Campus Improvement Plan
2024-2025
Audie Murphy Middle School

Board Approved:

Vision

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

Mission

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

All stakeholders have a shared responsibility
to fulfill this mission.

School Moto

Paving the Way to a College and Career Ready Future

Audie Murphy Middle School CIP

Campus Site-Based Decision Committee Members

| Name	Title
Lydia Trevino	Principal
Jim Brewster	Assistant Principal
Margarita Carranza	Assistant Principal
Ana Matamoros	Assistant Principal
Robert Sanchez	Assistant Principal
Yvonne Gallindo	Counselor
Julissa Martinez	CLL
Carlos Rivera	Teacher
Alma Landeros	Teacher
Mrs. Olga Lozano	Committee Member
Mrs. Ozuna	Parent
Melina Lerma	Business Representative

Executive Summary

Mission: It is the mission of the staff at Audie Murphy to provide a safe, supportive, and healthy environment that meets the educational, social, emotional, and physical needs of all students.

Demographics Summary: The current enrollment of Audie Murphy Middle School as of September 24 is 784 students. The student population at Audie Murphy consists of 99.4% Hispanic and serves 93.1% economically disadvantaged students. There are also 12% special education, 41% emergent bilinguals, 6% gifted and talented and 2% migrant that are serviced at Audie Murphy.

Comprehensive Needs Assessment Summary: Audie Murphy has received a preliminary overall grade of 88 out of 100 based on performance in three different domains. In the Student Achievement domain, Audie Murphy earned 75 scale score, which shows how much students know and can do at the end of the school year. The School Progress domain Part A was a 75 and Part B was 88 for Audie Murphy, shows how students perform over time and how that growth compares to similar schools. Audie Murphy earned a scale score of an 88 in Closing Gaps, the domain which shows how well different student groups within a school are performing, which includes a component of TELPAS.

Curriculum and Instruction and Assessment: Teachers utilize the Balanced Literacy approach for language arts instruction using Collaborative Instructional Framework. All students participate in Sustainable Development Goals. The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice through all content areas. Our campus will be implementing Carnegie, a new math curriculum, this year.

Summary of Goals: Audie Murphy's goals include improving Domain II Part A scores to an 80 by addressing individual student needs and emphasizing their growth. This will be achieved through targeted interventions and personalized support. Additionally, there is a focus on increasing the attendance rate to 95% by implementing strategies that encourage consistent student participation. The dual focus on academic performance and attendance aims to enhance overall student success. Continuous evaluation and adaptation of these strategies will ensure progress toward these objectives
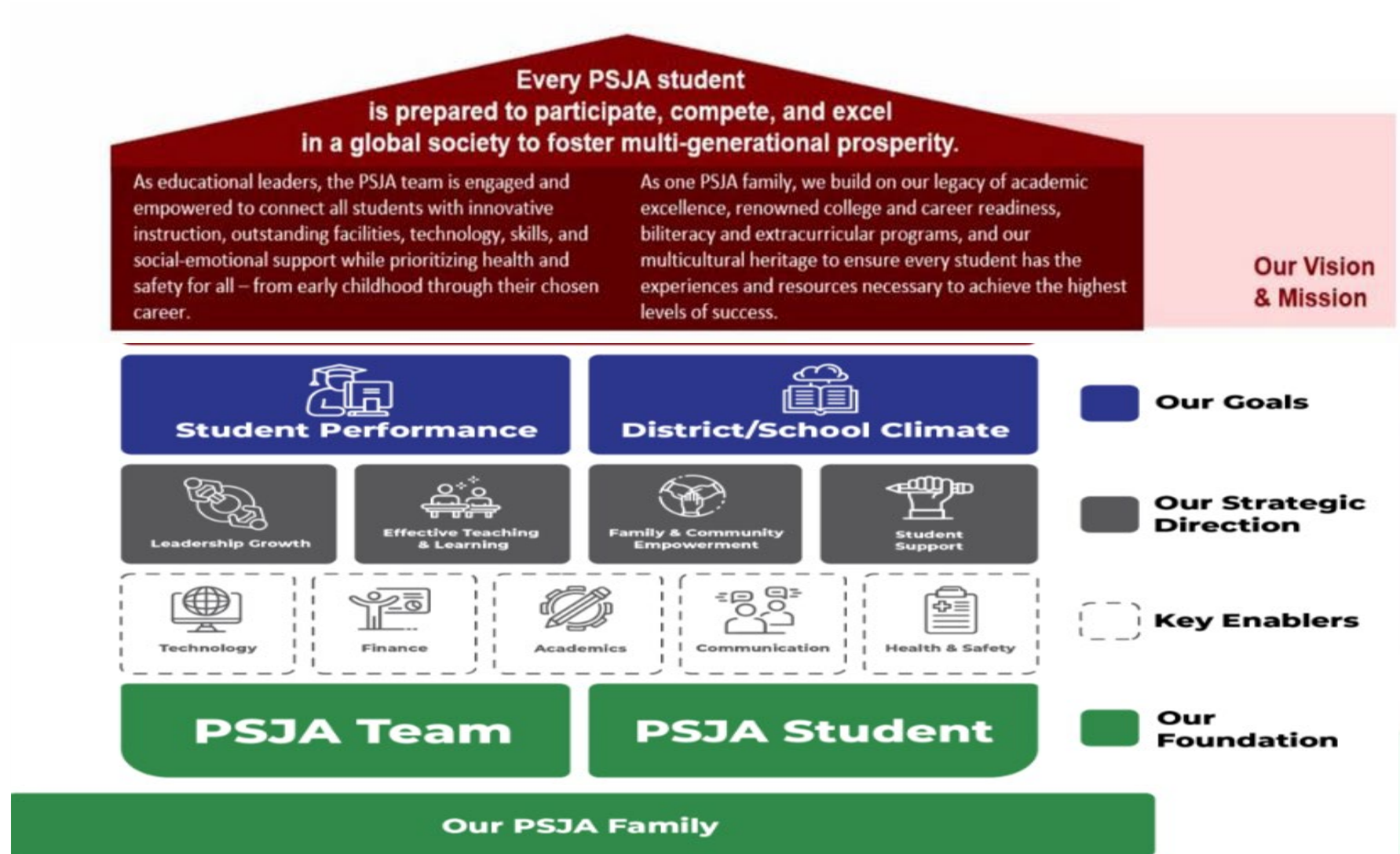
What We Believe In

