



PHARR-SAN JUAN-ALAMO Independent School District

Audie Murphy
Middle School
Campus
Improvement
Plan
2021 - 2022



“Stronger Together”

Audie Murphy Middle School Leadership Team(SBDM)

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PHARR SAN JUAN ALAMO VISION

- Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

PHARR SAN JUAN ALAMO MISSION

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

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.



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

Builds relationships

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

Communicates effectively

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

Models ethics

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

Exhibits professionalism

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



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

Demonstrates expertise

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

Establishes shared vision

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

Implements plan

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

Expects results

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



Develops and empowers individuals and teams for effective action

Builds capacity

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

Promotes collaboration

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

Inspires action

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

Develops leaders

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



Maintains district at the forefront of educational service providers

Scans Environment

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

Champions solutions

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

Manages change

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

Acknowledges outcomes

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

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.

Executive Summary

- **Demographics Summary:** The current enrollment of Audie Murphy is 820. Our population consists of 99.5 Hispanic students. The enrollment by grade level is 6th grade 260, 7th grade 274, and 8th grade 286. Our subpopulations are 9.2% Special Education, 45% English Learners, 2.6% Migrant, 6.0% Gifted and Talented. Most of our students are Hispanic 99.51%. Our economically disadvantaged is 96.5%. Our attendance for 2019-2020 (98.11%) and 2020-2021 (97.8%) and we don't have any dropouts.
- **Comprehensive Needs Assessment Summary:** Audie Murphy attained an overall report card grade of C. In Domain 1 (Student Achievement) Audie Murphy's overall score was a 72 (met standard). In Domain I, Reading was 61% approaches, 32% Meets, and 14% Masters, Math was 74% approaches, 42% Meets, and 16% at Masters, Algebra 97%, 7th grade Writing was 61% approaches, 29% Meets, and 11% Masters, 8th grade Science 77% approaches, 46% Meets, and 20% Masters which they earned a Distinction. 8th grade Social Studies 49% were at approaches, 20% Meets, and 7% Masters. In Domain II Part A, we earned a component score of 61(Academic Growth) with a rating of a B. In part B, Relative performance we earned a component score of 39 with F rating. Last, in Domain III, our component score was a 6 in reading 0 out of 7 indicators met. In Math, 2 out of 7 indicators met for growth. We didn't meet our Telpas goal of 36%.
- **Curriculum and Instruction and Assessment:** Audie Murphy offers a variety of college prep classes and dual language classes with an opportunity for students to earn High school credit and AP credit for Spanish 3 AP. Our RLA and Math/Algebra/Geometry classes are blocked 100% for 6th, 7th, and 8th grade. Teachers are following a district wide curriculum and use CIF, SIOP, and AVID strategies for engaging students and providing differentiated instructional support. Audie Murphy counselors and teachers offer counseling lessons for students during advisory class to meet the social and emotional well-being of our student population.
- **Summary of Goals:** Audie Murphy will continue to monitor the progress of all students including special populations through formative, summative, and weekly assessments. We will implement reading and writing across all contents, including elective classes. We will have interventions in place to meet the needs of our students. We will continue to increase the number of students in the Meets and Masters level in Domain I. In Domain II, school progress we will continue to have parent meetings and individual conferences with students to let them know what their goal is to meet progress level. In closing the gaps, our 2021-2022 year goals will be to meet all identified indicators in order to accomplish our Domain III targets. We will continue to work with students in the classroom to practice their speaking, think-pair-share and their writing skills to meet our Telpas indicator.

DEMOGRAPHICS



Audie Murphy	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	820	411	405	75	367	62	45	20	787	49	182
Percent	100	50.4	49.6	9.4	45	7.6	5.5	2.6	96.5	6.0	22.4

Audie Murphy	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	820	816	1	0	3	0
AUDIE MURPHY	100	99.5	0.1%	0.0%	0.37%	0.0%

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018-2019/2020-2021 STAAR District Summary Report
2. 2020-2021 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McREL Teacher Formal Evaluations/Goal Setting/Student Learning Objectives
8. Upcoming T-TESS Evaluation System Teacher Training/Student Growth Measure (SGM)
9. Professional Development Plan
10. Teacher Certifications
11. TELPAS Scores
12. Technology Inventories

Comprehensive Needs Assessment

Closing the Gap



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 816 of which 367 (45%) 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%.
 - 6th Grade 33 students = 20%
 - 7th Grade 19 students = 17%
 - 8th Grade 40 students = 36%

Comprehensive Needs Assessment

Closing the Gap



Demographics Summary:

Enrollment at snapshot was 816 of which 367 (45%) 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 816 of which 367 (45%) 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:

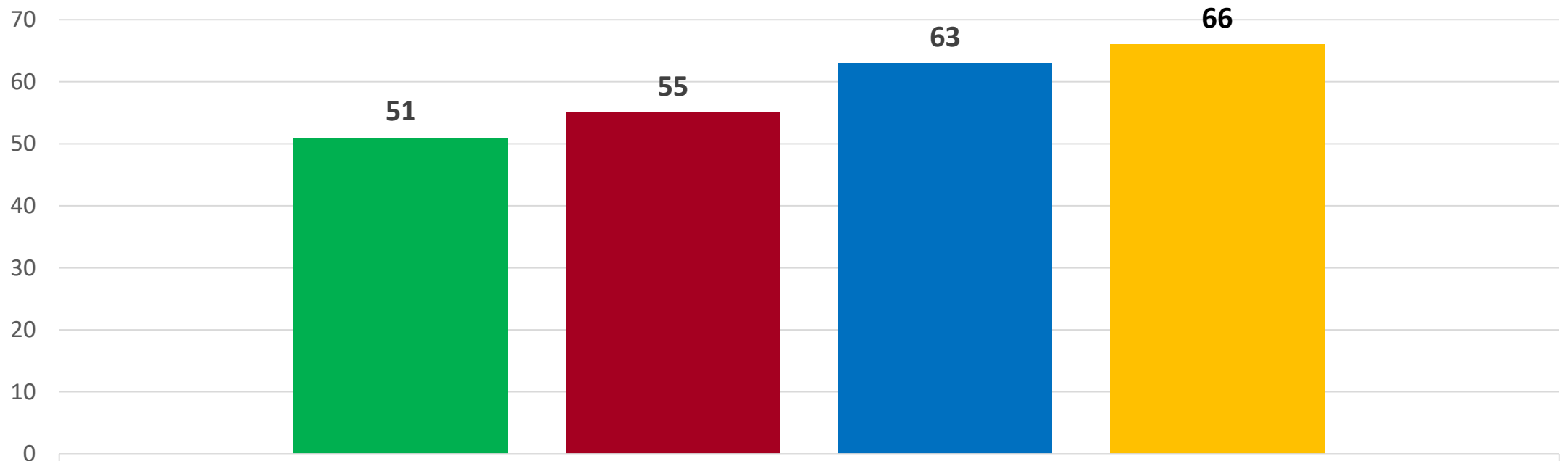
In Social Studies, the achievement gap between ECD and All students is 1%. A decrease of 2% from 2018.

