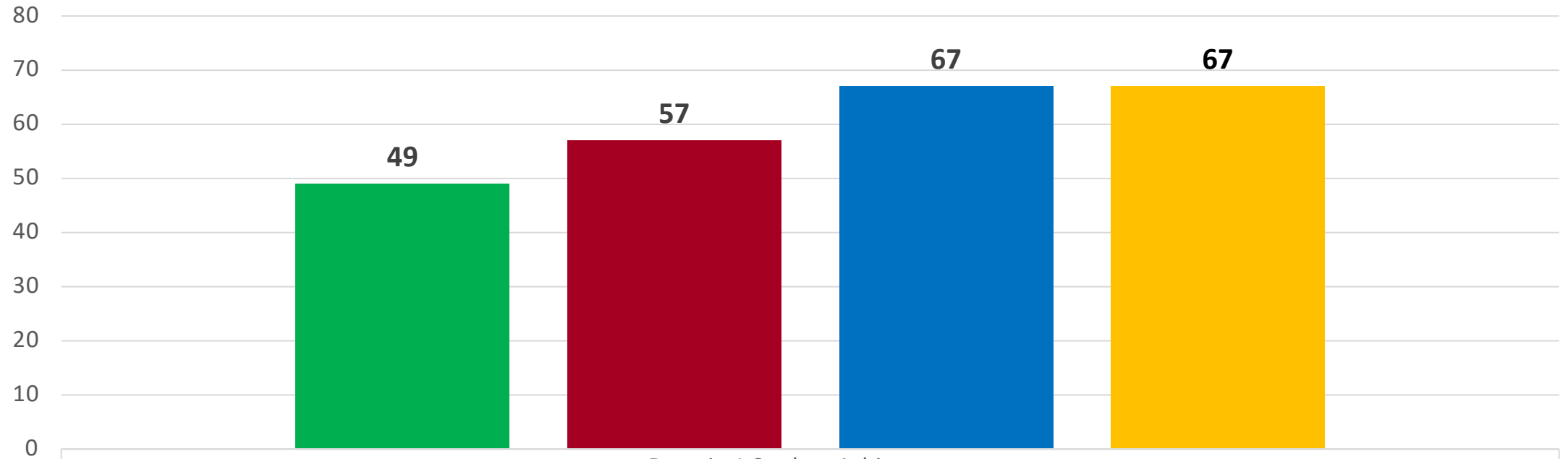
Domain 1 Student Achievement

|   |
|---|
| <span style="color: green;">■</span> Audie Murphy |
| <span style="color: maroon;">■</span> PSJA        |
| <span style="color: blue;">■</span> Region One    |
| <span style="color: yellow;">■</span> State       |

|    |
|----|
| 77 |
| 74 |
| 78 |
| 79 |

■ Audie Murphy  
 ■ PSJA  
 ■ Region One  
 ■ State

# Student Achievement STAAR 2019 8<sup>th</sup> Social Studies



Domain 1 Student Achievement

|   |
|---|
| <span style="color: green;">■</span> Audie Murphy |
| <span style="color: maroon;">■</span> PSJA        |
| <span style="color: blue;">■</span> Region One    |
| <span style="color: yellow;">■</span> State       |

49  
57  
67  
67

■ Audie Murphy  
 ■ PSJA  
 ■ Region One  
 ■ State

# 2020 - 2021 Audie Murphy Goals



## 6<sup>th</sup> Grade Mathematics

| # of <b>Questions</b> Needed to Meet State Performance Standard<br><br>Max Raw Score 38 |    | % of <b>Students</b> Passing State Assessment at State Standard of <i>34%</i> |             | % of <b>Students</b> Passing State Assessment at State Standard of <i>37%</i> |                  | % of <b>Students</b> Passing State Assessment at State Standard of <i>37%</i> |  | Benchmark #1 | Goal |
|---|----|---|-------------|---|------------------|---|--|--------------|------|
|   |    | <b>2017</b>   | <b>2018</b> | <b>2019</b>   | <b>2019/2020</b> | <b>2021</b>   |  |              |      |
| Approaches  | 14 | 57%   | 68% ↑       | 68%   | 69%              | 78%   |  |              |      |
| Meets   | 23 | 18%   | 27% ↑       | 31% ↑   | 26%              | 48%   |  |              |      |
| Masters   | 30 | 5%  | 7% ↑        | 9% ↑  | 11%              | 25%   |  |              |      |

# 2020 - 2021 Audie Murphy Goals



| 7 <sup>th</sup> Grade Mathematics                               |    |   |   |   |                          |             |
|---|----|---|---|---|--------------------------|-------------|
| # of <b>Questions</b> Needed to Meet State Performance Standard |    | % of <b>Students</b> Passing State Assessment at State Standard of <b>40%</b> | % of <b>Students</b> Passing State Assessment at State Standard of <b>40%</b> | % of <b>Students</b> Passing State Assessment at State Standard of <b>40%</b> | Benchmark #1 2020 - 2021 | Goal 2021   |
| Max Raw Score 40  |    | <b>2017</b>   | <b>2018</b>   | <b>2019</b>   | <b>2019</b>              | <b>2021</b> |
| Approaches  | 16 | 61%   | 66%   | 70%   | 68%                      | 78%         |
| Meets   | 25 | 30%   | 34%   | 45%   | 28%                      | 48%         |
| Masters   | 33 | 5%  | 18%   | 22%   | 9%                       | 25%         |

# 2020 - 2021 Audie Murphy Goals



## 8<sup>th</sup> Grade Mathematics

| # of <b>Questions</b> Needed to Meet State Performance Standard |    | % of <b>Students</b> Passing State Assessment at State Standard of |       |       | BM #1 | BM #2 | Goal |
|---|----|--|-------|-------|-------|-------|------|
|   |    | 2017   | 2018  | 2019  | 2019  | 2019  | 2021 |
| Max Raw Score 42  |    | 48%  | 40%   | 40%   |       |       |      |
| Approaches  | 19 | 83%  | 84% ↑ | 85% ↑ | 71%   | 69%   | 90%  |
| Meets   | 28 | 33%  | 47% ↑ | 51% ↑ | 45%   | 37%   | 55%  |
| Masters   | 37 | 8%   | 14% ↑ | 19% ↑ | 13%   | 8%    | 25%  |



# 2020 - 2021 Audie Murphy Goals









## 6<sup>th</sup> Grade Reading

| # of <b>Questions</b> Needed to Meet State Performance Standard |    | % of <b>Students</b> Passing State Assessment at State Standard of <i>58%</i> |      | % of <b>Students</b> Passing State Assessment at State Standard of <i>58%</i> |      | % of <b>Students</b> Passing State Assessment at State Standard of <i>58%</i> |  | Benchmark #1<br>2020 - 2021 | Goal 2021 |
|---|----|---|------|---|------|---|--|-----------------------------|-----------|
|   |    | 2017  | 2018 | 2019  | 2019 | 2021  |  |                             |           |
| Approaches  | 23 | 45%   | 56%  | 51%   | 50%  | 78%   |  |                             |           |
| Meets   | 31 | 14%   | 23%  | 25%   | 18%  | 41%   |  |                             |           |
| Masters   | 35 | 4%  | 6%   | 11%   | 8%   | 25%   |  |                             |           |

# 2020 - 2021 Audie Murphy Goals









## 7<sup>th</sup> Grade Reading

| # of <b>Questions</b> Needed to Meet State Performance Standard |    | % of <b>Students</b> Passing State Assessment at State Standard of <i>55%</i> |   | % of <b>Students</b> Passing State Assessment at State Standard of <i>55%</i>             |      | Benchmark #1<br>2020 - 2021 | Goal<br>2021 |
|---|----|---|---|---|------|-----------------------------|--------------|
|   |    | 2017  | 2018  | 2019  | 2019 | 2021                        |              |
| Approaches  | 23 | 57%   | 53%   | 65%   | 59%  | 70%                         |              |
| Meets   | 31 | 21%   | 24%  | 34%  | 32%  | 48%                         |              |
| Masters   | 35 | 8%  | 11%  | 17%  | 16%  | 25%                         |              |

# 2020 - 2021 Audie Murphy Goals









| 8 <sup>th</sup> Grade Reading                                   |    |   |   |   |                  |                  |             |
|---|----|---|---|---|------------------|------------------|-------------|
|   |    | % of <b>Students</b> Passing State Assessment at State Standard of <i>57%</i> | % of <b>Students</b> Passing State Assessment at State Standard of <i>57%</i>             | % of <b>Students</b> Passing State Assessment at State Standard of <i>57%</i>             | BM #1            | BM #2            | Goal 2020   |
| # of <b>Questions</b> Needed to Meet State Performance Standard |    |   |   |   |                  |                  |             |
| Max Raw Score 44  |    |   |   |   |                  |                  |             |
|   |    | <b>2017</b>   | <b>2018</b>   | <b>2019</b>   | <b>2019/2020</b> | <b>2019/2020</b> | <b>2020</b> |
| Approaches  | 25 | 73%   | 74%   | 68%   | 62%              | 71%              | 78%         |
| Meets   | 33 | 33%   | 34%  | 38%  | 39%              | 44%              | 48%         |
| Masters   | 38 | 10%   | 15%  | 15%  | 17%              | 18%              | 25%         |

# 2020 - 2021 Audie Murphy Goals



## 7<sup>th</sup> Grade Writing

| # of <b>Questions</b> Needed to Meet State Performance Standard<br><br>Max Raw Score 46 |    | % of <b>Students</b> Passing State Assessment at State Standard of <i>54%</i> |   | % of <b>Students</b> Passing State Assessment at State Standard of <i>57%</i>             |             | BM #1       | BM #2       | Goal 2021 |
|---|----|---|---|---|-------------|-------------|-------------|-----------|
|   |    | <b>2017</b>   | <b>2018</b>   | <b>2019</b>   | <b>2019</b> | <b>2019</b> | <b>2021</b> |           |
| Approaches  | 26 | 58%   | 47%   | 61%   | 62%         | 71%         | 70%         |           |
| Meets   | 33 | 21%   | 22%  | 29%  | 39%         | 44%         | 46%         |           |
| Masters   | 38 | 8%  | 5%   | 11%  | 17%         | 18%         | 25%         |           |