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.

GOAL AREAS:

GOAL AREAL 1 – Student Achievement

GOAL AREA 2- Closing the Gaps

GOAL AREA 3 – Improve Safety, Public Support, Culture and Climate

GOAL AREA 4 – Increase Staff Quality, Recruitment and Retention

Title I, Part A
School wide Components:

1. 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. 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.

4. 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.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. 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. 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. 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 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.

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2023-2024 STAAR District Summary Report
2. 2023-2024 Attendance Report
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. 2023-2024 T-TESS Teacher Formal Evaluations/Goal Setting
8. Upcoming T-TESS Evaluation System Teacher Training/Student Growth Measure (SGM)
9. Professional Development Plan
10. Teacher Certifications
11. TELPAS Scores
12. Technology Inventories

2023–2024 STAAR/STAAR ALT2 DEMOGRAPHIC STUDENT ACHIEVEMENT
MIDDLE SCHOOL MATHEMATICS (SNAPSHOT) (PRELIMINARY)

MASTERS LEVEL

	ALL			HISPANIC			WHITE			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	5668	925	16%	5623	907	16%	33	13	39%	5386	830	15%	5386	811	15%	5300	439	8%	3008	99	3%	774	7	1%
Murphy Middle School	719	107	15%	718	107	15%				697	102	15%	697	99	14%	680	55	8%	421	4	1%	87	0	0%
Grade 6 Math	237	18	8%	237	18	8%				227	18	8%	220	18	8%	136	12	9%	30	1	3%	6	0	0%
Grade 7 Math	228	30	13%	227	30	13%				222	28	13%	216	27	13%	138	12	9%	20	0	0%	6	0	0%
Grade 8 Math	224	30	13%	224	30	13%				220	29	13%	217	28	13%	131	15	11%	37	3	8%	6	0	0%
Algebra I	30	29	97%	30	29	97%				28	27	96%	27	26	96%	16	16	100%						

MEETS LEVEL

	ALL			HISPANIC			WHITE			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	5668	2395	42%	5623	2368	42%	33	20	61%	5386	2212	41%	5386	2169	40%	5300	1162	22%	3008	203	7%	774	30	4%
Murphy Middle School	719	320	45%	718	320	45%				697	305	44%	697	297	43%	680	187	28%	421	19	5%	87	4	5%
Grade 6 Math	237	72	30%	237	72	30%				227	68	30%	220	68	31%	136	49	36%	30	3	10%	6	1	17%
Grade 7 Math	228	101	44%	227	101	44%				222	96	43%	216	91	42%	138	57	41%	20	3	15%	6	0	0%
Grade 8 Math	224	117	52%	224	117	52%				220	113	51%	217	111	51%	131	65	50%	37	13	35%	6	3	50%
Algebra I	30	30	100%	30	30	100%				28	28	100%	27	27	100%	16	16	100%						