Student Achievement Summary 2019



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

Student Achievement STAAR 2019 6th Reading

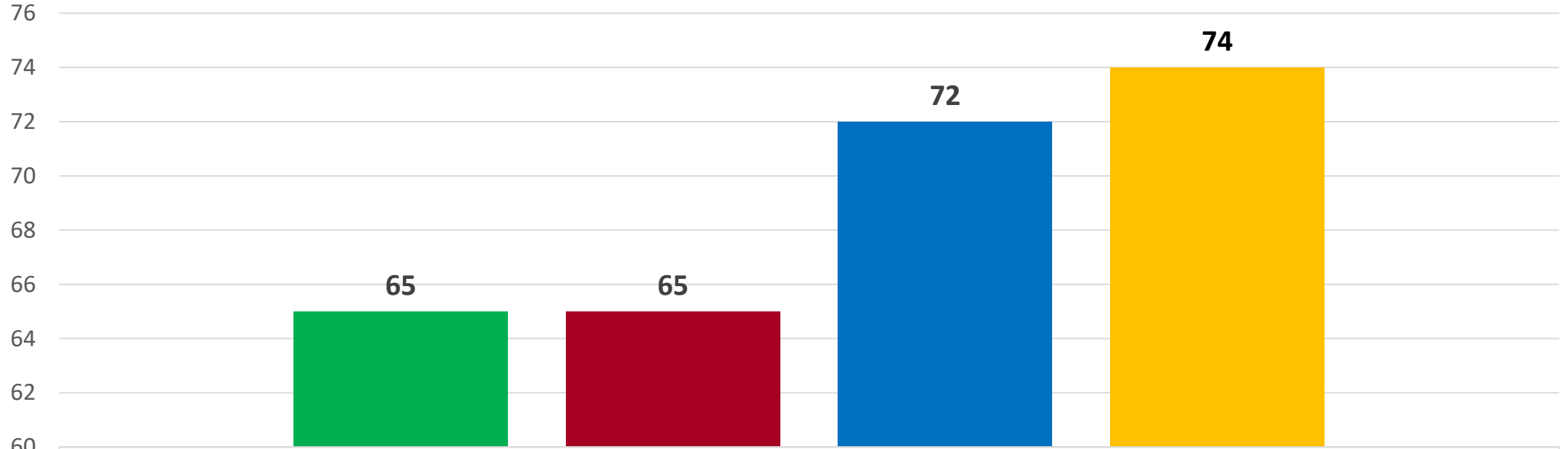


Domain 1 Student Achievement

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

■ Audie Murphy ■ PSJA ■ Region One ■ State

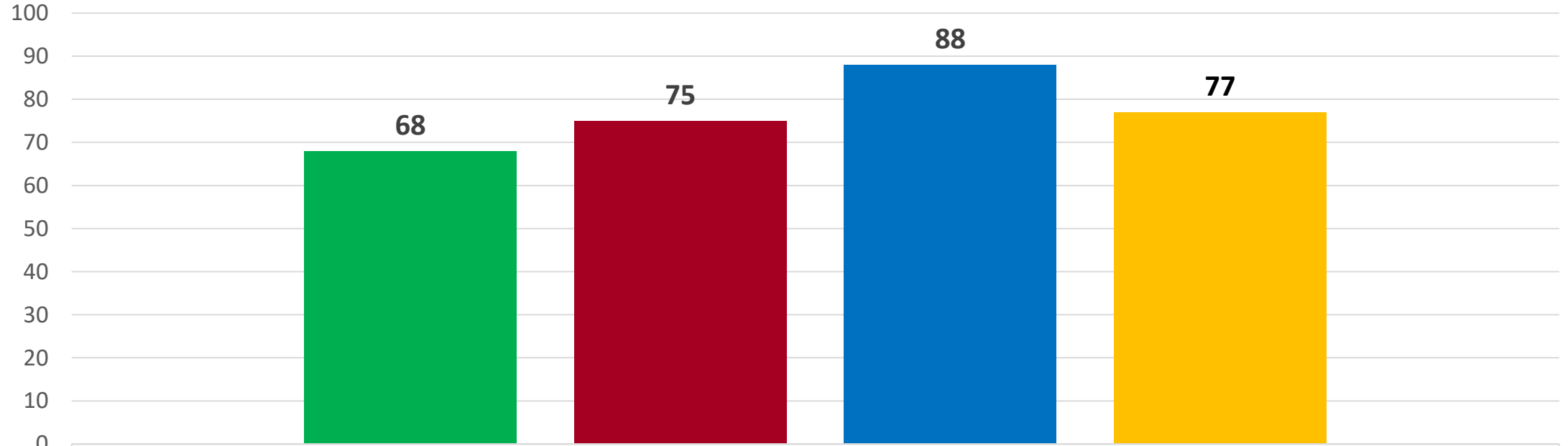
Student Achievement STAAR 2019 7th Reading