# 2020 - 2021 Audie Murphy Goals



| 8 <sup>th</sup> Grade Science   |    |  |  |  |                             |             |
|---|----|--|--|--|-----------------------------|-------------|
| # of <b>Questions</b> Needed to Meet State Performance Standard<br><br>Max Raw Score 42 |    | % of <b>Students</b> Passing State Assessment at State Standard of<br><i>52%</i> | % of <b>Students</b> Passing State Assessment at State Standard of<br><i>55%</i> | % of <b>Students</b> Passing State Assessment at State Standard of<br><i>52%</i> | Benchmark #1<br>2020 - 2021 | Goal 2021   |
|   |    | <b>2017</b>  | <b>2018</b>  | <b>2019</b>  | <b>2019/2020</b>            | <b>2021</b> |
| Approaches  | 22 | 69%  | 68%  | 77%  | 75%                         | 85%         |
| Meets   | 30 | 33%  | 42%  | 45%  | 51%                         | 60%         |
| Masters   | 35 | 6%   | 19%  | 20%  | 28%                         | 30%         |

# 2020 - 2021 Audie Murphy Goals



## 8<sup>th</sup> Grade Social Studies

| # of <b>Questions</b> Needed to Meet State Performance Standard<br><br>Max Raw Score 44 |    | % of <b>Students</b> Passing State Assessment at State Standard of<br><i>52%</i> |             | % of <b>Students</b> Passing State Assessment at State Standard of<br><i>50%</i> |                  | Benchmark #1 | Goal |
|---|----|--|-------------|--|------------------|--------------|------|
|   |    | <b>2017</b>  | <b>2018</b> | <b>2019</b>  | <b>2019/2020</b> | <b>2021</b>  |      |
| Approaches  | 22 | 43%  | 52%         | 48%  | 67%              | 70%          |      |
| Meets   | 31 | 9%   | 22%         | 20%  | 34%              | 34%          |      |
| Masters   | 45 | 4%   | 11%         | 7%   | 22%              | 23%          |      |

# 2020 - 2021 Audie Murphy Goals



| Algebra 1   |    |  |  |  |              |              |             |
|---|----|--|--|--|--------------|--------------|-------------|
|   |    | % of <b>Students</b> Passing State Assessment<br><i>TARGET: 70%<br/>Masters<br/>Audie Murphy</i> | % of <b>Students</b> Passing State Assessment<br><i>TARGET: 89.5%<br/>Masters<br/>Audie Murphy</i> | % of <b>Students</b> Passing State Assessment<br><i>TARGET: 94.5%<br/>Masters<br/>Audie Murphy</i> | <i>BM #1</i> | <i>BM #2</i> | <i>GOAL</i> |
| # of <b>Questions</b> Needed to Meet State Performance Standard<br><br>Max Raw Score 54 |    | <b>2017</b>  | <b>2018</b>  | <b>2019</b>  | 2020 - 2021  | 2020 - 2021  | <b>2021</b> |
| Approaches  | 21 | 100%   | 100%   | 100%   | 100%         | 98%          | 100         |
| Meets   | 33 | 95%  | 100%   | 100%   | 88%          | 98%          | 100         |
| Masters   | 41 | 92%  | 90%  | 95%  | 53%          | 83%          | 100         |

# Student Achievement Summary 2019



| All Students Performance Rates | Performance Target 2019 | PSJA ISD All Students District | Audie Murphy Middle School | Goals 2020  |
|--------------------------------|-------------------------|--------------------------------|----------------------------|---|
| ALL Students                   | 80                      | 75                             | <b>66</b>                  | 80<br>Component Score 49  |
| Reading                        | 80                      | 69                             | <b>61</b>                  | 78%   |
| Math                           | 80                      | 83                             | <b>74</b>                  | 6 <sup>th</sup> Grade 78%<br>7 <sup>th</sup> Grade 78%<br>8 <sup>th</sup> Grade 90% |
| Writing                        | 80                      | 70                             | <b>61</b>                  | 70%   |
| Science                        | 80                      | 80                             | <b>77</b>                  | 85%   |
| Social Studies                 | 80                      | 76                             | <b>49</b>                  | 70%   |



# Student Achievement Summary 2019



| EL Current & Monitored Performance Rates | Performance Target 2019 | PSJA ISD All Students District | Audie Murphy Middle School | Goals 2020 |
|--|-------------------------|--------------------------------|----------------------------|------------|
| ALL Students                             | 60                      | 69                             | 61                         | 70         |
| Reading                                  | 60                      | 61                             | 54                         | 71         |
| Math                                     | 60                      | 80                             | 70                         | 75         |
| Writing                                  | 60                      | 67                             | 55                         | 65         |
| Science                                  | 60                      | 74                             | 71                         | 76         |
| Social Studies                           | 60                      | 61                             | 46                         | 61         |

# Student Achievement Summary 2019



| Special Ed Performance Rates | Performance Target 2019 | PSJA ISD All Students District | Audie Murphy Middle School | Goals 2020 |
|------------------------------|-------------------------|--------------------------------|----------------------------|------------|
| ALL Students                 | 50                      | 48                             | 29                         | 50         |
| Reading                      | 50                      | 39                             | 23                         | 50         |
| Math                         | 50                      | 61                             | 35                         | 50         |
| Writing                      | 50                      | 34                             | 12                         | 50         |
| Science                      | 50                      | 50                             | 44                         | 50         |
| Social Studies               | 50                      | 47                             | 33                         | 50         |

# Student Achievement Summary 2019



| ECO Dis Performance Rates | Performance Target 2019 | PSJA ISD<br>All Students<br>District | Audie<br>Murphy<br>Middle School | Goals 2020 |
|---------------------------|-------------------------|--------------------------------------|----------------------------------|------------|
| All Students              | 78                      | 74                                   | 65                               | 78         |
| Reading                   | 78                      | 68                                   | 60                               | 78         |
| Math                      | 78                      | 82                                   | 74                               | 78         |
| Writing                   | 78                      | 69                                   | 61                               | 78         |
| Science                   | 78                      | 79                                   | 76                               | 78         |
| Social Studies            | 78                      | 75                                   | 48                               | 78         |

**Domain I  
Target Goals**

| <b>2020 - 2021</b>    | <b># Enrolled</b> | <b># @ APP</b> | <b>% Met</b> | <b># @ ME</b> | <b>% Met</b> | <b># @ MA</b> | <b>% Met</b> | <b>Total</b> | <b>Grade</b> |
|-----------------------|-------------------|----------------|--------------|---------------|--------------|---------------|--------------|--------------|--------------|
| <b>Reading</b>        |                   |                |              |               |              |               |              |              |              |
| 6th                   | 265               | 207            | 78%          | 109           | 41%          | 66            | 25%          | 48           | C            |
| 7th                   | 270               | 211            | 78%          | 130           | 48%          | 68            | 25%          | 50           | B            |
| 8th                   | 283               | 221            | 78%          | 136           | 48%          | 71            | 25%          | 50           | B            |
| <b>Math</b>           |                   |                |              |               |              |               |              |              |              |
| 6th                   | 265               | 207            | 78%          | 127           | 48%          | 66            | 25%          | 50           | B            |
| 7th                   | 270               | 211            | 78%          | 130           | 48%          | 68            | 25%          | 50           | B            |
| 8th                   | 283               | 255            | 90%          | 156           | 55%          | 71            | 25%          | 57           | B            |
| <b>Science</b>        |                   |                |              |               |              |               |              |              |              |
| 8th                   | 283               | 241            | 85%          | 170           | 60%          | 85            | 30%          | 58           | B            |
| <b>Social Studies</b> |                   |                |              |               |              |               |              |              |              |
| 8th                   | 283               | 198            | 70%          | 96            | 34%          | 65            | 23%          | 42           | C            |
| <b>Writing</b>        |                   |                |              |               |              |               |              |              |              |
| 7th                   | 270               | 189            | 70%          | 124           | 46%          | 68            | 25%          | 47           | C            |
| <b>Campus</b>         | 2472              | 1940           | 78%          | 1178          | 48%          | 628           | 25%          | 50           | B            |

# Closing the Gap Goals 2020

## Academic Achievement (Percentage at MEETS Grade Level or Above)

| Campus     | All | African Amer. | Hispanic | White | Asian | Special Ed (Current) | Econ. Disadv. | ELs (Current and M4) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Eval. |
|------------|-----|---------------|----------|-------|-------|----------------------|---------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-------------|
| Reading    | 32  |               | 32       |       |       | 7                    | 31            | 26                   |                     | 34                    | 23                        | 0         | 7           |
| Targets    | 44  | 32            | 37       | 60    | 74    | 19                   | 33            | 29                   | 36                  | 46                    | 42                        |           |             |
| 2020 Goals | 39  |               | 38       |       |       | 12                   | 36            | 31                   |                     | 39                    | 28                        | 3         | 7           |
| Math       | 42  |               | 42       |       |       | 12                   | 41            | 37                   |                     | 44                    | 32                        | 2         | 7           |
| Targets    | 46  | 31            | 40       | 59    | 82    | 23                   | 36            | 40                   | 44                  | 47                    | 45                        |           |             |
| 2020 Goals | 47  |               | 47       |       |       | 17                   | 46            | 42                   |                     | 49                    | 37                        | 5         | 7           |