APPROACHES LEVEL

	ALL			HISPANIC			WHITE			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	5668	3908	69%	5623	3873	69%	33	25	76%	5386	3658	68%	5386	3592	67%	5300	1975	37%	3008	378	13%	774	54	7%
Murphy Middle School	719	518	72%	718	517	72%				697	498	71%	697	483	69%	680	292	43%	421	44	10%	87	10	11%
Grade 6 Math	237	156	66%	237	156	66%				227	148	65%	220	142	65%	136	90	66%	30	13	43%	6	3	50%
Grade 7 Math	228	148	65%	227	147	65%				222	142	64%	216	137	63%	138	83	60%	20	5	25%	6	3	50%
Grade 8 Math	224	184	82%	224	184	82%				220	180	82%	217	177	82%	131	103	79%	37	26	70%	6	4	67%
Algebra I	30	30	100%	30	30	100%				28	28	100%	27	27	100%	16	16	100%						

Domain 1

Comprehensive Needs Assessment

Reading Language Arts

2023–2024 STAAR/STAAR ALT2 DEMOGRAPHIC STUDENT ACHIEVEMENT

MIDDLE SCHOOL READING — MASTERS LEVEL

	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	5596	1243	22%	5551	1225	22%	5386	1146	21%	5386	1120	21%	5327	562	11%	2963	76	3%	767	6	1%
Murphy Middle School	699	146	21%	698	146	21%	684	138	20%	684	137	20%	679	81	12%	404	2	0%	87	0	0%
Grade 6 Reading	225	44	20%	225	44	20%	220	43	20%	219	43	20%	124	23	19%	30	2	7%	6	0	0%
Grade 7 Reading	234	52	22%	233	52	22%	228	48	21%	226	47	21%	139	30	22%	20	0	0%	6	0	0%
Grade 8 Reading	240	50	21%	240	50	21%	236	47	20%	234	47	20%	141	28	20%	37	0	0%	6	0	0%

MIDDLE SCHOOL READING — MEETS LEVEL

	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	5596	2764	49%	5551	2734	49%	5386	2593	48%	5386	2552	47%	5327	1304	24%	2963	173	6%	767	25	3%
Murphy Middle School	699	352	50%	698	352	50%	684	338	49%	684	334	49%	679	189	28%	404	13	3%	87	2	2%
Grade 6 Reading	225	121	54%	225	121	54%	220	116	53%	219	115	53%	124	59	48%	30	3	10%	6	1	17%
Grade 7 Reading	234	112	48%	233	112	48%	228	106	46%	226	105	46%	139	60	43%	20	4	20%	6	1	17%
Grade 8 Reading	240	119	50%	240	119	50%	236	116	49%	234	114	49%	141	70	50%	37	6	16%	6	0	0%

MIDDLE SCHOOL READING — APPROACHES LEVEL

	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	5596	4024	72%	5551	3987	72%	5386	3824	71%	5386	3777	70%	5327	1987	37%	2963	290	10%	767	57	7%
Murphy Middle School	699	508	73%	698	507	73%	684	493	72%	684	488	71%	679	274	40%	404	27	7%	87	10	11%
Grade 6 Reading	225	165	73%	225	165	73%	220	160	73%	219	159	73%	124	84	68%	30	10	33%	6	3	50%
Grade 7 Reading	234	167	71%	233	166	71%	228	161	71%	226	159	70%	139	91	65%	20	4	20%	6	4	67%
Grade 8 Reading	240	176	73%	240	176	73%	236	172	73%	234	170	73%	141	99	70%	37	13	35%	6	3	50%

Domain 1

DEMOGRAPHIC STUDENT ACHIEVEMENT
SCIENCE Grade 8
2023-2024 STAAR/STAAR ALT2 (SNAPSHOT)(PRELIMINARY)

MASTERS LEVEL

	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Masters	%	Tested	Masters	%	Tested	Masters	%	Tested	Masters	%	Tested	Masters	%	Tested	Masters	%	Tested	Masters	%
PSJA ISD	1913	277	14%	1897	270	14%	1840	251	14%	1822	245	13%	1037	136	13%	234	25	11%	33	0	0%
Murphy Middle School	240	33	14%	240	33	14%	236	31	13%	234	30	13%	141	17	12%	37	1	3%	6	0	0%

MEETS LEVEL

	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%
PSJA ISD	1913	781	41%	1897	769	41%	1840	735	40%	1822	726	40%	1037	389	38%	234	59	25%	33	6	18%
Murphy Middle School	240	116	48%	240	116	48%	236	112	47%	234	110	47%	141	66	47%	37	5	14%	6	0	0%