Domain 1 Student Achievement	
Audie Murphy	65
PSJA	65
Region One	72
State	74

■ Audie Murphy
 ■ PSJA
 ■ Region One
 ■ State

Student Achievement STAAR 2019 8th Reading

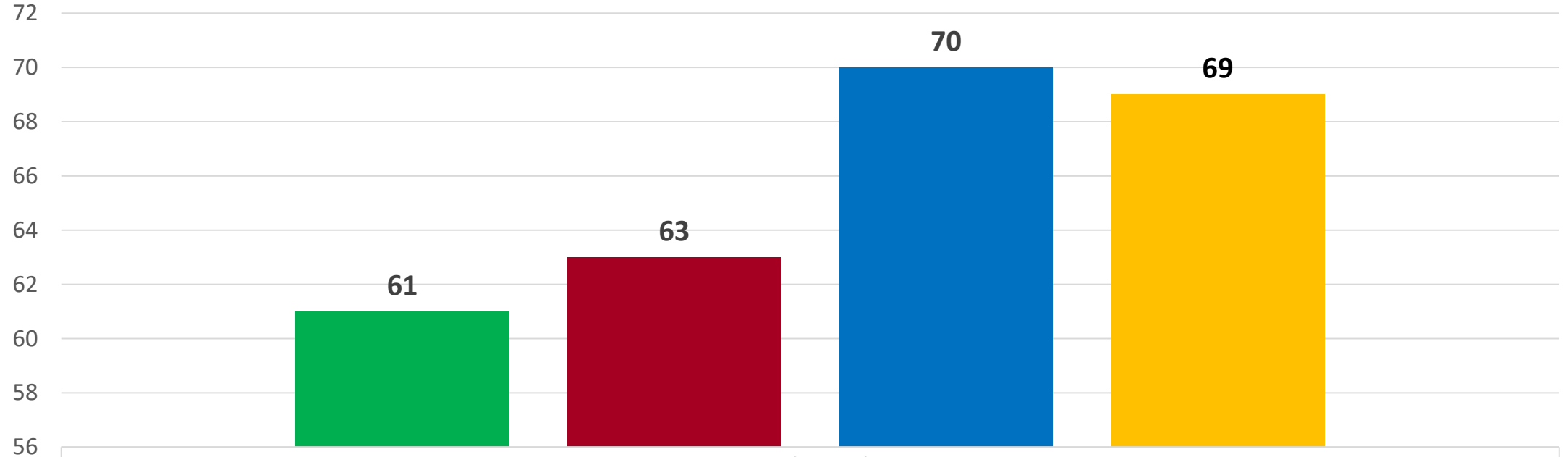


Domain 1 Student Achievement

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

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 7th Writing

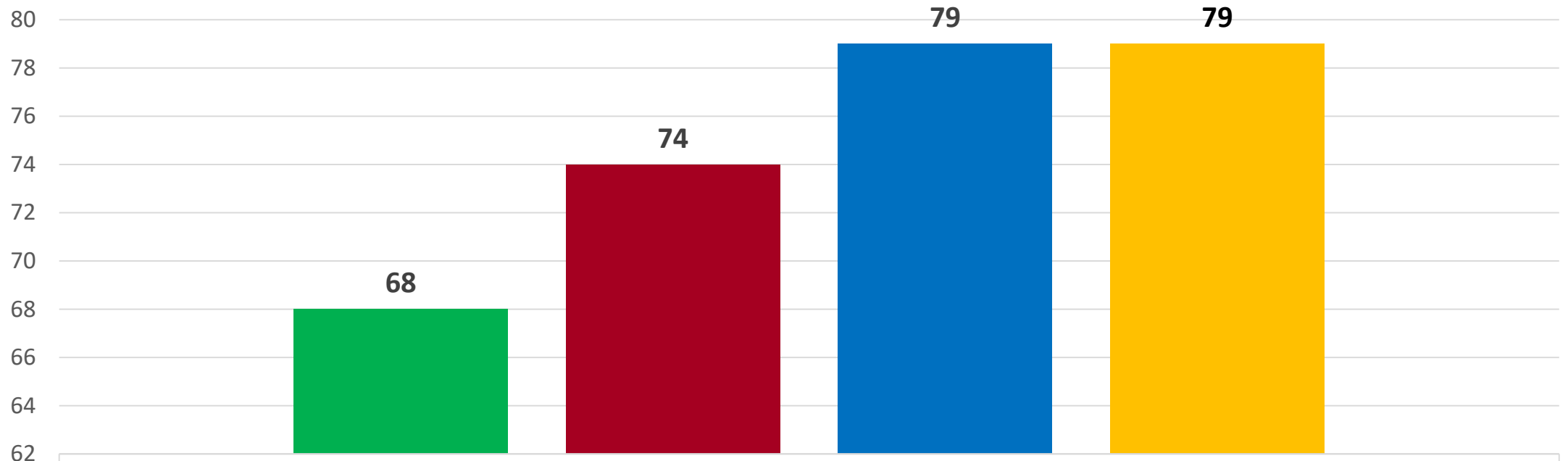


Domain 1 Student Achievement

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

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 6th Math

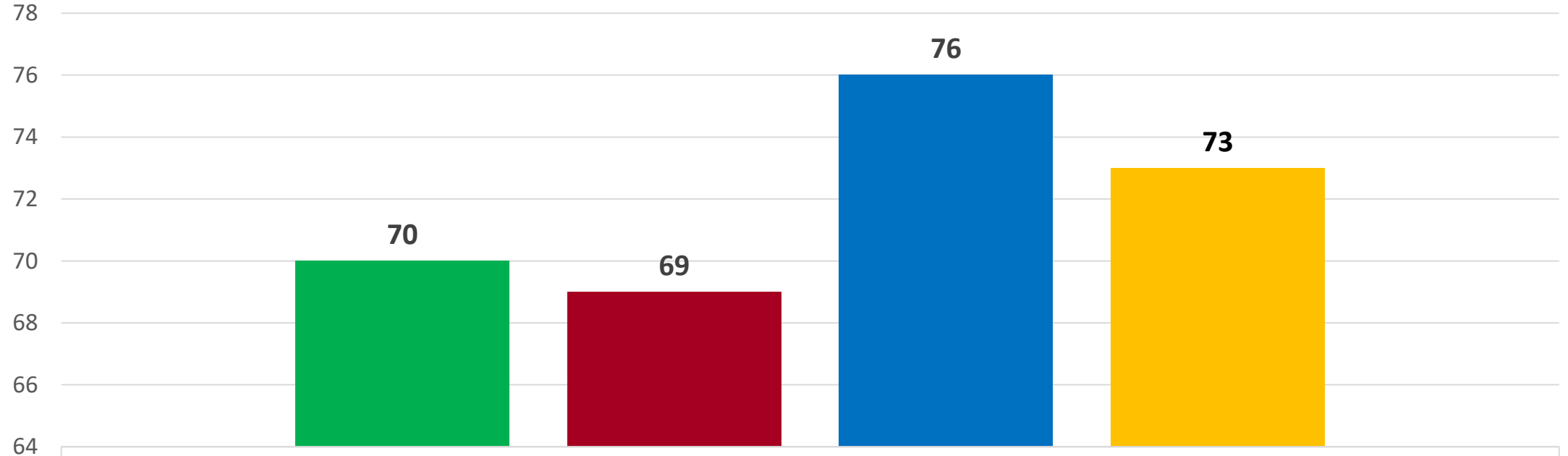


Domain 1 Student Achievement

■ Audie Murphy	68
■ PSJA	74
■ Region One	79
■ State	79

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 7th Math

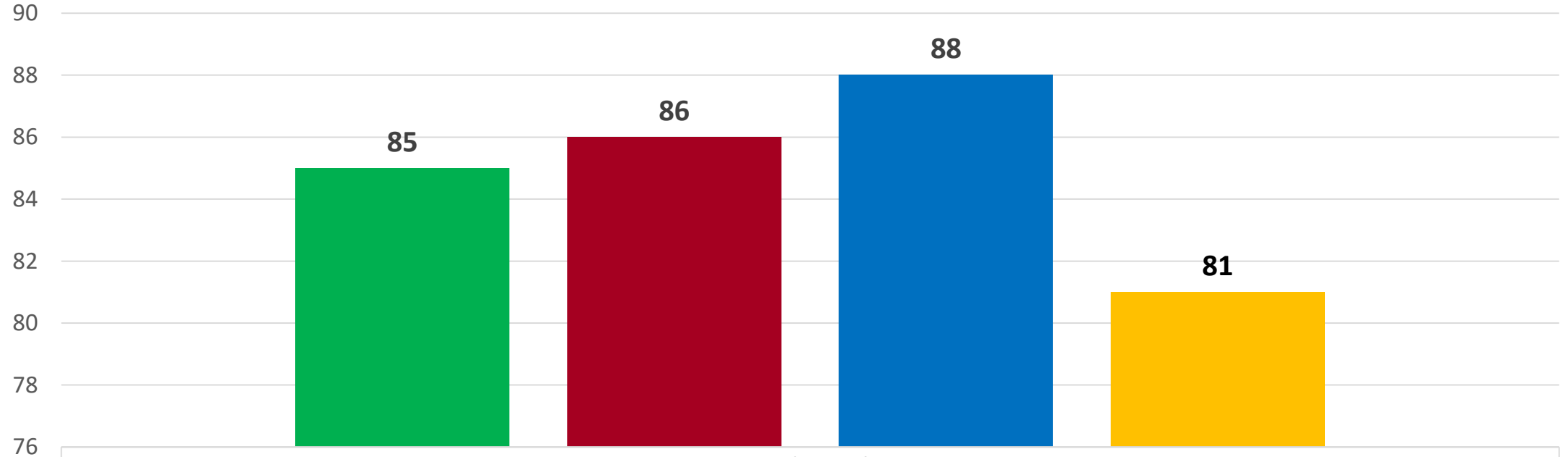


Domain 1 Student Achievement

■ Audie Murphy	70
■ PSJA	69
■ Region One	76
■ State	73

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 8th Math

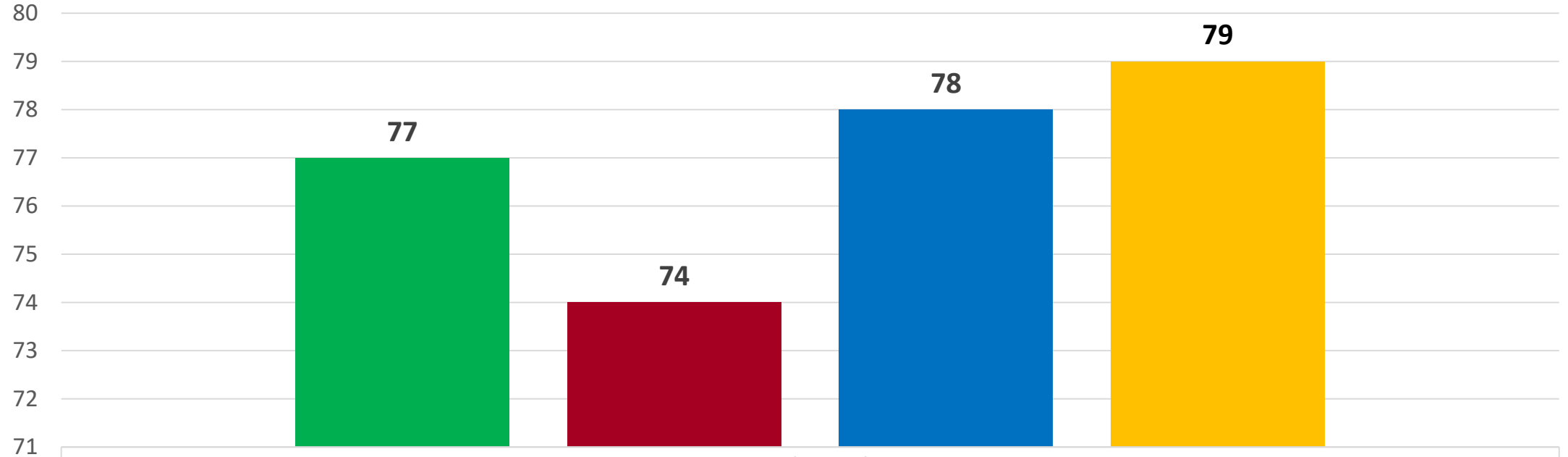


Domain 1 Student Achievement

■ Audie Murphy	85
■ PSJA	86
■ Region One	88
■ State	81

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 8th Science

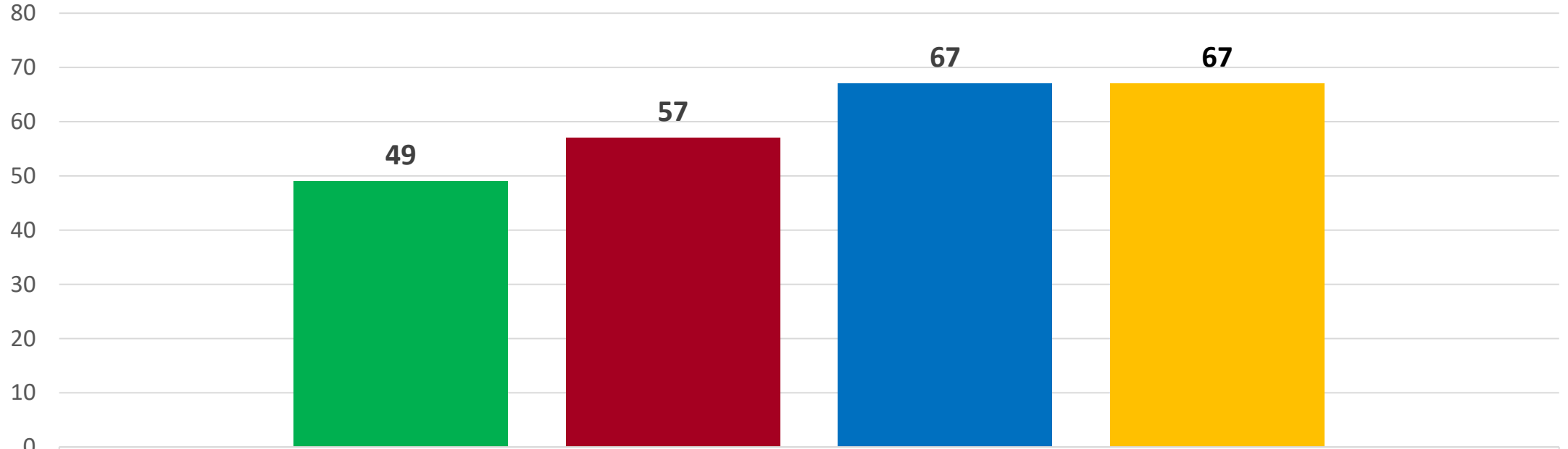


Domain 1 Student Achievement

■ Audie Murphy	77
■ PSJA	74
■ Region One	78
■ State	79

■ Audie Murphy ■ PSJA ■ Region One ■ State

Student Achievement STAAR 2019 8th Social Studies



Domain 1 Student Achievement






■ Audie Murphy	49
■ PSJA	57
■ Region One	67
■ State	67

■ Audie Murphy ■ PSJA ■ Region One ■ State

2020 - 2021 Audie Murphy Goals



6th Grade Mathematics

# of Questions Needed to Meet State Performance Standard Max Raw Score 38		% of Students Passing State Assessment at State Standard of <i>34%</i>		% of Students Passing State Assessment at State Standard of <i>37%</i>		% of Students Passing State Assessment at State Standard of <i>37%</i>		Benchmark #1	Goal
		2017	2018	2019	2019/2020	2022			
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 th Grade Mathematics					Benchmark #1 2020 - 2021	Goal 2022
# of Questions Needed to Meet State Performance Standard		% of Students Passing State Assessment at State Standard of <i>40%</i>	% of Students Passing State Assessment at State Standard of <i>40%</i>	% of Students Passing State Assessment at State Standard of <i>40%</i>		
Max Raw Score 40		2017	2018	2019	2019	2022
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



8th Grade Mathematics

# of Questions Needed to Meet State Performance Standard		% of Students Passing State Assessment at State Standard of			BM #1	BM #2	Goal
		2017	2018	2019	2019	2019	2022
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









6th Grade Reading

# of Questions Needed to Meet State Performance Standard		% of Students Passing State Assessment at State Standard of 58%		% of Students Passing State Assessment at State Standard of 58%		% of Students Passing State Assessment at State Standard of 58%		Benchmark #1 2020 - 2021	Goal 2022
		2017	2018	2019	2019	2022			
Max Raw Score 40									
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



7th Grade Reading

# of Questions Needed to Meet State Performance Standard		% of Students Passing State Assessment at State Standard of <i>55%</i>		% of Students Passing State Assessment at State Standard of <i>55%</i>		Benchmark #1 2020 - 2021	Goal 2022
		2017	2018	2019	2019	2022	
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 th Grade Reading		% of Students Passing State Assessment at State Standard of <i>57%</i>		% of Students Passing State Assessment at State Standard of <i>57%</i>		BM #1	BM #2	Goal 2022
		# of Questions Needed to Meet State Performance Standard	Max Raw Score 44	2017	2018	2019	2019/2020	2019/2020
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










7th Grade Writing