8/14 =  
x .30

17.1

## Academic Growth

| Campus     | All | African Amer. | Hispanic | White | Asian | Special Ed (Current) | Econ. Disadv. | ELs (Current and M4) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Eval. |
|------------|-----|---------------|----------|-------|-------|----------------------|---------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-------------|
| Reading    | 61  |               | 61       |       |       | 48                   | 61            | 58                   |                     | 61                    | 59                        | 0         | 7           |
| Targets    | 66  | 62            | 65       | 69    | 77    | 59                   | 64            | 64                   | 65                  | 66                    | 67                        |           |             |
| 2020 Goals | 67  |               | 66       |       |       | 53                   | 66            | 64                   |                     | 66                    | 64                        | 5         | 7           |
| Math       | 61  |               | 62       |       |       | 38                   | 61            | 58                   |                     | 62                    | 57                        | 0         | 7           |
| Targets    | 71  | 67            | 69       | 74    | 86    | 61                   | 68            | 68                   | 70                  | 71                    | 70                        |           |             |
| 2020 Goals | 71  |               | 70       |       |       | 50                   | 70            | 68                   |                     | 67                    | 62                        | 4         | 7           |

9/14 =  
x .50

32.1

## Student Achievement Domain

| Campus     | All | African Amer. | Hispanic | White | Asian | Special Ed (Current) | Econ. Disadv. | ELs (Current and M4) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Eval. |
|------------|-----|---------------|----------|-------|-------|----------------------|---------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-------------|
| Domain I   | 39  |               | 39       |       |       | 14                   | 38            | 34                   |                     | 40                    | 32                        | 1         | 7           |
| Targets    | 47  | 36            | 41       | 56    | 73    | 23                   | 38            | 37                   | 43                  | 48                    | 45                        |           |             |
| 2020 Goals | 49  |               | 44       |       |       | 19                   | 43            | 39                   |                     | 48                    | 37                        | 5         | 7           |

5/7 =  
x .10

7.1

## English Language Proficiency Status

| Campus     |  |  |  |  |  |  | ELs Current |  |  |  | Total Met | Total Eval. |
|------------|--|--|--|--|--|--|-------------|--|--|--|-----------|-------------|
| TELPAS     |  |  |  |  |  |  | 24          |  |  |  | 0         | 1           |
| Targets    |  |  |  |  |  |  | 36          |  |  |  |           |             |
| 2020 Goals |  |  |  |  |  |  | 40          |  |  |  | 1         | 1           |

1/1 =  
x .10

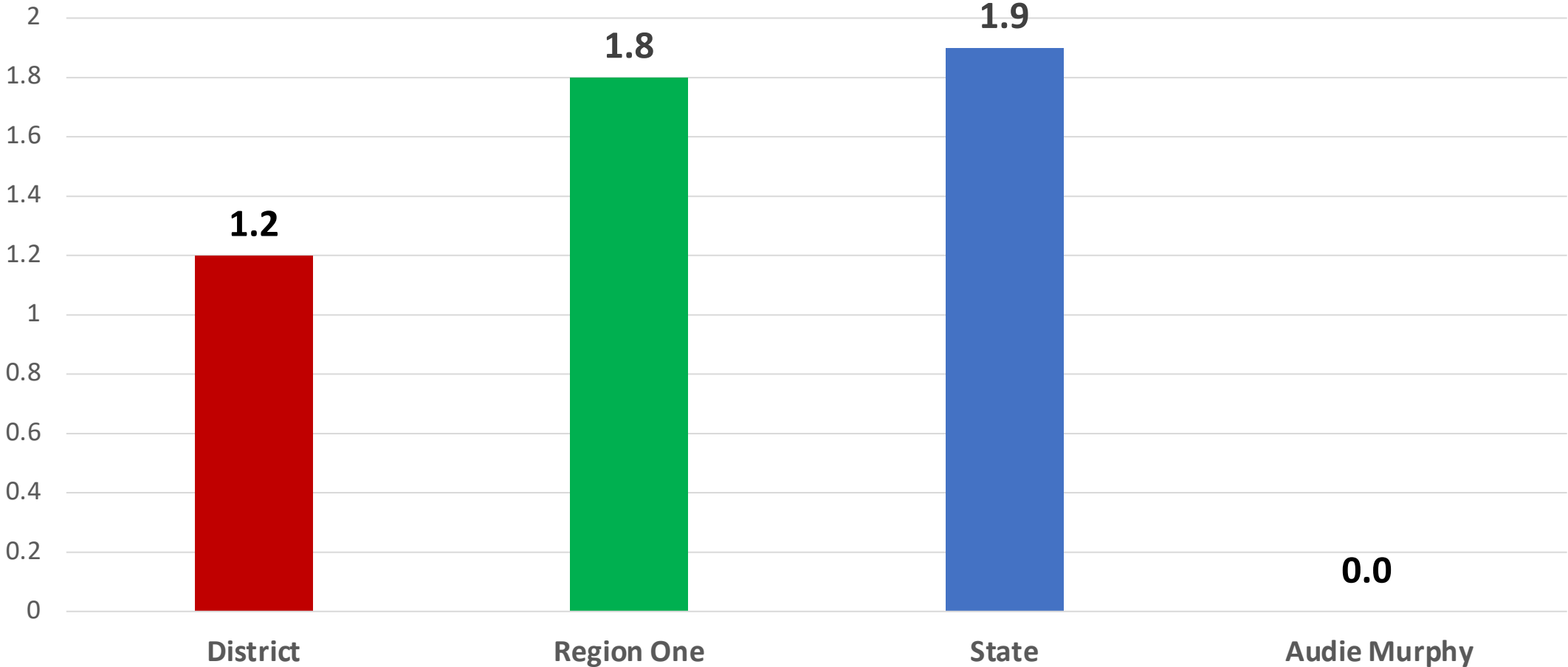
10

66

# TELPAS

| Murphy<br>MS    | Listening   |             | Speaking   |            | Reading     |             | Writing     |      | Yearly Progress<br>Composite Rating |      |
|-----------------|-------------|-------------|------------|------------|-------------|-------------|-------------|------|-------------------------------------|------|
|                 | 2019        | 2020        | 2019       | 2020       | 2019        | 2020        | 2019        | 2020 | 2019                                | 2020 |
| 6 <sup>th</sup> | 79/172=46%  | 78/144=54%  | 21/172=12% | 29/144=20% | 46/172=27%  | 46/144=32%  | 80/172=47%  |      | 33/169=20%                          |      |
| 7 <sup>th</sup> | 47/105=45%  | 77/133=58%  | 13/105=12% | 40/133=30% | 41/105=39%  | 51/133=38%  | 59/105=56%  |      | 19/103=18%                          |      |
| 8 <sup>th</sup> | 72/118=61%  | 51/89=57%   | 30/118=25% | 28/89=31%  | 43/118=41%  | 37/89=42%   | 79/118=67%  |      | 40/112=36%                          |      |
|                 | 198/395=50% | 206/366=56% | 64/395=16% | 97/366=27% | 130/395=33% | 134/366=37% | 218/395=55% |      | 88/371=24%                          |      |

# Drop Out Rate (Grades 9-12)



Source:  
2019 TEA Accountability Reports

# Audie Murphy Middle School

## Goal 1: Student Achievement



## GOAL I – Student Achievement

### Focus Area 1: Student Achievement – Reading Language Arts and Mathematics

**Annual Goal:** Students achieving at the meets level or above will increase from 32% to 46% in Reading and students achieving at meets level or above will increase from 40% to 50% as measured by 2021 STAAR Math Assessments.

**Measurable Objective:** The percent of students scoring at the meets level will increase 3% quarterly for Reading and 3% quarterly for Math as measured by benchmark assessments and STAAR.

| Strategy 1  | Persons Responsible/Title  | Resources  | Timeline   | Evidence of Implementation   | Evidence of Impact  | Formative/<br>Summative Assessment  | Title-I School-<br>wide Component |
|---|--|--|--|--|---|---|-----------------------------------|
| <p><b>Closely monitor student’s academic progress in Reading and Math.</b></p> <p><b>Monitor Lexile levels and intervene with fluency support for students reading below grade level.</b></p> | <ul style="list-style-type: none"> <li>- Principal</li> <li>- Dean of Instruction</li> <li>- Admin Team</li> <li>- CLL</li> <li>- CLF</li> <li>- Teachers</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher Reading resources</li> <li>- Reading computer programs (learning.com)</li> <li>- Individual student profiles</li> <li>- DMAC - Teacher data</li> <li>- MyOn</li> <li>- STAR Test</li> <li>- Imagine Math</li> <li>- Go Math</li> <li>- RAAD Strategies</li> </ul> | <ul style="list-style-type: none"> <li>- Sept./Oct. 2020</li> <li>- Dec./Jan. 2020/21</li> <li>- April/May 2021</li> </ul> | <ul style="list-style-type: none"> <li>- Renaissance Learning STAR &amp; AR Reports</li> <li>- Differentiated Lesson Plans</li> <li>- TLC agendas and sign in sheets</li> <li>- Walkthrough documents</li> </ul> | <ul style="list-style-type: none"> <li>- Student will make progress at each assessment checkpoint (BOY, MOY, and EOY)</li> <li>- Lexile levels are correlated to STAAR projected measures for <u>Meets and Masters</u><br/>6<sup>th</sup> Grade 1025L – 1500L<br/>7<sup>th</sup> Grade 1105L – 1195L<br/>8<sup>th</sup> Grade 1155L – 1700L</li> <li>- TELPAS scores in Reading will increase in the number of students making progress by one proficiency level</li> </ul> | <ul style="list-style-type: none"> <li>- Formative assessments                             <ul style="list-style-type: none"> <li>*Weekly Mini Quizzes</li> <li>*Entry and Exit Tickets</li> <li>*Checking for understanding activities</li> </ul> </li> <li>- Summative assessments                             <ul style="list-style-type: none"> <li>*Benchmarks</li> <li>*STAAR</li> <li>*TELPAS</li> </ul> </li> <li>- Student Learning Objectives [SLOs] Pre/Post Test</li> </ul> | <p>Title 1<br/>#1,2,8,9</p>       |

#### Action Steps: Reading & Math

- Ongoing professional development training will be provided for teachers, administrators and program related staff on state standards, assessed curriculum, instructional strategies, data analysis, etc., for all subjects.
- ELAR/SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.
- Depth of Knowledge Questions [DOK] will be updated for each literary selection [all genres] during curriculum development sessions.
- STAAR connected questions will be developed/revised for all literary selections [all genres].
- Training on reading development skills will be conducted for teachers in all subjects.
- Provide teacher support in the implementation of materials that align to Reading comprehension and fluency checks.