APPROACHES LEVEL

	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	1913	1278	67%	1897	1263	67%	1840	1212	66%	1822	1198	66%	1037	647	62%	234	90	38%	33	17	52%
Murphy Middle School	240	187	78%	240	187	78%	236	183	78%	234	181	77%	141	105	74%	37	17	46%	6	3	50%

Domain 1

Comprehensive Needs Assessment Domain I

DEMOGRAPHIC STUDENT ACHIEVEMENT
SOCIAL STUDIES Grade 8
2023-2024 STAAR/STAAR ALT2 (SNAPSHOT)(PRELIMINARY)

MASTERS LEVEL

	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Masters	%	Tested	Masters	%	Tested	Masters	%	Tested	Masters	%	Tested	Masters	%	Tested	Masters	%	Tested	Masters	%
PSJA ISD	1932	243	13%	1916	241	13%	1846	218	12%	1825	211	12%	1035	104	10%	241	25	10%	33	2	6%
Murphy Middle School	243	25	10%	243	25	10%	237	22	9%	233	20	9%	141	14	10%	38	2	5%	5	1	20%

MEETS LEVEL

	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%
PSJA ISD	1932	504	26%	1916	499	26%	1846	461	25%	1825	450	25%	1035	238	23%	241	59	24%	33	6	18%
Murphy Middle School	243	65	27%	243	65	27%	237	62	26%	233	60	26%	141	35	25%	38	8	21%	5	1	20%

APPROACHES LEVEL

	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	1932	1022	53%	1916	1010	53%	1846	948	51%	1825	935	51%	1035	486	47%	241	81	34%	33	13	39%
Murphy Middle School	240	142	59%	240	142	59%	234	136	58%	230	133	58%	140	73	52%	35	10	29%	5	2	40%

Comprehensive Needs Assessment

Domain I, Domain II & Domain III (Preliminary) 2023-2024 STAAR														
Campus	Eco D	Approach	Meets	Masters	Domain I	Domain I Scaled Score	Domain II- Part A	Domain II- Part A Scaled Score	Domain II- Part B Scaled Score	Domain III	Domain III- Scaled Score	2024 Campus Overall Rating	2023 Campus Overall Rating	2022 Campus Overall Rating
Murphy	94.3	71	45	16	44	75	64	75	88	68	88	88	89	87

Comprehensive Needs Assessment

Demographics

Demographics Summary

<u>**Special Education:**</u>

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

Needs:

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

- In Reading at the approaches level, the achievement gap between SpEd and All students in 2023-2024 is 31% to 73%.

- In Mathematics at the approaches level, the achievement gap between SpEd and All students in 2023-2024 is 51% to 72%.

- In Science at the approaches level, the achievement gap between SpEd and All students in 2023-2024 is 46% to 78%.

- In Social Studies at the approaches level, the achievement gap between SpEd and All students 2023-2024 is 29% to 59%.

Professional Development Needs:

The teachers must work closely with the Special Education Department and the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively, intentional grouping, personalizing supplemental aides, creating student profiles, student-teacher relationships, conferencing with elementary diagnostician

(for incoming 6th grade) and next year teachers about supports and student learning styles.

Comprehensive Needs Assessment

Demographics

Demographics Summary

TELPAS

- The campus Yearly Progress in TELPAS for students who progressed one proficiency level in 2024 was 56%.
    - 6th Grade (136 tested) 47 students made progress = 35%
    - 7th Grade (137 tested) 79 students made progress = 58%
    - 8th Grade (129 tested) 47 students made progress = 36%
        - **Improvement Areas:**
            Increase proficiency growth in the area of Speaking on the TELPAS assessment.

Social Studies:

- In 2024 we did not meet our social studies target goals of 65% app, 32% meets, and 20% masters.

    The 8th grade EB population had a meets passing rate of 24%

    Improvement Areas:

Increase Meets passing rate for our EB population, from24% to 32%.

Usage of Accelerated Learning and implementation of the CIF strategies with focus on Writing to Learn and Collaborative Group Work, Questioning.

Attendance:

- In 2024 we did not meet our Attendance goal of 95%, attendance was at 93%

    Improvement Areas:

Increase Attendance rate from 93% to the 95% attendance rate.