# of Questions Needed to Meet State Performance Standard Max Raw Score 46		% of Students Passing State Assessment at State Standard of <i>54%</i>		% of Students Passing State Assessment at State Standard of <i>54%</i>		% of Students Passing State Assessment at State Standard of <i>57%</i>		BM #1	BM #2	Goal 2022
		2017	2018	2019	2019	2019	2019	2022		
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









8th Grade Science

# of Questions Needed to Meet State Performance Standard		% of Students Passing State Assessment at State Standard of 52%		% of Students Passing State Assessment at State Standard of 55%		% of Students Passing State Assessment at State Standard of 52%		Benchmark #1 2020 - 2021	Goal 2022
		Max Raw Score 42		2017	2018	2019	2019/2020	2022	
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



8th Grade Social Studies

# of Questions Needed to Meet State Performance Standard Max Raw Score 44		% of Students Passing State Assessment at State Standard of <i>52%</i>		% of Students Passing State Assessment at State Standard of <i>50%</i>		Benchmark #1	Goal
		2017	2018	2019	2019/2020	2022	
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 Students Passing State Assessment <i>TARGET: 70% Masters Audie Murphy</i>	% of Students Passing State Assessment <i>TARGET: 89.5% Masters Audie Murphy</i>	% of Students Passing State Assessment <i>TARGET: 94.5% Masters Audie Murphy</i>	<i>BM #1</i>	<i>BM #2</i>	<i>GOAL</i>
# of Questions Needed to Meet State Performance Standard Max Raw Score 54		2017	2018	2019	2020 - 2021	2020 - 2021	2022
Approaches	21	100%	100%	100%	100%	98%	100
Meets	33	95%	100%	100%	88%	98%	100
Masters	41	92%	90%	95%	53%	83%	100

2020-2021 Virtual Year STAAR Achievement Results

Grade	Subject	Total Enrolled	Tested	Percentage of Students tested	Approaches	Meets	Masters
6th	Math	260	90	35%	28%	8%	3%
7th	Math	274	81	30%	35%	12%	2%
8th	Math	286	67	23%	22%	6%	3%
6th	Reading	260	87	33%	34%	9%	5%
7th	Reading	274	85	31%	52%	31%	13%
8th	Reading	286	69	24%	49%	26%	6%
8th	Social Studies	286	74	26%	24%	7%	3%
8th	Science	286	78	27%	41%	18%	5%
7th/8th	Algebra	28	14	50%	100%	86%	50%

CIP Part 2: Goals, Objectives, Strategies and Action Plans- Planning, Implementing and Monitoring

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	66	80 Component Score 49
Reading	80	69	61	78%
Math	80	83	74	6 th Grade 78% 7 th Grade 78% 8 th Grade 90%
Writing	80	70	61	70%
Science	80	80	77	85%
Social Studies	80	76	49	70%

Student Achievement Summary 2019



EL Current & Monitored Performance Rates	Performance Target 2019	PSJA ISD All Students District	Audie Murphy Middle School	Goals 2021
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 2021
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 All Students District	Audie Murphy Middle School	Goals 2021
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

2021-2022	# Enrolled	# @ APP	% Met	# @ ME	% Met	# @ MA	% Met	Total	Grade
Reading									
6th	259	202	78%	106	41%	65	25%	48	C
7th	273	213	78%	131	48%	68	25%	50	B
8th	284	222	78%	136	48%	71	25%	50	B
Math									
6th	259	202	78%	124	48%	65	25%	50	B
7th	273	213	78%	131	48%	68	25%	50	B
8th	284	256	90%	156	55%	71	25%	57	B
Science									
8th	284	241	85%	170	60%	85	30%	58	B
Social Studies									
8th	284	199	70%	97	34%	65	23%	42	C
Writing									
7th	273	191	70%	126	46%	68	25%	47	C
Campus	2473	1939	78%	1177	48%	626	25%	50	B

Audie Murphy Middle School

DOMAIN III GOALS 2021-2022

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		
2022 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		
2022 Goals	47		47			17	46	42		49	37	5	7
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		
2022 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		
2022 Goals	71		70			50	70	68		67	62	4	7
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		
2022 Goals	49		44			19	43	39		48	37	5	7
English Language Proficiency Status													
Campus								ELS Current				Total Met	Total Eval.
TELPAS								24				0	1
Targets								36					
2022 Goals								40				1	1