**GOAL I – Student Achievement**

**Focus Area 1: Student Achievement - Writing**

**Annual Goal: Students achieving at the meets level or above will increase from 29% to 46% as measured by 2021 STAAR Writing Assessments.**

**Measurable Objective: The percent of students scoring at the meets level or above will increase by 6% quarterly for Writing as measured by benchmark assessments and STAAR/TELPAS.**

|   |                            |  |              |                                  |   |  |                       |
|---|----------------------------|--|--------------|----------------------------------|---|--|-----------------------|
| <b>Teacher support with the implementation of writing across all disciplines.</b> | - Principal                | - TEKS per content                         | - Dec. 2020  | - Curriculum documents           | - Student Achievement gains on the STAAR Writing  | - Weekly Assessments                         | Title I Component 2,9 |
|   | - District RLA Coordinator | - Gretchen Bernabei                        | - Jan. 2021  | - Lesson plans                   |   | - BM I & II                                  |                       |
|   | - Dean                     | - Jane Schaffer                            | - Feb. 2021  | - CLL agendas                    |   | - STAAR                                      |                       |
|   | - Admin Team               | - Reading Academies for Struggling Readers | - April 2021 | - Walkthrough documents          | - Increase on the number of student scoring a 3 or better on the essay part of the test | - TELPAS                                     |                       |
|   | - CLL                      | - Curriculum Rollouts                      | - June 2021  | - Walkthrough feedback           |   | - Student Learning Obj. [SLOs] Pre/Post Test |                       |
|   | - CLF/Dept. Head           | - Lead4ward Conference                     |              | - Teacher individual conferences |   |  |                       |
|   | - Teachers                 |  |              |                                  |   |  |                       |

**Action Steps: Writing**

- Writing portfolios will be implemented across all contents.
- Campus Admin team will conduct walkthroughs and provide feedback and coaching.
- Teacher support in the implementation of writing across all disciplines will be provided during CLC sessions.
- 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 and writing prompts will be aligned to the theme of each weeks' reading selection.
- Two district Benchmarks will be administered district-wide to monitor student progress in the curriculum.
- Data will be used to inform tutorial lessons and to identify spiraled skills and concepts.
- Compositions per six weeks will be required at each grade level.

**GOAL I – Student Achievement**

**Goal Area 1: Student Achievement – Social Studies**

**Annual Goal: Students achieving at the meets level or above will increase from 20% to 34% in Social Studies as measured by 2021 STAAR Social Studies Assessments.**

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

| Strategy 1  | Persons Responsible/Title | Resources                     | Timeline     | Evidence of Implementation                     | Evidence of Impact        | Formative/<br>Summative Assessment                | Title-I School-<br>wide Component |
|---|---------------------------|-------------------------------|--------------|--|---------------------------|---|-----------------------------------|
| Individual student teacher conferencing and goal monitoring | - Principal               | - DMAC                        | - Aug. 2020  | - Differentiated Lesson Plan                   | - Student Increase scores | - Formative assessments                           | Title I<br>2,4,9                  |
|   | - Dean                    | - Teacher notes               | - Oct. 2020  | - Walkthrough Documents                        | -                         | - Benchmarks                                      |                                   |
|   | - Admin Team              | - Individual student profiles | - Nov. 2020  | - Teacher/Parent Signature on Monitoring Sheet | -                         | - STAAR   |                                   |
|   | - CLL                     | - Jarrett Books               | - Jan. 2021  | - DMAC Reports                                 | -                         | - Student Learning Objectives (SLOs)Pre/Post Test |                                   |
|   | - CLF/Dept. Head          | - Sirius Books                | - March 2021 |  |                           |   |                                   |
|   | - Teachers                | - Social Studies Textbook     | - April 2021 |  |                           |   |                                   |
|   |                           | - Interactive Notebooks       | - June 2021  |  |                           |   |                                   |

**Action Steps: Social Studies**

- Ongoing professional development will be provided for teachers, administrators and other staff on state standards, TEKS, curriculum, and instructional strategies.
- Focused and targeted tutorials will be provided for all student groups in each phase of accountability to ensure they improve their scores on the meets grade level on the STAAR assessment.
- Provide teacher support in the implementation of materials that align to Social Studies curriculum.
- Teachers will disaggregate data to monitor the progress of each student to ensure academic growth.
- Extended learning opportunities for students not mastering the curriculum will be provided academies, tutorials and enrichment period.

## GOAL I – Student Achievement

### Focus Area 2: Student Progress – Reading Language Arts/Mathematics

**Annual Goal: Students progress measure growth will increase from 61% to 75% in Reading and from 61% to 75% in Math as measured by 2021 STAAR Reading and Math assessment.**

**Measurable Objective: The percent of students making progress will increase by 4% quarterly for Reading and 4% quarterly for Math as measured by benchmark assessments/STAAR/TELPAS.**

|  |                    |                                    |              |                               |  |   |                                      |
|--|--------------------|------------------------------------|--------------|-------------------------------|--|---|--------------------------------------|
| <p><b>All teachers will receive training on instructional strategies that will support students based on their individual needs and use these strategies to plan intentional and focused lessons.</b></p> <p><b>Teachers use of differentiated supports will ensure students master learned concepts and make improvements on STAAR.</b></p> | - Principal        | - Training Materials               | - Dec. 2020  | - DMAC data reports           | <p>BM1 and BM2 scores show increase in student achievement student performance growth.</p> | <p>Weekly Assessments<br/>- BM I &amp; II<br/>- STAAR</p> | <p>Title I Component<br/>2, 4, 9</p> |
|  | - RLA Coordinator  | - TEKS, and Standards              | - Jan. 2021  | - DMAC reports by subgroups   |  |   |                                      |
|  | - Math Coordinator | - District Curriculum/Pacing Guide | - Feb. 2021  | - Progress Monitoring Reports |  |   |                                      |
|  | - Dean             | - Weekly lesson plans              | - April 2021 | - Walk-through feedback       |  |   |                                      |
|  | - Admin. Team      | - DMAC                             | - June 2021  | - Lesson Plans                |  |   |                                      |
|  | - CLL              | - SIOP Protocols                   |              |                               |  |   |                                      |
|  | - CLF/Dept. Head   | - ELPS Standards                   |              |                               |  |   |                                      |
|  | - Teachers         |                                    |              |                               |  |   |                                      |

### Action Steps: Reading & Mathematics

- Train staff on ELPS strategies, accommodations, differentiated instruction for all students.
- Professional development training will target specific researched based instructional strategies such as Sheltered Instruction Observation Protocol, English Language Proficiency Standards, Cooperative Learning, and TELPAS Data and instructional practices aligned to the four TELPAS domains.
- Provide teacher support in the implementation of Reading and Math teaching strategies to meet the needs of all students.
- Following each Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all students and sub-groups.
- Teachers will be trained to use the data management system (DMAC) to generate reports that will help identify individual student needs and to inform instructional planning.
- Instructional strategies will be developed and spiraled into daily lessons. STAAR formatted questions will be incorporated for review, practice, and mastery of learned concepts.

# Audie Murphy Middle School

## Goal 2: Closing the Gaps

**GOAL 2 – Closing the Gaps**

**Focus Area 3: Closing the Gaps – Special Education**

**Annual Goal: Special education students achieving at the meets level or above will increase from 7% to 19% in Reading and from 12% to 23% in Math as measured by 2021 STAAR Reading and Math assessment.**

**Measurable Objective: The percent of students scoring at the meets level or above will increase 3% quarterly in Reading and 4% in Math as measured by benchmarks/STAAR.**

| Strategy 1  | Persons Responsible/Title | Resources                  | Timeline     | Evidence of Implementation         | Evidence of Impact                                  | Formative/<br>Summative Assessment | Title-I School-wide Component |
|---|---------------------------|----------------------------|--------------|------------------------------------|---|------------------------------------|-------------------------------|
| <p><b>Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM.</b></p> <p><b>Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.</b></p> | - Principal               | - Benchmarks               | - Oct. 2020  | - DMAC data reports                | - Students in subgroups will close achievement gap. | - Weekly Assessments               | Title 1<br>2,4,9              |
|   | - Dean                    | - Istation Reading         | - Nov. 2020  | - Campus Performance Reviews (CPR) |   | - BM I & II                        |                               |
|   | - Admin. Team             | - Imagine Math             | - Jan. 2021  | - Progress Monitoring Reports      |   | - STAAR                            |                               |
|   | - CLL                     | - Systems 44               | - March 2021 |                                    |   |                                    |                               |
|   | - CLF/Dept. Head          | - Read 180                 | - April 2021 | - Walk-through feedback            |   |                                    |                               |
|   | - Special Ed Teachers     | - Study Sync               | - June 2021  | - Lesson Plans                     |   |                                    |                               |
|   |                           | - Herman Method (Dyslexia) |              |                                    |   |                                    |                               |

**Action Steps: Reading & Math**

Special pop groups data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Meets Grade Level Standard or Above

Special population student data will be reviewed by the campus leadership team immediately following each district-level CBA and Benchmark to determine student progress made toward mastery of grade level performance and to design intervention plans.