TELPAS DATA

Murphy	Listening 2024		
	Progress		%
6th	64	136	47%
7th	74	137	54%
8th	78	130	60%
Totals	216	403	54%

Murphy	Speaking 2024		
	Progress		%
6th	38	137	28%
7th	53	137	39%
8th	37	129	29%
Totals	128	403	32%

Murphy	Reading 2024		
	Progress		%
6th	53	136	39%
7th	83	137	61%
8th	71	130	55%
Totals	207	403	51%

Murphy	Writing 2024		
	Progress		%
6th	38	136	28%
7th	68	137	50%
8th	27	129	21%
Totals	133	402	33%

Murphy	Composite Rating '24 to '23		
	Progress		%
6th	47	136	35%
7th	79	137	58%
8th	47	129	36%
Totals	173	402	43%

Progress in 2 out of 4 Domains- Snapshot

Murphy	2024 Preliminary Results		
	Progress		%
6th	56	121	46%
7th	82	131	63%
8th	71	122	58%
Totals	209	374	56%
			Target 44%

2024-2025 Campus Goals

- **Audie Murphy Goals for 2024-2025**
  - Increase Academic Growth to meet Domain III targets
  - Increase Meets Performance in science and social studies
  - Maintain Student Telpas Progress percentage at 56 % with new criteria.

2024-2025 Goal Areas

- **Goal Area 1 – Student Achievement**

- **Focus Area 1- Student Achievement, CCMR, Graduation Rate**

- **Focus Area 2- School Progress, Academic Growth, Relative Performance**

- **Focus Area 5- Technology**

- **Focus Area 6- Increase Learning TimeGoal Area 1 : Student Achievement**
  - Reading, Language Arts and Literacy
  - Mathematics
  - Accountability standard or domain
  - College, Career and Military Readiness
  - Instructional Technology (see appendix)
    - Dropout Prevention / Graduation Rate Improvement (MS, HS)
    - Sixth Grade Transition
    - Ninth Grade Promotion (HS)
    - Advanced Course / Dual Credit Enrollment (HS)
    - AP Exams Participation and Performance (HS)
    - PSAT/SAT/ACT Participation and Scores (MS, HS)
    - College Readiness (ES, MS, HS)
    - Synchronous & Asynchronous (see appendix)
    - Technology Educator Training and Support (see appendix)

- **Goal Area 2: Closing the Gaps**
  - Special Education Program
  - Gifted & Talented Program
  - Migrant
  - Dyslexia
  - English Learners
    - STAAR/EOC Performance/ Participation
    - TELPAS-Listening, Speaking, Reading and Writing and Composite Scores
    - Special Education Placement in Instructional Setting 40/41
  - Student Groups
    - All Students
    - African American
    - Hispanic
    - White
    - Asian
    - Special Education (Current)
    - Economically Disadvantaged
    - English Learner (Current and M4)
    - Continuously Enrolled
    - Non continuously Enrolled

- **Goal Area 3: Improve Culture and Climate**
  - Attendance
  - Bullying Prevention
  - Child Abuse & Sexual Abuse Prevention
  - Dating Violence Awareness
  - Drug, Tobacco, Alcohol Prevention
  - Suicide Prevention
  - Discipline Management – Safe Environments
    - DAEP Referrals
    - Special Education In-school Suspension
    - Special Education Out-of-School Suspension
  - Parent and Community Involvement
  - Social Emotional Learning (SEL)/Mental Health

- **Goal Area 4 – Increase Staff Quality, Recruitment and Retention**

- Focus Area 6- Increase Learning Time

- Focus Area 8- Staff Quality, Recruitment and Retention

- Professional Development Trainings

- Number of Hours of Instructional Coaching and Support

- Teacher Mentors

- Number of Teachers: Developing, Proficient, Accomplished, Distinguished

- Process for Effective Staff Interviews

- Screening of Staff

- Teacher Feedback & Coaching

- New Teacher Support

- Multiple site job postings

- Stipends for hard to staff positions

Audie Murphy Middle School
Goal 1: Student Achievement

GOAL AREA I
Reading

Goal Area 1:   Student Achievement – Reading Language Arts

Annual Goal: Students achieving at the meets level or above will increase from 48% to 53% in Reading and students achieving at masters level or above will increase from 20% to 25% as measured by 2025 STAAR Reading Assessments.