8/14 =
x .30

17.1

9/14 =
x .50

32.1

5/7 =
x .10

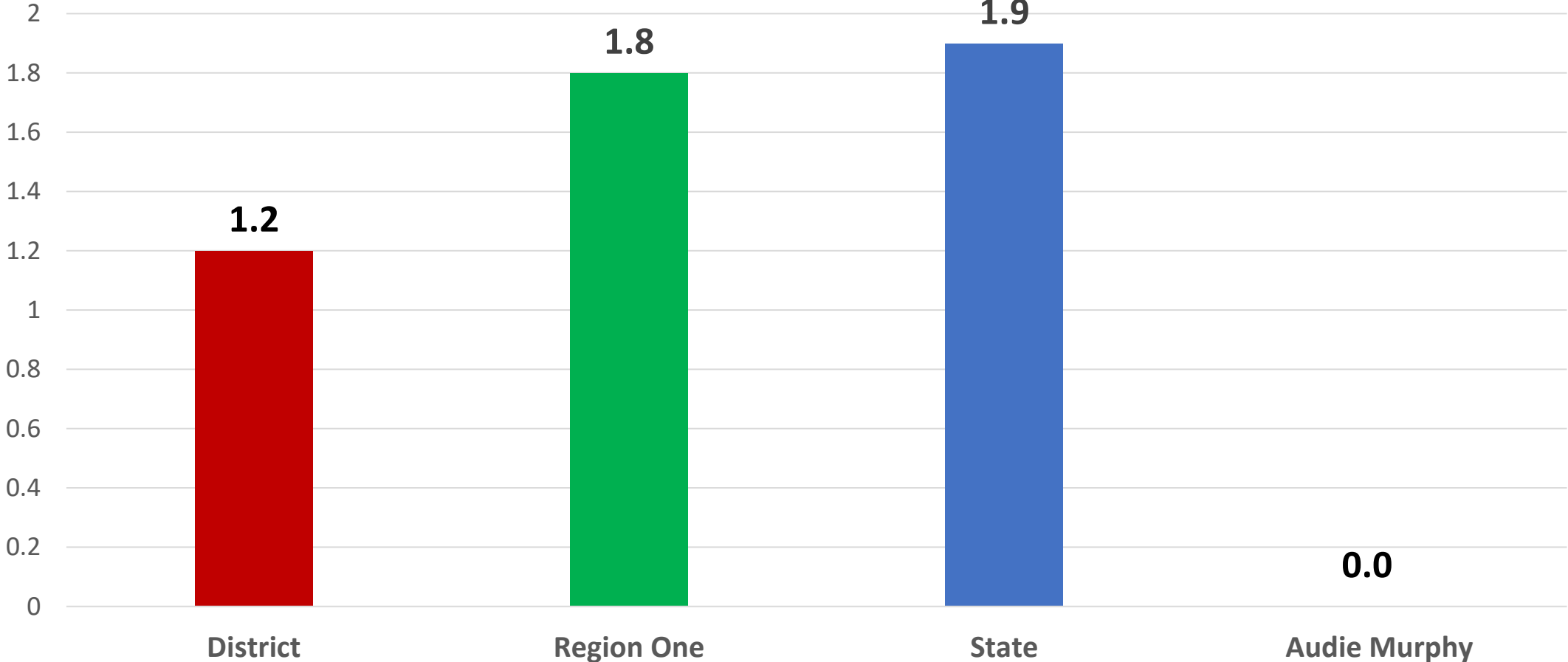
7.1

1/1 =
x .10

10

66

Drop Out Rate (Grades 9-12)



Source:
2019 TEA Accountability Reports

Audie Murphy Middle School
Goal 1: Student Achievement

GOAL AREA I – Reading & Writing

Goal Area 1: Student Achievement – Reading Language Arts

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 29% to 46% as measured by 2022 STAAR Writing Assessments.

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Closely monitor assessment data for students not reading on grade level and provide feedback with continuous targeted support	Principal	Teacher Reading Resources	Aug. 2021	Istation Program Reports	Student Increase scores on Istation	Formative assessments	Title I Component 2 Component 3 Component 4 Component 8 Component 9
	Dean	Reading computer programs	-Oct. 2021 -Nov. 2021	Renaissance Learning STAR & AR reports	Growth in BOY to MOY to EOY	Benchmarks STAAR TELPAS	
	Admin Team	Teacher notes	-Jan. 2022	Differentiated Lesson plans	Correlated to STAAR projected measure	Student Learning Objectives	
	CLL	Individual student teacher data	-March 2022 -April 2022	TCLC agendas and sign in sheets	TELPAS increase on the number of students at Adv. and Adv. High	[SGMs] Pre/Post Test	
	Department Heads	I-station	-June 2022	Walkthrough documents			
	Teachers	STAR Reading Test MyOn Summit K-12 Study Sync Weekly Mini Assessments Fluency Checks		Individual Student Profiles DMAC Reports Weekly Mini Assessments Reports			

Action Steps: Reading & Writing

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

Monitor and intervene when students are not reading on level at each student/teacher conference check point during the year

Provide teacher support in the implementation of materials that align to reading comprehension.

GOAL AREA I – Reading & Writing

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Reading teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation.	Principal	Training Materials	-Aug. 2021 -Oct. 2021	-DMAC data reports	BM1 and BM2 scores show increase in student achievement and student performance growth.	-Weekly Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9
	Dean	TEKS, and Standards	-Nov. 2021 -Jan. 2022	-DMAC reports by subgroups			
	Admin Team	District Curriculum/Pacing Guide/Scope and Sequence	-March 2022 -April 2022	-Progress Monitoring Reports			
	CLL		-June 2022	-Walk-through feedback			
	Department Heads	Weekly lesson plans		-Lesson Plans			
	Content Coordinator						
	Teachers						

Action Steps: Reading & Writing

- Train staff on ELPS strategies, accommodations, differentiated instruction for all students.
- Provide teacher support in the implementation of reading materials to meet the needs of all students.
- Ongoing PD will be provided for teachers on TEKS analysis and on state standards.

GOAL AREA I – Reading & Writing

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teacher support in the implementation of writing across all disciplines will be provided.	District ELA Coordinator	TEKS per content	-Aug. 2021	<ul style="list-style-type: none"> - Curriculum documents <ul style="list-style-type: none"> - Lesson plans - CLL agendas - Walkthrough documents - Walkthrough feedback - Teacher individual conferences 	<ul style="list-style-type: none"> - Student Achievement gains on the STAAR Writing - Increase on the number of student scoring a 3 or better on the essay part of the test 	<ul style="list-style-type: none"> - -Weekly Assessments -BM I & II - STAAR -TELPAS - Student Growth Measure [SGMs] Pre/Post Test 	Title I Component 2 Component 4 Component 9
	Principal	-Oct. 2021					
	Dean	-Nov. 2021					
	Admin Team	-Jan. 2022					
	CLL	-March 2022					
	Department Heads	-April 2022					
	Teachers	-June 2022					
	Content Coordinator						

Action Steps: Reading & Writing

Writing portfolios will be implemented across all contents.

Campus Admin team will conduct walkthroughs and provide feedback and coaching.

Teachers will be trained in all contents to make writing visible and have students speak what they have written.

Writing prompts and scoring rubrics will be developed and used district wide.

GOAL AREA I – Mathematics

Goal Area 1: Student Achievement – Mathematics

Annual Goal: Students achieving at the meets level or above will increase from 40% to 50% in Math as measured by 2022 STAAR Writing Assessments.

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will use instructional strategies developed during curriculum rollouts and TLCs to deliver lessons that are engaging and meet the individual need of all students. Teachers will incorporate reading and writing into their daily lessons to support student comprehension.	Principal	Teacher Reading Resources	-Aug. 2021	Imagine Math Program Reports	Student Increase scores on Imagine Math	Formative assessments	Title I Component 2 Component 4 Component 9
	Dean	Reading computer programs	-Oct. 2021	Differentiated Lesson plans	Growth in BOY to MOY to EOY	CBAs	
	Admin. Team	Teacher notes	-Nov. 2021	TCLC agendas and sign in sheets	Correlated to STAAR projected measure	Benchmarks	
	CLL	Individual student teacher data	-Jan. 2022	Walkthrough documents	TELPAS increase on the number of students at Adv. and High	STAAR	
	CLF	Imagine Math (progress monitoring)	-March 2022			TELPAS	
	teachers		-April 2022			Student Growth Measure [SGMs] Pre/Post Test	
			-June 2022				

Action Steps: Mathematics

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

Teachers will use instructional strategies and will spiral activities to engage students in the learning process.