Intentional extended learning time for Special populations will be provided through focused tutorial, enrichment camps to meet their academic needs and close gap. Well-planned tutorials that respond to the CBA and Benchmark data will be scheduled after-school, on Saturdays, and during the day through Enrichment periods.

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.

## GOAL 2 – Closing the Gaps

### Focus Area 3: Closing the Gaps – English Language Learners

**Annual Goal:** English Learners (EL) students achieving at the meets level or will increase from 26% to 29% in Reading and from 37% to 40% in Math as measured by 2021 STAAR Reading and Math assessment.

**Measurable Objective:** The percent of students scoring at the meets level or above will increase 2% quarterly in Reading and 2% in Math as measured by benchmarks/STAAR.

| Strategy 1  | Persons Responsible/Title | Resources            | Timeline    | Evidence of Implementation        | Evidence of Impact                                | Formative/<br>Summative Assessment | Title-I School-wide Component |
|---|---------------------------|----------------------|-------------|-----------------------------------|---|------------------------------------|-------------------------------|
| <b>Monitor the progress of all students including EL, district formative and summative assessments.</b> | Executive Officer         | Benchmarks           | -Aug. 2020  | -DMAC data reports                | Students in subgroups will close achievement gap. | -Weekly Assessments                | Title 1<br>2,8,9              |
|   | Principal                 | CBA                  | -Oct. 2020  | -Campus Performance Reviews (CPR) |   | -CBA I                             |                               |
|   | Dean                      | Systems 44           | -Nov. 2020  | -Progress Monitoring Reports      |   | -BM I & II                         |                               |
|   | Admin. Team               | read 180             | -Jan. 2021  | -Walk-through feedback            |   | -STAAR                             |                               |
|   | CLL                       | - Study Sync         | -March 2021 | -Lesson Plans                     |   | - TELPAS                           |                               |
|   | CLF                       | - Corrective Reading | -April 2021 |                                   |   |                                    |                               |
|   | Teachers                  |                      | -June 2021  |                                   |   |                                    |                               |

#### **Action Steps: Reading, Writing and Math English Learners**

- Monitor the progress and implementation of ELP strategies to accelerate the progress of EL's. Admin. will be monitor weekly for implementation of accommodations and interventions to accelerate student progress.
- A variety of technology programs such as Imagine Math, Read/Write, Learning.com, and EduSmart will be made available to support computer assisted instruction in labs and distributed settings.
- All teachers will be required to follow the accommodation strategies in the curriculum to enhance overall performance for English Learners students in their classroom and identify individual student proficiency levels.
- Include supplemental aids, ELPS strategies to enhance the overall instructional program such as but not limited to: Dictionaries, Nonlinguistic Representation Activities, Interactive Word Walls, Thinking Maps, Frayer model, and Graphic Organizers.

**GOAL 2 – Closing the Gaps**

**Focus Area 3: Closing the Gaps – TELPAS**

**Annual Goal: English Learners (EL) students progressing by one proficiency level will increase from 24% to 36% on TELPAS.**

**Measurable Objective: The percent of students progressing by one proficiency level will increase 12% annually on TELPAS assessment.**

| Strategy 1   | Persons Responsible/Title | Resources                  | Timeline    | Evidence of Implementation   | Evidence of Impact                                  | Formative/<br>Summative Assessment | Title-I School-<br>wide<br>Component |
|--|---------------------------|----------------------------|-------------|------------------------------|---|------------------------------------|--------------------------------------|
| <b>Monitor the progress of the language development process and provide multiple opportunities for students to listen, speak, read, and write using academic language.</b> | - Principal               | - Telpas Benchmark         | -Aug. 2020  | -DMAC data reports           | - Students in subgroups will close achievement gap. | - Weekly Assessments               | Title 1<br>2,8,9                     |
|  | - TELPAS Coordinator      | - Corrective Reading       | -Oct. 2020  | -Progress Monitoring Reports |   | - Benchmark                        |                                      |
|  | - Dean                    | - Summit K-12              | -Nov. 2020  | -Walk-through feedback       |   | - TELPAS                           |                                      |
|  | - Admin Team              | - Strategic Seating Charts | -Jan. 2021  | -Lesson Plans                |   |                                    |                                      |
|  | - CLL                     | - LAS Links                | -March 2021 |                              |   |                                    |                                      |
|  | - CLF/Dept. Head          | - SIOP Strategies          | -April 2021 |                              |   |                                    |                                      |
|  | - Teachers                | - ELPS Training            | -June 2021  |                              |   |                                    |                                      |
|  | - PLDs                    |                            |             |                              |   |                                    |                                      |

**Action Steps: TELPAS**

- Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program.
- Intentional extended learning time for sub- groups: ELL will be provided through focused enrichment camps and tutorials to meet their academic needs and close the achievement gap.
- Data analysis to identify language proficiency levels.
- Accommodate instructional materials and activities in a student friendly manner to ensure students understand learned concepts.
- Extend opportunities for students to participate orally in academic discussions.
- Conduct TELPAS information meetings with parents to discuss proficiency levels and confidential student report to identify target areas needed for improvement.



**GOAL 2 – Closing the Gaps**

**Focus Area 5: Closing the Gaps – Family and Community Involvement**

**Annual Goal: To ensure all parents are well informed and educated about the academic rigor and programs provided by the school.**

**Measurable Objective: By Spring 2021, increase the number of parent meeting topics on student achievement from 55% to 70% to provide opportunities for parents to assist students.**

| Strategy 1   | Persons Responsible/Title | Resources                           | Timeline    | Evidence of Implementation | Evidence of Impact                         | Formative/<br>Summative Assessment | Title-I School-<br>wide<br>Component |
|--|---------------------------|-------------------------------------|-------------|----------------------------|--|------------------------------------|--------------------------------------|
| Systems will be in place to engage parents on constructive, personalized ongoing feedback on their child’s performance in state and local assessments and college readiness exams. | - Principal               | - Monthly PAC Meetings              | -Aug. 2020  | - Survey Feedback          | - Increase in parent meeting participation | - Benchmarks                       | Title 1<br>2,6                       |
|  | - Dean                    | - STAAR Results                     | -Oct. 2020  | - Sign – In sheets         |  | - Campus Reports                   |                                      |
|  | - Admin Team              | - TELPAS Results                    | -Nov. 2020  | - Agendas                  | - End of Year survey results               |                                    |                                      |
|  | - CLL                     | - Campus Action Plan                | -Jan. 2021  | - Minutes                  | - Increase in Student Achievement Results  |                                    |                                      |
|  | - CLF/Dept. Head          | - Progress Report/Report Card Night | -March 2021 |                            |  |                                    |                                      |
|  | - Teachers                | - Open House                        | -April 2021 |                            |  |                                    |                                      |
|  | - Parent Educator         |                                     | -June 2021  |                            |  |                                    |                                      |

**Action Steps: Family and Community Involvement**

- Parent Orientations
- Parent Meetings geared towards knowledge of standardized testing and other camps related information
- Increase tutorial academies via telephone contact and home visits.
- Resources and training will be provided to parent to help their children improve their test taking strategies in preparation for assessments.

# Audie Murphy Middle School

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

**GOAL 3 – Improve Safety, Culture and Climate**

**Focus Area 4: Improve Safety, Culture and Climate - Post Secondary Readiness**

**Annual Goal: Students achieving at the meets level or above will increase from 35% to 48% in all grades and subjects tested as measured by 2021 STAAR Assessments.**

**Measurable Objective: The percent of students scoring at the meets level or above will increase 3% quarterly in all grades and subjects as measured by benchmarks/STAAR.**

| Strategy 1  | Persons Responsible/Title | Resources                     | Timeline    | Evidence of Implementation | Evidence of Impact   | Formative/<br>Summative Assessment   | Title-I School-<br>wide<br>Component |
|---|---------------------------|-------------------------------|-------------|----------------------------|--|--------------------------------------|--------------------------------------|
| Teachers will identify students in each phase of accountability following each BM using DMAC reports in order to form intentional tutorial groups for the Meets and Masters Performance Levels on the STAAR assessment. | - Principal               | - DMAC                        | -Aug. 2020  | - Sign – In sheets         | Closing the Achievement Gap among student groups<br><br>Increase in Student Achievement Results<br><br>Domain II and III will also improve | - Benchmarks<br><br>- Campus Reports | Title 1<br>2,4,8                     |
|   | - Dean                    | - STAAR Assessment Results    | -Oct. 2020  | - Agendas                  |  |                                      |                                      |
|   | - Admin Team              | - Individual Student Profiles | -Nov. 2020  | - Minutes                  |  |                                      |                                      |
|   | - CLL                     |                               | -Jan. 2021  | - Data Documents           |  |                                      |                                      |
|   | - CLF/Dept. Head          |                               | -March 2021 |                            |  |                                      |                                      |
|   | - Teachers                |                               | -April 2021 |                            |  |                                      |                                      |
|   | - Parent Educator         |                               | -June 2021  |                            |  |                                      |                                      |

**Action Steps: Post Secondary Readiness**

- STAAR Blitz Academies
- After School and Saturday Masters Academies
- Admin and Teachers will post data on data wall to monitor subject and grade level progress
- Tutorials will be provided for the various student groups in each performance level of accountability to ensure students improve their scores to the Meets and Masters performance levels on the STAAR assessment.
- Offer HS Credit Courses (Algebra, Geometry, Spanish 3 AP, Art HS)