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Closely monitor assessment data for students not reading on grade level and provide feedback with continuous targeted support	Principal Dean Admin Team CLL Department Heads Teachers	-Teacher Reading Resources - Reading computer Programs -Teacher notes -Individual student teacher data -IXL - Nearpod -Quill Edulastic - Summit K-12-Flocabulary - Study Sync Newsela No Red INK -Weekly Mini Assessments -Fluency Checks -CIF -Fundamental Five -Gretchen Bernabie Measure up	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-Summit K-12 -Differentiated Lesson plans -TCLC agendas and sign-in sheets -Walk-through documents -Individual Student Profiles -DMAC Reports -Weekly Mini Assessments Reports -Interactive Journals -IReady	-Growth in BM I and BM II -Correlated to STAAR growth -TELPAS increase on the number of students at Adv. And Adv. High and making at least one level of proficiency growth	-Formative assessments Benchmarks -STAAR -TELPAS -SGMs -Pre/Post Test -EOY Unit Exams -AVID Strategy	Title I Component 1 Component 2 Component 3 Component 4 Component 8 Component 9 Component 10

Action Steps: Reading & Writing

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

GOAL AREA I
Reading

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Reading teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation.	Principal Dean Admin Team CLL Department Heads Content Coordinator Teachers	-Training Materials -TEKS, and Standards -District Curriculum/Pacing Guide/Scope and Sequence -Weekly lesson plans -Gretchen Bernabie -Campus PD	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-DMAC data reports -DMAC reports by subgroups -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-BM2 scores Show increase in student achievement and student performance growth. Progress monitoring	-Weekly Assessments -BM I & II -STAAR -EOY Unit Exams -	Title I Component 2 Component 3 Component 4 Component 8 Component 9

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

GOAL AREA I
Reading

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teacher support in the implementation of writing & grammar across **All disciplines will be provided.**	District ELA Coordinator Principal Dean Admin Team CLL Department Heads Teachers Content Coordinator	TEKS per content Grammar & Campus PD	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	– Curriculum documents – Lesson plans – CLL agendas – Walk-through documents – Walk-through feedback – Teacher individual Conferences -Student Artifacts	– Student Achievement gains on the STAAR Writing – RLA STAAR	– -Weekly Assessments -BM I -BM II -STAAR -TELPAS – Student Growth Measure [SGMs] Pre/Post Test -EOY Unit Exam	Title I Component 2 Component 4 Component 9

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

GOAL AREA I
Mathematics

Goal Area 1:   Student Achievement – Mathematics

Annual Goal: Students achieving at the meets level or above will increase from 40% to 45% and students achieving at masters level or above will increase from 11% to 16% as
measured by 2025 STAAR Math Assessments.

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will use instructional strategies developed during curriculum rollouts and TCLCs to deliver lessons that are engaging and meet the individual need of all students. Teachers will incorporate RBIS into their lessons to support comprehension.	Principal Dean Admin. Team CLL Department Heads Content Coordinator Teachers	-Teacher Reading Resources -Reading computer programs -Teacher notes -Individual student teacher data -Imagine Math (progress monitoring) -Edulastic -Zearn -I Ready -NearPod	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-Imagine Math Program -Reports Differentiated Lesson Plans -TCLC agendas and sign in sheets -Walk-through documents -IXL Connection Board	-Student Increase scores on Zearn -Growth in BOY to MOY to EOY -Correlated to STAAR projected measure -TELPAS increase on the number of students at Adv. and High	-Formative Assessments -Benchmark STAAR -TELPAS -Student Growth Measure [SGMs] Pre/Post Test	Title I Component 2 Component 4 Component 9

Action Steps: Mathematics

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

Teachers will use TEKS aligned material and will follow year at a glance and include resources to engage learners at appropriate levels of rigor. Target Accelerated-Using student data.

GOAL AREA I
Mathematics

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Benchmark data will be used, along with previous year STAAR data, to monitor the progress of each student and ensure academic growth.	Principal Dean Admin. Team CLL Department Heads Content Coordinator Teachers	DMAC reports CLC agendas Sign-in sheets Action plans Tutorials Lesson Plans Walk-throughs Individual Student Profiles	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-DMAC data reports -DMAC reports by subgroups -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Student/Teacher Conferences -Parent Meetings/Contact Logs	-BM2 scores show increase in student achievement and student performance growth.	-Unit Assessments -BM II -STAAR	Title I Component 2 Component 4 Component 8 Component 9

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

GOAL AREA I Mathematics

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Data will be used to identify students in need of extended learning opportunities.	Principal Dean Admin. Team CLL Department Heads Teachers	-DMAC reports -CLC agendas sign-in sheets -Action plans -Tutorials -Lesson Plans -Walk throughs -Go Math Resources	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-DMAC data reports -Data and Item analysis -Progress Monitoring Reports -Students' Progress Sheet -Walk-through feedback -Lesson Plans	-Student achievement gains and closing achievement gaps.	-Weekly Assessments -Unit Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 8 Component 9

Action Steps: Mathematics

Teachers will receive assessment data for their students within 48 hours of the test administration. Data will be used to inform tutorial lessons and to identify spiraled skills and concepts.