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

GOAL AREA I – Mathematics

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Benchmark data will be used, along with previous year STAAR data, to monitor the progress of each student and ensure academic growth.	Principal	DMAC reports	-Aug. 2021	-DMAC data reports	BM1 and BM2 scores show increase in student achievement and student performance growth.	-Unit Assessments	Title I Component 2 Component 4 Component 8 Component 9
	Dean	CLC agendas	-Oct. 2021	Dmac reports by subgroups		-BM I & II	
	Admin. Team	Sign-in sheets	-Nov. 2021	-Progress Monitoring Reports		-STAAR	
	CLL	Action plans	-Jan. 2022	-Walk-through feedback			
	Department Heads	Tutorials	-March 2022	-Lesson Plans			
	Content Coordinator	Lesson Plans	-April 2022	-Student/Teacher Conferences			
	Teachers	Walk throughs	-June 2022	-Parent Meetings/Contact Logs			
		Individual Student Profiles					

Action Steps: Mathematics

Teachers will attend PD sessions with math coordinator during six weeks roll outs.

Progress of students will be monitored and plan of intervention for students needing help will occur.

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

GOAL AREA I – Mathematics

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Data will be used to identify students in need of extended learning opportunities.	Principal	DMAC reports	-Aug. 2021	-DMAC data reports	Student achievement gains and closing achievement gaps.	-Weekly Assessments	Title I Component 2 Component 3 Component 8 Component 9
	Dean	CLC agendas	-Oct. 2021	-Data and Item analysis		-Unit Assessments	
	Admin. Team	sign-in sheets	-Nov. 2021	-Progress Monitoring Reports		-BM I & II	
	CLL	Action plans	-Jan. 2022	-Students' Progress Sheet		-STAAR	
	Department Heads	Tutorial	-March 2022	-Walk-through feedback			
	Teachers	Lesson Plans	-April 2022	-Lesson Plans			
		walk throughs	-June 2022				
		Go Math Resources					

Action Steps: Mathematics

Teachers will receive assessment data for their students within 48 hours of the test administration.

Data will be used to inform tutorial lessons and to identify spiraled skills and concepts.

Campus level monitoring of the progress of students will be done immediately following each Benchmark.

GOAL AREA I – Social Studies

Goal Area 1: Student Achievement – Social Studies

Annual Goal: Students achieving at the meets level or above will increase from 20% to 34% in Social Studies as measured by 2022 STAAR Writing Assessments.

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Design lessons that are aligned to the assessment and provide students with opportunities to engage in high level problem solving and use of critical thinking skills to develop their knowledge and mastery of the TEKS presented.	Principal	DMAC data	Aug. 2021	Differentiated Lesson plans	Student increase in the number passers and performance at meets level and above	Formative assessments	Title I Component 2 Component 3 Component 4 Component 8 Component 9
	Dean	Teacher notes	-Oct. 2021	Walkthrough documents		Unit Assessments	
	Admin Team	Individual student teacher data	-Nov. 2021	Teacher/Parent Signature on Monitoring sheet	Growth in BOY to MOY to EOY	Benchmarks	
	CLL		-Jan. 2022			Targeted Skills Academies	
	Department Heads		-March 2022			Student Growth Measure [SGMs] Pre/Post Test	
	Teachers		-April 2022				
	Content Coordinator		-June 2022				

Action Steps: Social Studies

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

Provide and monitor Social studies tutoring

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

GOAL AREA I – Social Studies

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Team and department heads will monitor the implementation of the curriculum content and TCLC strategies through calibrated walkthroughs.	Principal	DMAC reports	-Aug. 2021	DMAC data reports	BM1	-Unit Assessments	Title I
	Dean	Look for's in walk throughs	-Oct. 2021	Curriculum	BM2	-BM I & II	Component 2
	Admin. Team	Intervisitation	-Nov. 2021	Progress Monitoring Reports	Unit Assessments	-STAAR	Component 3
	CLL	Lesson Plans	-Jan. 2022	Walk-through feedback			Component 4
	Department Heads		-March 2022	Lesson Plans			Component 8
	Content Coordinator		-April 2022				Component 9
	Teachers		-June 2022				

Action Steps: Mathematics

- Teachers will attend PD sessions with Social Studies coordinator and Assistant Principal in charge of SS during six weeks roll out.
- Progress of students will be monitored and plan of intervention for students needing help will occur.
- Teachers will use disaggregated data to monitor the progress of each student to ensure academic growth.

GOAL AREA I – Social Studies

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Social Studies teachers will plan and conduct targeted tutoring sessions and specialized academies for students needing additional support in identified areas based on data analysis reports.	Principal	DMAC reports	-Aug. 2021	DMAC data reports	BM1	-Unit Assessments	Title I
	Dean	Individual Student Profiles	-Oct. 2021	Curriculum	BM2	-BM I & II	Component 2
	Admin. Team	Lesson Plans	-Nov. 2021	Progress Monitoring Reports		-STAAR	Component 3
	CLL	Academy Plan and Schedule	-Jan. 2022	Lesson Plans			Component 4
	Department Heads		-March 2022				Component 8
	Content Coordinator		-April 2022				Component 9
	Teachers		-June 2022				

Action Steps: Social Studies

-

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

-

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

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

Audie Murphy Middle School
Goal 2: Closing the Gaps

GOAL AREA 2 – Reading and Math - Special Education

Goal Area 2: Student Achievement – Special Populations

Annual Goal: Special education students achieving at the meets level or above will increase from 7% to 12% in Reading and students achieving at meets level or above will increase from 12% to 50% as measured by 2022 STAAR Writing Assessments and Math from 12% to 17% as measured in 2022 STAAR assessment.

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus level monitoring of the progress of special education students will be done immediately following each Benchmark assessment.	Principal	Benchmarks	-Aug. 2021	-DMAC data reports	Students in subgroups will make progress towards closing the achievement gap.	-Unit Assessments	Title I Component 2 Component 3 Component 4 Component 8 Component 9
	Dean	Istation Reading	-Oct. 2021	-Campus Performance Reviews (CPR)		-BM I & II	
	Admin Team	Imagine Math	-Nov. 2021	-Progress Monitoring Reports		-STAAR	
	CLL	Systems 44	-Jan. 2022				
	Department Heads	Herman Method	-March 2022	-Walk-through feedback			
	Teachers	Study Sync	-April 2022	-Lesson Plans			
	Diagnostician		-June 2022				

Action Steps: Reading & Math

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

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

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

GOAL AREA 2 – Reading and Math - Special Education

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
ELPS training will be provided for all staff members to serve the needs of our EL students. All staff will complete the SIOP modules.	Principal	DMAC reports	-Aug. 2021	DMAC data reports	BM1	-Unit Assessments	Title I Component 2 Component 3 Component 4 Component 8 Component 9
	Dean	Look for's in walk throughs	-Oct. 2021	Curriculum	BM2	-BM I & II	
	Admin. Team	Intervisitation	-Nov. 2021	Progress Monitoring Reports		-STAAR	
	CLL	Lesson Plans	-Jan. 2022	Walk-through feedback			
	Department Heads		-March 2022	Lesson Plans			
	Teachers		-April 2022 -June 2022				

Action Steps: Reading and Math - Special Education

Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program.

Monitor the progress of all students including special population students, i.e. special ed, ECD, HISP, continuously enrolled, non continuously enrolled, EL, etc., through district formative assessments.

Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.

GOAL AREA I – Reading and Math - Special Education

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Data will be used to inform tutorial lessons and to identify skills that will be retaught using supplemental aids and applicable resources that correspond with student’s IEPs.	Principal	Unit assessments	-Aug. 2021	-DMAC data reports	Student achievement gains and closing achievement gaps.	-Weekly Assessments	Title Title I Component 2 Component 3 Component 4 Component 8 Component 9
	Dean	Benchmark assessments	-Oct. 2021	-Campus Performance Reviews (CPR)		-CBA I	
	Admin. Team	Systems 44	-Nov. 2021	-Progress Monitoring Reports		-BM I & II	
	CLL	STAAR release assessments	-Jan. 2022	-Walk-through feedback		-STAAR	
	Department Heads		-March 2022	-Lesson Plans			
	Teachers		-April 2022				
	Diagnostician		-June 2022				

Action Steps: Reading and Math - Special Education

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

GOAL AREA 2 – Reading and Math - English Learners (EL)

Goal Area 2: Student Achievement – Special Populations

Annual Goal: English Learners (EL) students achieving at the meets level or above will increase from 26% to 31% in Reading and students achieving at meets level or above will increase from 37% to 42% for Math as measured by 2022 STAAR Assessments.