**GOAL 3 – Improve Safety, Culture and Climate**

**Focus Area 7: Create a Safe School Culture and Climate**

**Objective 1: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.**

| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b> | <b>Resources</b>   | <b>Timelines</b>  | <b>Evidence of Implementation</b>  | <b>Evidence of Impact</b>        | <b>Formative/ Summative</b> | <b>Title 1 Schoolwide Components</b> |
|--|------------------------------|--|---|--|----------------------------------|-----------------------------|--------------------------------------|
| Assist students with (medical, dental, vision and hearing services)<br>Action Steps:<br>-coordinate with social services agencies to 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 2020<br>Sept. 2020<br>Oct. 2020<br>Nov. 2020<br>Dec. 2020<br>Jan. 2021<br>Feb. 2021<br>Mar. 2021<br>Apr. 2021<br>May 2021<br>June 2021 | -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.<br>Action Steps:<br>-Ensure that all staff is trained about asthma symptoms, triggers and resources.<br>-Improve communication between schools, clinics, and parents.<br>-Ensure that all staff is trained about asthma symptoms, triggers and resources | -Nursing Staff               | -National Asthma Education and Prevention Program<br>-Asthma and Allergy Foundation of America<br>-Local health care providers         | August 2020<br>Sept. 2020<br>Oct. 2020<br>Nov. 2020<br>Dec. 2020<br>Jan. 2021<br>Feb. 2021<br>Mar. 2021<br>Apr. 2021<br>May 2021<br>June 2021 | -Created a hotspot map of students with asthma to determine congestion of illness<br>Peak flow meters available for all asthmatic by health services<br>-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**

**Focus Area 7: Create a Safe School Culture and Climate**

**Objective 1: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.**

| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>                   | <b>Resources</b>                 | <b>Timelines</b>  | <b>Evidence of Implementation</b>                      | <b>Evidence of Impact</b>   | <b>Formative/ Summative</b> | <b>Title 1 Schoolwide Components</b> |
|--|--|----------------------------------|---|--|---|-----------------------------|--------------------------------------|
| Action Steps:<br>-Use a common or national outcome measures and/or tool to assess well-being.<br>-Develop and disseminate a best-practices document for community providers.<br>-Refer children to the appropriate medical services (school-based clinics) | -Nursing Staff<br>-Counselors                  | -Behavioral Centers<br>-PSJA LPC | August 2020<br>Sept. 2020<br>Oct. 2020<br>Nov. 2020<br>Dec. 2020<br>Jan. 2021<br>Feb. 2021<br>Mar. 2021<br>Apr. 2021<br>May 2021<br>June 2021 | -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 deterrent of bullying/emotional abuse, suicide risk.<br>Action Steps:<br>-Continued use of the bullying/suicide box  | -Director of Health Services<br>-Nursing Staff | -Behavioral Centers<br>-PSJA LPC | August 2020<br>Sept. 2020<br>Oct. 2020<br>Nov. 2020<br>Dec. 2020<br>Jan. 2021<br>Feb. 2021<br>Mar. 2021<br>Apr. 2021<br>May 2021<br>June 2021 | -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**

**Focus Area 7: Create a Safe School Culture and Climate**

**Objective 1: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.**

| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>                          | <b>Resources</b> | <b>Timelines</b>  | <b>Evidence of Implementation</b>                  | <b>Evidence of Impact</b>                      | <b>Formative/ Summative</b> | <b>Title 1 Schoolwide Components</b> |
|--|---|------------------|---|--|--|-----------------------------|--------------------------------------|
| Training all school staff on lockdown procedures.<br>-Emergency Response plan/Team will be revised and modified annually<br>-Training for staff on managing students | -Principal<br>-Assistant Principals<br>-Head Security | -Local Funds     | August 2020<br>Sept. 2020<br>Oct. 2020<br>Nov. 2020<br>Dec. 2020<br>Jan. 2021<br>Feb. 2021<br>Mar. 2021<br>Apr. 2021<br>May 2021<br>June 2021 | -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<br>-Assistant Principals<br>-Head Security | -Local Funds     | August 2020<br>Sept. 2020<br>Oct. 2020<br>Nov. 2020<br>Dec. 2020<br>Jan. 2021<br>Feb. 2021<br>Mar. 2021<br>Apr. 2021<br>May 2021<br>June 2021 | -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**

**Focus Area 7: Create a Safe School Culture and Climate**

**Objective 1: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.**

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>   | <b>Resources</b>   | <b>Timelines</b>  | <b>Evidence of Implementation</b>                             | <b>Evidence of Impact</b>  | <b>Formative/ Summative</b> | <b>Title 1 Schoolwide Components</b> |
|---|--|--|---|---|--|-----------------------------|--------------------------------------|
| Provide support services including deterrent of bullying/emotional abuse, suicide risk<br>-Bullying/suicide box, Safe2SpeakUp<br>-Advisory Lesson<br>-Promote the development of all students, personal growth, self esteem, behavior, and citizenship. | -Principal<br>-Assistant Principals<br>Teachers<br>Counselors              | -Local Funds   | August 2020<br>Sept. 2020<br>Oct. 2020<br>Nov. 2020<br>Dec. 2020<br>Jan. 2021<br>Feb. 2021<br>Mar. 2021<br>Apr. 2021<br>May 2021<br>June 2021 | -Box Usage<br>-Lesson implementation<br>-Safe2Speak App usage | Successful use of plan implementation for emergencies                                | -Side by side data analysis | -Title 1--#2, 10                     |
| -Increase the safety of all students and staff<br>Action Steps:<br>-The Emergency Response Plan/Team will be revised and modified annually<br>-Training for staff on managing students while emergency is taking place                                  | -Director of Health Services<br>-Nursing Staff<br>-Emergency Response Team | -Emergency medical services from Pharr, San Juan and Alamo | August 2020<br>Sept. 2020<br>Oct. 2020<br>Nov. 2020<br>Dec. 2020<br>Jan. 2021<br>Feb. 2021<br>Mar. 2021<br>Apr. 2021<br>May 2021<br>June 2021 | -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                     |

# Audie Murphy Middle School

Goal 4: Increase Staff quality, Recruitment and Retention



**GOAL 4 – Increase Staff Quality, Recruitment, and Retention**

**Focus Area 6: Technology**

**Objective 1: Identify and apply strategies for supporting the use and integration of technology in learning.**

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>  | <b>Resources</b>   | <b>Timelines</b>  | <b>Evidence of Implementation</b>   | <b>Evidence of Impact</b>  | <b>Formative/ Summative</b>                  | <b>Title 1 Schoolwide Components</b> |
|---|---|--|---|---|--|--|--------------------------------------|
| Provide resources and support for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.                | Principals<br>Campus Instructional Technologist   | Software, hardware, and professional development                                   | Ongoing. This is a yearly expense that will be increased every year as funds are available. | Increased technology training session being held at the campus level.<br>Increase in the number of participants in campus based technology sessions (sign in sheets). | Increased student scores.<br>More technology projects in core classes. | Instructional Technology Department reviews. | Title 1 - #10                        |
| Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium. | Instructional Technology Coordinator,<br>Technology Integration Specialist , Core content area coordinators | Video conferencing equipment, online curriculum resources<br>Title One Local Funds | August 2019 -May 2020   | Usage reports of the district video conferencing equipment.<br>Teacher lesson plans.<br>Student evaluation of video conferencing events.                              | Increased student enrollment and completion of online classes.         |  | Title 1 - # 2                        |

**GOAL 4 – Increase Staff Quality, Recruitment, and Retention**

**Focus Area 6: Technology**

**Objective 1: Identify and apply strategies for supporting the use and integration of technology in learning.**

| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>   | <b>Resources</b>   | <b>Timelines</b>  | <b>Evidence of Implementation</b>     | <b>Evidence of Impact</b>  | <b>Formative/ Summative</b> | <b>Title 1 Schoolwide Components</b> |
|--|--|--|---|---------------------------------------|--|-----------------------------|--------------------------------------|
| The campus will mandate that all paraprofessionals dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)   | Instructional Technology Coordinator<br>ILS Support Specialist<br>Campus Lab Managers<br>Campus Instructional Technologist   | Learning.com,<br>Instructional Technology Labs<br>Title One<br>Local Funds | August 2019 -May 2020   | LAB usage logs                        | Increase in student achievement (higher STAAR scores).<br>Higher TA 8 <sup>th</sup> Grade Scores   |                             | Title 1 - # 2                        |
| Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others.<br>Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing. | Instructional Technology Coordinator<br>District Technology Trainer<br>Technology Integration Specialist<br>Campus Instructional Technologists<br>Campus Librarians<br>Computer Lab Managers<br>Campus Administrators<br>Library Coordinator | Learning.com,<br>Atomic Learning, and other online resources.              | Ongoing.<br>Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance. | online campus and classroom web sites | Internet permission forms for students.<br>Acceptable Use Policy Training sign-in sheets.<br>Increased usage of internet resources by teachers and students (reports from network log-in process). | STAR Chart                  | Title 1 - # 2,9                      |

**GOAL 4 – Increase Staff Quality, Recruitment, and Retention**

**Focus Area 8: Staff Quality and Recruitment**

**Objective 1: Develop and retain 100% highly qualified staff.**

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>   | <b>Resources</b>                  | <b>Timelines</b>      | <b>Evidence of Implementation</b>                                     | <b>Evidence of Impact</b>  | <b>Formative/ Summative</b>            | <b>Title 1 Schoolwide Components</b> |
|---|--|-----------------------------------|-----------------------|---|--|--|--------------------------------------|
| Hire University Student tutors 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                        |
| On-going professional development of District Curriculum (Math, RLA, Science, and Social Studies)                                       | -Principal<br>-Assistant Principals<br>-Collaborative Learning Leader<br>-Dean of Instruction<br>-Coordinators<br>-Dept. Heads | -Local funds                      | -Aug. 2020– May 2021  | Sign-In sheets for curriculum development and revisions               | -Better implementation of curriculum<br>More alignment<br>-Strategies more visible | -CBAs, BMs, STAAR, TELPAS              | Title 1 - # 4                        |
| New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction. | -Collaborative Learning Leader<br>-ACTRGV<br>-NTI<br>-Principal and Admin team   | -Local funds                      | -Aug. 2020 – May 2021 | -Sign-In Sheets<br>-Instructional Coaching Log<br>-Coaching schedules | -Benchmark scores, student achievement gains, closing achievement gaps             | -CBAs, BMs, STAAR, TELPAS              | Title 1 - # 3,5                      |