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

GOAL AREA I
Social Studies

Goal Area 1: Student Achievement – Social Studies

Annual Goal: Students achieving at the approaches level will increase from 57% to 62% , meets level or above will increase from 25% to 30% and students achieving at masters level or above will increase from 10% to 15% as measured by 2025 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
Design lessons that are aligned to the assessment and provide students with opportunities to engage in high level problem solving and use of critical thinking skills to develop their knowledge and mastery of the TEKS presented.	Principal Dean Admin Team CLL Department Heads Teachers Content Coordinator	-DMAC data -Teacher notes -Individual student teacher data -Low Mann	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-Differentiated Lesson plans -Walk-through documents -Teacher/Parent Signature on Monitoring sheet -Targeted Skills Academies	-Student increase in the number passers and performance at meets level and above -Growth in BOY to MOY to EOY	-Formative assessments -Unit Assessments -Benchmarks -STAAR -Student Growth Measure [SGMs] Pre/Post Test	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Social Studies

Ongoing professional development will be provided for teachers, administrators and other staff on state standards, TEKS, curriculum, and instructional strategies. Provide and monitor Social Studies tutoring. Provide teacher support in the implementation of materials that align to Social Studies curriculum.

GOAL AREA I
Social Studies

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Team and department heads will monitor the implementation of the curriculum content and TCLC strategies through calibrated walk throughs.	Principal Dean Admin. Team CLL Department Heads Content Coordinator Teachers	-DMAC reports -Look for's in walk-throughs -Intervisitation -Lesson Plans	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-DMAC data reports -Curriculum -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-BM1 -BM2 -Unit Assessments	-Unit Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Mathematics

Teachers will attend PD sessions with Social Studies coordinator and Assistant

Principal in charge of SS during six weeks roll out. Progress of students will be

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

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

GOAL AREA I
Social Studies

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Social Studies teachers will plan and conduct targeted tutoring sessions and specialized academies for students needing additional support in identified areas based on data analysis reports.	Principal Dean Admin. Team CLL Department Heads Content Coordinator Teachers	-DMAC reports -Individual Student Profiles -Lesson Plans -Academy Plan and Schedule	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-DMAC data reports -Curriculum -Progress Monitoring Reports -Lesson Plans	-BM1 -BM2	-Unit Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps:

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

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

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

Audie Murphy Middle School
Goal 2: Closing the Gaps

Goal Area 2: Student Achievement – Special Populations

Annual Goal: Special education students achieving at the meets level or above will increase from 10% to 15% in Reading and students achieving at meets level or above in Math will increase from 15% to 20% as measured by 2025 STAAR Reading and Math Assessments.

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus level monitoring of the progress of special education students will be done immediately following each Benchmark assessment.	Principal Dean Admin Team CLL Department Heads Teachers Diagnostician	- Benchmarks -LEXIA -Study Sync -IXL -IReady	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans - Individual Student Growth Plans	-Students in subgroups will make progress towards closing the achievement gap.	-Unit Assessments -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading & Math

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

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

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

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

GOAL AREA 2
Reading and Math
Special Education

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
CIF/Fundementals training will be provided for all staff members to serve the needs of our EL students. All staff will complete the SIOP modules.	Principal Dean Admin. Team CLL Department Heads Teachers	-DMAC reports -Look for's in walk throughs -Intervisitation -Lesson Plans	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan 2025 -March 2025 -April 2025 -June 2025	-DMAC data reports -Curriculum -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Individual Student Growth Plans	-Student Growth - Differentiated Instruction	-Unit Assessments -BM I & II -STAAR -56M's	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading and Math - Special Education

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

GOAL AREA 2
Reading and Math
Special Education

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Data will be used to inform tutorial lessons and to identify skills that will be retaught using supplemental aids and applicable resources that correspond with student's IEPs.	Principal Dean Admin. Team CLL Department Heads Teachers Diagnostician	-Unit assessments -Benchmark assessments -Systems 44 -STAAR release assessments	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Student achievement gains and closing achievement gaps.	-Weekly Assessments -CBA I -BM I & II -STAAR	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading and Math - Special Education

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

Goal Area 2:   Student Achievement – Emergent Bilinguals

Annual Goal: Emergent Bilingual (EB) students achieving at the meets level or above will increase from 40% to 45% in Reading and students achieving at meets level or above will increase
from 38% to 43% in Math as measured by 2025 STAAR Assessments.