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Monitor the progress of all EL students using district formative and summative assessments.	Principal	Benchmarks	-Aug. 2021	-DMAC data reports	Students in subgroups will show progress towards closing the achievement gap.	-Unit Assessments	Title I Component 2 Component 3 Component 4 Component 8 Component 9
	Dean	Istation Reading	-Oct. 2021	-Campus Performance Reviews (CPR)		-BM I & II	
	Admin Team	Systems 44	-Nov. 2021	-Progress Monitoring Reports		-STAAR	
	CLL	Study Sync	-Jan. 2022	-Walk-through feedback			
	Department Heads		-March 2022	-Lesson Plans			
	Teachers		-April 2022				
	Bilingual Director		-June 2022				

Action Steps: Reading and Math - English Learners

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

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

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

GOAL AREA I – Reading and Math - English Learners

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
<p>ELPS training will be provided for all staff members to serve the needs of our EL students. All staff will complete the SIOF modules.</p>	Principal	DMAC reports	-Aug. 2021	DMAC data reports	BM1	-Unit Assessments	Title I
	Dean	Look for's in walk throughs	-Oct. 2021	Curriculum	BM2	-BM I & II	Component 2
	Admin. Team	Intervisitation	-Nov. 2021	Progress Monitoring Reports		-STAAR	Component 3
	CLL	Lesson Plans	-Jan. 2022	Walk-through feedback			Component 4
	Department Heads		-March 2022	Lesson Plans			Component 8
	Teachers		-April 2022 -June 2022				Component 9

Action Steps: Reading and Math English Learners

Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program.

Monitor the progress of all students through district formative assessments.

Monitor campus implementation of accommodations and interventions to accelerate student progress.

Monitor the strategic action plan for all EL's to ensure students are making progress towards advancing one or more proficiency levels on TELPAS assessment.

GOAL AREA I – Reading and Math - English Learners

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Data will be used to inform tutorial lessons and to identify skills that will be retaught using supplemental aids and applicable resources that correspond with student’s individual instructional needs – proficiency level skills needed to make progress.	Principal	Unit Assessments	-Aug. 2021	-DMAC data reports	Student achievement gains and closing achievement gaps.	-Unit Assessments	Title I Component 2 Component 3 Component 4 Component 8 Component 9 Local Funds 2a, 9a, 9b
	Dean	Benchmark assessments	-Oct. 2021	-Campus Performance Reviews (CPR)		-BM I & II	
	Admin Team		-Nov. 2021	-Progress Monitoring Reports		-STAAR	
	CLL		-Jan. 2022				
	Department Heads		-March 2022	-Walk-through feedback			
	Teachers		-April 2022	-Lesson Plans			
			May 2022				
			-June 2022				

Action Steps: Reading, Writing and Math English Learners

- Use data for each specific assessment to identify students' needs
- Data will be used to inform tutorial lessons and to identify spiraled skills and concepts
- Data will be used to identify students in need of extended learning opportunities
- Lessons will be planned to support students with enhancing skills in the areas of listening, speaking, reading, and writing.

Audie Murphy Middle School

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Assist students with (medical, dental, vision and hearing services)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -coordinate with social services agencies -provide referral for services 	--Nursing Staff	-SCE and T1, School based clinic NCDV, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, Virtual Care Services, VSP (vouchers)	August 2021 Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022 May 2022 June 2022	-Assistance provided to students as needed	-Health Needs Met	-Side by side data analysis	-Title 1--#2, 10
<p>Improve the management, attendance, education and care of children with asthma.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Ensure that all staff is trained about asthma symptoms, triggers and resources. 	-Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2021 Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022 May 2022 June 2022	-Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services -Assist with all medical asthmatic needs when needed	-Less asthma related emergencies	-Side by side data analysis	-Title 1--#2, 10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	-Nursing Staff	-School based clinics -Local health care providers -Local hospitals	August 2021 Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022 May 2022 June 2022	-Live monitoring of uninsured students with dashboards by individual campus and student	-Decrease percentage of student without a medical home	-Side by side data analysis	-Title 1--#2, 10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school - based clinics)</p>	<p>-Nursing Staff -Counselors</p>	<p>-Behavioral Centers -PSJA LPC</p>	<p>August 2021 Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022 May 2022 June 2022</p>	<p>-Brochure with available services information included</p>	<p>-Feedback from team after drill is completed, successful use of actual plan implemented for emergencies</p>	<p>-Side by side data analysis</p>	<p>-Title 1--#2, 10</p>
<p>-Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Behavioral Centers -PSJA LPC</p>	<p>August 2021 Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022 May 2022 June 2022</p>	<p>-Presentation for students</p>	<p>-Feedback from team after drill is completed, successful use of actual plan implemented for emergencies</p>	<p>-Side by side data analysis</p>	<p>-Title 1--#2, 10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
-Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff -Emergency Response Team	-Emergency medical services from Pharr, San Juan and Alamo	August 2021 Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022 May 2022 June 2022	-Nurses conduct impairment assessment as needed.	-Resource referral issued to every student at risk for drug use or violent behavior.	-Side by side data analysis	-Title 1--#2, 10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training all school staff on lockdown procedures	-Principal -Assistant Principals -Head Security	-Local Funds	August 2021 Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022 May 2022 June 2022	-Minimum two lock downs per campus per school year	-Schools are prepared for emergency situations	-Side by side data analysis	-Title 1--#2, 10
Training all school staff on fire drill procedures	-Principal -Assistant Principals -Head Security	-Local Funds	August 2021 Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022 May 2022 June 2022	-One fire drill conducted per month	-Schools are prepared for emergency situations	-Side by side data analysis	-Title 1--#2, 10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training all security staff to always be professional and courteous to all students and staff	-Principal -Assistant Principals	-Local Funds	August 2021 Sept. 2021 Oct. 2021 Nov. 2021 Dec. 2021 Jan. 2022 Feb. 2022 Mar. 2022 Apr. 2022 May 2022 June 2022	-Security officers dress and act professionally	-Better and improved interactions between security guards and staff, and students	-Side by side data analysis	-Title 1--#2, 10

Audie Murphy Middle School

Goal 4: Increase Staff quality, Recruitment and Retention

Goal 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: 100% of all teachers will be highly certified.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Hire University Student Interns that have demonstrated excellence in the classroom	-Principals recommend to HR students interns that should be offered a contract	-UTRGV, Texas A&M Kingsville, STC	-Fall -Spring	- Hiring of Student Interns	-Better adjustment for new teachers	-Higher retention rate of new teachers	Title 1 - # 4
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	-Collaborative Learning Leader	-Local funds	-Aug. 2021 – May 2022	-Sign-In Sheets -Instructional Coaching Log -Coaching schedules	-Benchmark scores, student achievement gains, closing achievement gaps	-CBAs, BMs, STAAR, TELPAS	Title 1 - # 4
On-going professional development of District Curriculum	-Principal -Assistant Principals -Collaborative Learning Leader	-Local funds	-Aug. 2021– May 2022	Sign-In sheets for curriculum development and revisions	-Better implementation of curriculum More alignment	-CBAs, BMs, STAAR, TELPAS	Title 1 - # 4
Instructional coaching support <ul style="list-style-type: none"> • New teachers • Other teachers needing support -Intra-visitations	-Principal -Assistant Principals -Collaborative Learning Leader	-Local funds	-Aug. 2021 – May 2022	-Sign-In Sheets -Instructional Coaching Log -Coaching schedules -Intra-visitations	-McREL Teacher Evaluation Proficiency level increase to the Proficient , Accomplished and Distinguished levels	-CBAs, BMs, STAAR, TELPAS	Title 1 - # 4

Goal 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: 100% of all teachers will be highly certified.