**GOAL 4 – Increase Staff Quality, Recruitment, and Retention**

**Focus Area 8: Staff Quality and Recruitment**

**Objective 1: Develop and retain 100% highly qualified staff.**

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>  | <b>Resources</b>   | <b>Timelines</b>                         | <b>Evidence of Implementation</b>   | <b>Evidence of Impact</b>  | <b>Formative/ Summative</b>                                  | <b>Title 1 Schoolwide Components</b> |
|---|---|--|--|---|--|--|--------------------------------------|
| Campus Mentor-new teachers will be provided with a teacher mentor and support provided for new teachers, Teach for America, ACT/RGV teachers and all teachers needing support | -Principal<br>-Assistant Principals<br>-Collaborative Learning Leader<br>-ACT/RGV director, Instructional coaches | -Accomplished teachers that have or will be trained as mentors.<br>ACT-RGV | -Aug. 2019 – May 2020                    | -Mentor Logs  | -Increase in teacher satisfaction and moral<br>-Improvement in student performance                             | -McRel Evaluation<br>-Student Academic Performance           | Title 1 - # 3,5                      |
| Implement an effective instructional coaching system with on-going professional development   | -Principal<br>-Assistant Principals<br>-Collaborative Learning Leader   | -Title One Local Funds   | Monthly Review from Aug. 2019 – May 2020 | -Sign-In Sheets<br>-Coaching logs<br>-Coaching schedules<br>-Monthly Collaborative Instructional Review       | -McREL Teacher Evaluation Proficiency level increase to the Proficient, Accomplished and Distinguished levels  | -McREL Mid-term and summative evaluations<br>-SLO obtainment | Title 1 - # 4                        |
| Instructional coaching support – Instructional Rounds will be provided.<br>• New teachers<br>• Other teachers needing support<br>-Intra-visitations                           | -Principal<br>-Dean<br>-Assistant Principals<br>-Collaborative Learning Leader<br>-Mentors                        | -Local funds   | -Aug. 2020 – May 2021                    | -Sign-In Sheets<br>-Instructional Coaching Log<br>-Coaching schedules<br>-Intra-visitations<br>-Feedback logs | -McREL Teacher Evaluation Proficiency level increase to the Proficient , Accomplished and Distinguished levels | -CBAs, BMs, STAAR, TELPAS                                    | Title 1 - # 3,5                      |



**AUDIE MURPHY MIDDLE SCHOOL**  
**Professional Development**  
**AGENDA - Week 1**



**Monday, August 17th**

| <i>Session Title</i>                 | <i>Audience</i>     | <i>Presenter</i> | <i>ERO#</i> | <i>Platform</i> | <i>AM/PM</i> | <i>Time</i>   |
|--------------------------------------|---------------------|------------------|-------------|-----------------|--------------|---------------|
| Staff Welcome                        | Murphy Family       | Principal        | Campus Chat | TEAMS           | AM           | 8:00 - 8:30   |
| PSJA Welcome - Convocation           | PSJA Family         | Superintendent   | 157090      | TEAMS           | AM           | 8:30 - 10:30  |
| PSJA Mission and Vision              | Teachers            | Admin            | 157400      | ZOOM            | AM           | 10:30 - 12:00 |
| LUNCH 12:00 - 1:00                   |                     |                  |             |                 |              |               |
| Campus Mission and Vision            | Teachers            | Admin            | 157400      | ZOOM            | PM           | 1:00 - 3:00   |
| Campus Data Review/Goals/Campus Plan | Teachers            | Lizette Longoria |             | ZOOM            | PM           | 3:00 - 4:00   |
| RLA Curriculum Writers               | RLA Curriculum Team | Sherry Vargas    | TBA         | TEAMS           | PM           | 1:00 - 4:00   |

**Tuesday, August 18th**

| <i>Session Title</i>              | <i>Audience</i> | <i>Presenter</i>        | <i>ERO#</i>   | <i>Platform</i> | <i>AM/PM</i> | <i>Time</i>   |
|-----------------------------------|-----------------|-------------------------|---|-----------------|--------------|---------------|
| State Mandate - Bullying          | Teachers/Staff  | Yvonne Galindo          | 157415  | TEAMS           | AM           | 8:00 - 9:00   |
| State Mandate - Sexual Harassment | Teachers/Staff  | Lisandro Espinosa       |   | TEAMS           | AM           | 9:00 - 10:00  |
| BREAK                             |                 |                         |   |                 |              |               |
| State Mandate - David's Law       | Teachers/Staff  | Robert Sanchez          | 157415  | TEAMS           | AM           | 10:15 - 11:30 |
| LUNCH 11:30 - 12:30               |                 |                         |   |                 |              |               |
| Curriculum Roll-outs by Content   | Core Teachers   | Curriculum Coordinators | Math #156896<br>ELA #156908<br>Science #156898<br>Soc. St. #156887<br>ESL #156923<br>SPLA #156928 | TEAMS           | PM           | 12:30 - 4:00  |

| <b>Wednesday, August 19th</b>                      |                    |                         |   |                 |              |              |
|--|--------------------|-------------------------|---|-----------------|--------------|--------------|
| <i>Session Title</i>                               | <i>Audience</i>    | <i>Presenter</i>        | <i>ERO#</i>   | <i>Platform</i> | <i>AM/PM</i> | <i>Time</i>  |
| Covid - 19 Training                                | Teachers/Staff     | Alma Moreno             | 157430  | TEAMS           | AM           | 8:00 - 9:00  |
| FINE ARTS - Policies and Procedures                | FA Teachers        | Jon Taylor              | 156643  | TBA             | AM/PM        | 8:00 - 4:00  |
| Physical Education - Fitness and Fun               | PE Teachers        | Athletic Directors      | 156345  | TBA             | AM/PM        | 8:00 - 4:00  |
| College Success                                    | 8th Grade Teachers | College Readiness       | TBA   | TBA             | AM/PM        | 8:00 - 4:00  |
| Curriculum Planning by Dept./Public Health TR      | Core Teachers      | Admin/DH                | 157430  | TEAMS           | AM           | 9:00 - 11:30 |
| LUNCH 11:30 - 12:30                                |                    |                         |   |                 |              |              |
| Curriculum Roll-outs by Content                    | Core Teachers      | Curriculum Coordinators | Same ERO's  | TEAMS           | PM           | 12:30 - 4:00 |
| <b>Thursday, August 20th</b>                       |                    |                         |   |                 |              |              |
| <i>Session Title</i>                               | <i>Audience</i>    | <i>Presenter</i>        | <i>ERO#</i>   | <i>Platform</i> | <i>AM/PM</i> | <i>Time</i>  |
| CDC Guidelines                                     | Teachers/Staff     | Lizette Longoria        | 157437  | TEAMS           | AM           | 8:00 - 9:00  |
| FINE ARTS - Virtual Session                        | FA Teachers        | Jon Taylor              | 156666  | TBA             | AM/PM        | 8:00 - 4:00  |
| Physical Education - Policies and Procedures       | PE Teachers        | Athletic Directors      | 156345  | TBA             | AM/PM        | 8:00 - 4:00  |
| Curriculum Planning by GL Content/Public Health TR | Core Teachers      | Admin/DH                | 157437  | TEAMS           | AM           | 9:00 - 11:30 |
| LUNCH 11:30 - 12:30                                |                    |                         |   |                 |              |              |
| Curriculum Roll-outs by Content                    | Core Teachers      | Curriculum Coordinators | Math #156896<br>ELA #156908<br>Science #156898<br>Soc. St. #156887<br>ESL #156923<br>SPLA #156928 | TEAMS           | PM           | 12:30 - 4:00 |

| All Core Content Subjects and Subgroups<br>Resources   | Resources  |
|--|--|
| <p><b>All students, all contents and student subgroups/needs:</b><br/>Purchase of consumables in all content areas as needed</p> <p>Implement a continuous monitoring program to ensure continuity and consistency of the curriculum:<br/>Conduct grade level meetings to disseminate information, assure adherence to timelines and curriculum standards, sharing of ideas, analyzing student progress, etc.</p> <ul style="list-style-type: none"> <li>• Review grade books and lesson plans</li> <li>• Review student class portfolios</li> <li>• Review individual student STAAR profiles</li> <li>• Vertical academic teams</li> <li>• Meet regularly to plan lessons (CLC and content team planning)</li> <li>• Accelerated Reader testing and monitoring</li> <li>• Use student engagement protocols/CIF</li> <li>• Conduct after school and Saturday tutorials</li> <li>• Conduct content academies</li> </ul> <p>Conduct grade level meetings to analyze data to include:</p> <ul style="list-style-type: none"> <li>• STAAR</li> <li>• LAS/TELPAS</li> <li>• STAAR Alt., A</li> <li>• Subgroup Data</li> <li>• TEA Reports</li> </ul> <p>Identify needs of all special populations</p> <p>Identify, select and implement instructional programs to meet the needs of all population groups in all subject areas.</p> | <p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p> |

| <b>All Core Content Subjects and Subgroups</b><br><b>Resources</b>  | <b>Resources</b>  |
|---|---|
| <p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>• Reading Portfolios</li> <li>• Fluency Timers</li> <li>• Individual Student Profiles</li> <li>• Reading STAR Program</li> <li>• Thinking Maps</li> <li>• Provide classrooms libraries/programs</li> <li>• Class sets – novels</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Dictionaries</li> <li>• Thesaurus</li> <li>• Internet Resources</li> <li>• Response to Intervention (RTI)</li> <li>• Bulletin Boards for displaying student work and projects</li> <li>• Provide after school and Saturday tutorial snacks on tutoring days.</li> <li>• Purchase supplemental workbooks, supplies/materials and equipment/hardware to meet the new STAAR requirements in all core content areas. <ul style="list-style-type: none"> <li>• Copier Lease</li> </ul> </li> <li>• Purchase Supplies/Materials as needed for all academic core classes</li> <li>• Purchase technology supplies and equipment to support lesson delivery in all classrooms</li> </ul> <p>*To use <b>District Print Shop</b> for any supplemental reproducible items that are needed for instructional purposes in any core content area.</p> | <p style="text-align: center;"> <b>Title 1 211</b><br/><br/> <b>Local Funds 199</b><br/><br/> <b>SCE</b> </p> |



| All Core Content Subjects and Subgroups<br>Resources  | Resources  |
|---|--|
| <p><b><u>ELA Coninued</u></b></p> <ul style="list-style-type: none"> <li>• Provide a literature – rich environment by increasing the number of novels in the classroom and school library and make available to ELL students</li> <li>• ESL Dictionaries</li> <li>• Class sets of Quickreads – Read along stories</li> <li>• Books on CD</li> <li>• Vocabulary Word Walls</li> <li>• Accelerated Reader –Renaissance</li> <li>• Utilize Benchmark/ STAAR/TELPAS results to help students</li> <li>• Lesson Plans</li> <li>• Graphic Organizers</li> <li>• TEKS – STAAR</li> <li>• STAAR / STAAR Alt , A</li> <li>• Interactive Notebooks</li> </ul> | <p style="text-align: center;">Title 1 211</p> <p style="text-align: center;">Local Funds 199</p> <p style="text-align: center;">SCE</p> |

| All Core Content Subjects and Subgroups<br>Resources  | Resources  |
|---|--|
| <p><b><u>SCIENCE</u></b></p> <ul style="list-style-type: none"> <li>• STEM – buy consumables</li> <li>• EduSmart</li> <li>• Provide classrooms libraries/programs</li> <li>• General Supplies for Academies, Content Camps, and Classroom Lessons</li> <li>• Purchase laboratory specimens</li> </ul> <p><b><u>SCIENCE – EL</u></b></p> <ul style="list-style-type: none"> <li>• Science Enrichment Course</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• HESTEC</li> <li>• RGVSA</li> <li>• CAST</li> </ul> | <p style="text-align: center;">Title 1 211</p> <p style="text-align: center;">Local Funds 199</p> <p style="text-align: center;">SCE</p> |

| All Core Content Subjects and Subgroups<br>Resources  | Resources  |
|---|--|
| <p><b><u>MATH</u></b></p> <ul style="list-style-type: none"> <li>• TI – Inspire Calculators</li> <li>• Four function calculators</li> <li>• White Boards</li> <li>• General Supplies for Academies, Content Camps, and Classroom Lessons</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Math Conference</li> </ul> | <p style="text-align: center;">Title 1 211</p> <p style="text-align: center;">Local Funds 199</p> <p style="text-align: center;">SCE</p> |

| All Core Content Subjects and Subgroups<br>Resources  | Resources  |
|---|--|
| <p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• Jarrett Books</li> <li>• Sirius Books</li> <li>• General Supplies for Academies, Content Camps, and Classroom Lessons</li> <li>• Provide additional tutoring and reinforcement to students identified at risk of failing</li> <li>• Interactive Notebooks</li> <li>• Connect Ed</li> <li>• Reading Essentials</li> <li>• NewsELA</li> <li>• Textbook – McGraw-Hill</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Social Studies – EL</u></b></li> <li>• Enrichment Course</li> </ul> | <p style="text-align: center;">Title 1 211</p> <p style="text-align: center;">Local Funds 199</p> <p style="text-align: center;">SCE</p> |

|   | Resources  |
|---|--|
| <p><b>All Core Content Subjects and Subgroups</b><br/> <b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Establish continuous professional staff development in identified areas of need</li> <li>• Reading academy for the struggling readers</li> <li>• SIOP (Sheltered Instruction Observation Protocol)</li> <li>• Cooperative Learning</li> <li>• Train all teachers in GT strategies</li> <li>• AP/Pre-AP Inservice</li> <li>• Jane Schaffer Writing Training</li> <li>• Diana Ramirez</li> <li>• AdvancED (Accreditation Engagement Review)</li> <li>• Region One Service Center</li> <li>• CAST (Science)</li> <li>• Curriculum Writing</li> <li>• Lead4Ward- Conference</li> <li>• Led4ward-Webinars- Social Studies</li> <li>• McGraw-Hill Consulting</li> <li>• Personalized Learning PD by Content</li> <li>• Imagine Math</li> <li>• Trail of Bread Crumbs – Gretchen Bernabei (Writing Consultant)</li> <li>• Campus Improvement Planning Team Meetings</li> <li>• Reading Apprenticeship Across all Disciplines (RAAD)</li> <li>• RICE/TAPIA Center for Excellence and Equity (Students and Staff)</li> <li>• Authentic Literacy PD</li> <li>• Duke Tip</li> <li>• TMSCA</li> </ul> | <p style="text-align: center;">Title 1 211</p> <p style="text-align: center;">Local Funds 199</p> <p style="text-align: center;">SCE</p> |

| <b>All Core Content Subjects and Subgroups</b><br><b>Professional Development</b>  | <b>Resources</b>  |
|--|---|
| <p>Provide continuous staff development in:</p> <ul style="list-style-type: none"> <li>• Data analysis to identify language proficiency levels</li> <li>• Data analysis to inform instruction</li> <li>• ESL strategies/SIOP</li> <li>• Instructional Academies</li> <li>• After school &amp; Sat. tutoring</li> <li>• Differentiation of Instruction</li> <li>• LAS Training</li> <li>• LPAC Training</li> <li>• Attending ESL Conferences</li> <li>• Author visits - library</li> <li>• Motivational Speakers</li> <li>• Dual Language</li> <li>• University Interscholastic League (UIL)</li> <li>• School Improvement Conference</li> <li>• Middle Schools Matter Conference</li> <li>• HESTEC</li> <li>• RGVSA Conference</li> <li>• CAST Conference</li> </ul> | <p style="text-align: center;"> <b>Title 1 211</b><br/><br/> <b>Local Funds 199</b><br/><br/> <b>SCE</b> </p> |

| <b>All Core Content Subjects and Subgroups</b><br><b>Professional Development</b>  | <b>Resources</b>  |
|--|---|
| <p>Support teacher staff development activities in the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Bilingual/ESL strategies to support classroom instruction for EL students</li> <li>• Awareness of cultural factors that influence instruction</li> <li>• Instructional strategies such as modifications and accommodations in general education</li> <li>• Positive behavior intervention strategies to enhance classroom management and de-escalate and/or diffuse inappropriate behavior</li> <li>• CPR training for teachers and paraprofessionals of self contained classrooms every two years</li> <li>• First Aid/AED</li> <li>• Tutoring</li> <li>• Differentiation of Instruction</li> </ul> <p><u>Support Facilitation- Electives</u></p> <p style="padding-left: 40px;">Teacher prepared accommodations and modifications (non – core area courses).</p> <p><u>Speech Therapy</u></p> <p><i>Related Services:</i></p> <p style="padding-left: 40px;">Transportation, Counseling, Psychological services, school health services, social work services, behavior strategist, PT, OT, VI, and OM.</p> | <p style="text-align: center;"> <b>Title 1 211</b><br/><br/> <b>Local Funds 199</b><br/><br/> <b>SCE</b> </p> |

| <b>All Core Content Subjects and Subgroups</b><br><b>Technology</b>  | <b>Resources</b>  |
|--|---|
| <p>Integrate technology into the curriculum to reinforce and enhance math skills.</p> <ul style="list-style-type: none"> <li>• Data Projectors and data projector parts</li> <li>• All in one classroom computers</li> <li>• Document Cameras</li> <li>• Classroom Clickers</li> <li>• Classroom Speakers (content academies)</li> <li>• Classroom microphones</li> <li>• Presentation Screens (content academies)</li> <li>• Presentation Technology Carts (content academies)</li> <li>• I-Pads</li> <li>• Mobile Classroom Labs</li> <li>• Software <ul style="list-style-type: none"> <li>• Brainpop</li> <li>• Imagine Math/I-station</li> <li>• Herman Method</li> <li>• Read 180/Systems 44</li> <li>• Tech Labs (EduSmart)</li> </ul> </li> <li>• Mimios</li> <li>• Laptops</li> <li>• Student Lab computers and printers <ul style="list-style-type: none"> <li>• Ink cartridges</li> </ul> </li> </ul> | <p style="text-align: center;"> <b>Title 1 211</b><br/><br/> <b>Local Funds 199</b><br/><br/> <b>SCE</b> </p> |



|  |  |
|--|--|
| <p><b>All Core Content Subjects and Subgroups</b></p> <p><b>Technology</b></p> <p>Computer Lab Bulletin Boards for student work and presentations<br/>Purchase supplemental workbooks, supplies and equipment to meet the new STAAR requirements.</p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Keep laboratory equipment up to date</li> <li>• Purchase supplies and equipment needed to do labs and other lessons</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• TI – Inspire and four function calculators.</li> </ul> | Resources  |
|  | <p>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p> |