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	-Principal -Assistant Principals -Collaborative Learning Leader	-Experience teachers that have been trained as mentors. ACT-RGV	-Aug. 2019 – May 2021	-Mentor Logs	-Increase in teacher satisfaction and moral -Improvement in student performance	-McRel Evaluation -Student Academic Performance	Title 1 - # 4
Implement an effective instructional coaching system with on-going professional development	-Principal -Assistant Principals -Collaborative Learning Leader	-Title One Local Funds	-Aug. 2019 – May 2021	-Sign-In Sheets -Coaching logs -Coaching schedules	-McREL Teacher Evaluation Proficiency level increase to the Proficient, Accomplished and Distinguished levels	-McREL Mid-term and summative evaluations -SLO obtainment	Title 1 - # 4
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	-Principal -Assistant Principals -Collaborative Learning Leader	-Title One Local Funds	-Aug. 2019 – May 2021	-Sign-In Sheets -Coaching logs -Coaching schedules	-McREL Teacher Evaluation Proficiency level increase to the Proficient, Accomplished and Distinguished levels	-McREL Mid-term and summative evaluations -SLO obtainment	Title 1 - # 4
Monthly progress monitoring campus visits and Instructional rounds	-Principal -Assistant Principals -Collaborative Learning Leader	-Title One Local Funds	-Aug. 2019 – May 2021	-Sign-In Sheets -Coaching logs -Coaching schedules	-McREL Teacher Evaluation Proficiency level increase to the Proficient, Accomplished and Distinguished levels	-McREL Mid-term and summative evaluations	Title 1 - # 4
Provide teacher with ongoing professional development in Reading/Writing, Math, Science, and Social Studies to support needs identified in the campus improvement plan.	-Principal -Assistant Principals -Collaborative Learning Leader	-Title One Local Funds	-Aug. 2019 – May 2021	-Agenda -Registration -Other travel expenses	-Increase in student achievement	-CBAs, BMs, STAAR, TELPAS	Title 1 - # 4

Audie Murphy Middle School Professional Development

**Audie Murphy Middle School
Professional Development**

Tuesday
August 17, 2021 ERO #199070

TIME	TOPIC	DESCRIPTION	PRESENTER	ROOM
8:00am - 8:45am	Breakfast Welcome & Ice Breaker	Team Building Activity Introduction of New Staff Summer Birthdays	Margaret Carranza Flor Villarreal	TEAMS
8:45am - 9:45am	Climate and Culture	REACH Campus Expectations	Robert Sanchez	TEAMS
9:45am - 10:45am	Accountability Updates	HB 4545 Data Review Goal Setting	Lizette Longoria	TEAMS
10:45am - 11:00am	Break			
11:00am - 12:00am	Campus Mission and Vision	Review and Update	Elisa Trevino Margaret Carranza	TEAMS
12:00pm - 1:30pm	Lunch			
1:30pm - 4:00pm	Districtwide Convocation	Dr. Jorge Arredondo, Superintendent Keynote Speaker ERO #198944	District Representative	TEAMS

Audie Murphy Middle School

Wednesday
August 18, 2021 ERO #199099

TIME	TOPIC	DESCRIPTION	PRESENTER	ROOM
8:00am - 8:45am	Breakfast Welcome & Ice Breaker	Team Building Activity KAHOOT	Margaret Carranza Lizette Longoria	TEAMS
8:45am - 10:00am	T-TESS	Texas Teacher Evaluation System	Velma Villarrel Flor Villarreal	TEAMS
10:00am - 10:15am	Break			
10:15am - 11:45am	T-TESS	Texas Teacher Evaluation System	Velma Villarrel Flor Villarreal	TEAMS
11:45am - 1:00pm	Lunch			
1:00pm - 4:00pm	T-TESS	Texas Teacher Evaluation System	Velma Villarrel Flor Villarreal	TEAMS

Audie Murphy Middle School

Thursday
August 19, 2021 ERO #199108

TIME	TOPIC	DESCRIPTION	PRESENTER	ROOM
8:00am - 11:45am	Content Curriculum	Curriculum Rollout	Content Coordinators	TBD
8:00am - 11:45am	Fine Arts PE Special Ed	Fine Arts - Student Learning Loss and Social Emotional Needs PE - TEKS Updates, Covid - 19 Updates, and Scope and Sequence SPED - Unique Program Training	District Staff	Fine Arts: TBA PE: 192842 check in: PE1 Sped: 193396
11:45am - 1:00pm	Lunch			
1:00pm - 1:30pm	Sexual Harrassment/ Bullying	State Mandated Training	Yvonne Galindo Lisandro Espinoza	TEAMS
1:30pm - 1:45pm	Copyright	Rules and Regulations	Gina Huerta	TEAMS
1:45pm - 2:15pm	Procedures	Teacher Binders	Margaret Carranza	TEAMS
2:15pm - 2:45pm	Teacher Handbook	Staff	Elisa Trevino	TEAMS
2:45pm - 3:15	Building Relationships	Advisory AVID Testimonials	Lizette Longoria	TEAMS
3:15pm - 4:00pm	Book Study	Differentiated Instruction & The Dimensions of Engaged Teaching	Lizette Longoria	TEAMS

Resources

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

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

All Core Content Subjects and Subgroups Resources	Resources
<p><u>ELA Coninued</u></p> <ul style="list-style-type: none"> • Provide a literature – rich environment by increasing the number of novels in the classroom and school library and make available to all students • ESL Dictionaries • Books on CD/MackinVIA ebooks • Vocabulary Word Walls • ELPS Strategies • Accelerated Reader –Renaissance • Utilize Benchmark/ STAAR/TELPAS results to help students • Lesson Plans • Graphic Organizers • TEKS – STAAR • STAAR / STAAR Alt , A • Interactive Notebooks • Study Sync • I-Station • DMAC • ETS Criterion • Region One Service Center 	<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> <p style="text-align: center;">ESSR</p>

All Core Content Subjects and Subgroups Resources	Resources
<p><u>SCIENCE</u></p> <ul style="list-style-type: none"> • STEM – buy consumables • Lead4ward • Provide classrooms libraries/programs • General Supplies for Academies, Content Camps, and Classroom Lessons • Purchase laboratory specimens • Science Fusion • Nearpod • DMAC <p><u>SCIENCE – EL</u></p> <ul style="list-style-type: none"> • Science Enrichment Course <p>Professional Development</p> <ul style="list-style-type: none"> • HESTEC • RGVSA • CAST 	<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> <p style="text-align: center;">ESSR</p>

All Core Content Subjects and Subgroups Resources	Resources
<p><u>MATH</u></p> <ul style="list-style-type: none"> • TI – Inspire Calculators • Four function calculators • White Boards • General Supplies for Academies, Content Camps, and Classroom Lessons • Lead4ward • Go Math • Imagine Math • PSJA Teacher Instructional Guide <p>Professional Development</p> <ul style="list-style-type: none"> • Math Conference • TMSCA 	<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> <p style="text-align: center;">ESSR</p>

All Core Content Subjects and Subgroups Resources	Resources
<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Jarrett Books • Sirius Books • General Supplies for Academies, Content Camps, and Classroom Lessons • Provide additional tutoring and reinforcement to students identified at risk of failing • Interactive Notebooks • Connect Ed • Reading Essentials • NewsELA • Textbook – McGraw-Hill • ELPS • Lead4ward <ul style="list-style-type: none"> • <u>Social Studies – EL</u> • Enrichment Course 	<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> <p style="text-align: center;">ESSR</p>

	Resources
<p>All Core Content Subjects and Subgroups Professional Development</p> <ul style="list-style-type: none"> • Establish continuous professional staff development in identified areas of need • Reading academy for the struggling readers • SIOP (Sheltered Instruction Observation Protocol) • Cooperative Learning • Train all teachers in GT strategies • AP/Pre-AP Inservice • Jane Schaffer Writing Training • Diana Ramirez • AdvancED (Accreditation Engagement Review) • Region One Service Center • CAST (Science) • Curriculum Writing • Lead4Ward- Conference • Lead4ward-Webinars- All Contents • McGraw-Hill Consulting • Personalized Learning PD by Content • Imagine Math • Trail of Bread Crumbs – Gretchen Bernabei (Writing Consultant) • Campus Improvement Planning Team Meetings • Reading Apprenticeship Across all Disciplines (RAAD) • RICE/TAPIA Center for Excellence and Equity (Students and Staff) • Authentic Literacy PD • Duke Tip • TMSCA 	<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> <p style="text-align: center;">ESSR</p>

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

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

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

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