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Monitor the progress of all EL students using district formative and summative assessments·	Principal Dean Admin Team CLL Teachers Department Heads Bilingual Director	-Benchmarks -Study Sync -Student Artifacts -IXL Flip -Vocarou	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Sign-In Sheets -CLC Agendas	-Students in subgroups will show progress towards closing the achievement gap.	-Unit Assessments -BM I & II -STAAR -Summit K-12 -BOY -MOY -EOY	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading and Math - English Learners
Monitor the progress and implementation of ELP strategies to accelerate the progress of EL's.
Professional development training on data analysis will be provided for campus departments.
All teachers will be required to follow the strategies in the curriculum to enhance overall performance for English Learners students in their classroom.
Campus administration will use walk-through forms to monitor the implementation of student engagement and provide teacher with immediate feedback.
Teachers collaborate during CLCs by analyzing student artifacts to determine instructional level of support. Administrators/CLL will identify and work with teachers to provide additional coaching and instructional strategy support.

GOAL AREA 2
Reading and Math
Emergent Bilinguals

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
ELPS training will be provided for all staff members to serve the needs of our EL students. All staff will complete the CIF modules.	Principal Dean Admin. Team CLL Department Heads Teachers	-DMAC reports -Look for's in walk throughs -Intervisitation -Lesson Plans	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-DMAC data reports -Curriculum -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-BM1 -Summit K-12 growth	-Unit Assessments -BM I -STAAR -TELPAS	Title I Component 2 Component 3 Component 4 Component 8 Component 9

Action Steps: Reading and Math English Learners

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

Monitor the progress of all students through district formative assessments.

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

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

Focus on increasing student engagement through activities that scaffold content.

TELPAS CTC/LPAC administrators and teachers develop individualized TELPAS plans and conduct student and parent informational meetings on TELPAS scores/plans.

Schedule emergent bilinguals to practice for TELPAS listening, speaking, and reading using the TELPAS software program and practice sets provided by TEA.

Administer the TELPAS reading benchmark as schedule on the TELPAS calendar.

GOAL AREA 2
Reading and Math
Emergent Bilinguals

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

Action Steps: Reading and Math English Learners

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

Audie Murphy Middle School

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist students with (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	--Nursing Staff	-SCE and T1, School based clinic NCDV, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, Virtual Care Services, VSP (vouchers)	August 2024 Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 Mar. 2025 Apr. 2025 May 2025 June 2025	-Assistance provided to students as needed	-Health Needs Met	-Side by side data analysis	-Title 1--#2, 10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Ensure that all staff is trained about asthma symptoms, triggers and resources.	-Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2024 Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 Mar. 2025 Apr. 2025 May 2025 June 2025	-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 2024 Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 Mar. 2025 Apr. 2025 May 2025 June 2025	-Live monitoring of uninsured students with dashboards by individual campus and student	-Decrease percentage of student without a medical home	-Side by side data analysis	-Title 1--#2, 10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school - based clinics)	-Nursing Staff -Counselors	-Behavioral Centers -PSJA LPC	August 2024 Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 Mar. 2025 Apr. 2025 May 2025 June 2025	-Brochure with available services information included	-Feedback from team after drill is completed, successful use of actual plan implemented for emergencies	-Side by side data analysis	-Title 1--#2, 10

-Provide support services Including:
 	
  determent of bullying/emotional
 	
  abuse, suicide risk.
Action Steps:
-Continued use of the
bullying/suicide
 box
	-Director of Health Services
	-Nursing Staff
		-Behavioral Centers
		-PSJA LPC
			August 2024
			Sept. 2024
			Oct. 2024
			Nov. 2024
			Dec. 2024
			Jan. 2025
			Feb. 2025
			Mar. 2025
			Apr. 2025
			May 2025
			June 2025
				-Presentation for students	-Feedback from team after drill is completed, successful use of actual plan implemented for emergencies	-Side by side data analysis	-Title 1--#2, 10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
-Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff -Emergency Response Team	-Emergency medical services from Pharr, San Juan and Alamo	August 2024 Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 Mar. 2025 Apr. 2025 May 2025 June 2025	-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 2024 Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 Mar. 2025 Apr. 2025 May 2025 June 2025	-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 2024 Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 Mar. 2025 Apr. 2025 May 2025 June 2025	-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 2024 Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 Mar. 2025 Apr. 2025 May 2025 June 2025	-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. 2024 – May 2025	-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. 2024 – May 2025	Sign-In sheets for curriculum development and revisions	-Better implementation of curriculum More alignment	-CBAs, BMs, STAAR, TELPAS	Title 1 - # 4
Maintain on-going partnership Provide Mentor opportunities to campus teachers	District teachers	TFA RGV	May 2023 – June 2025	-Classroom observation for coaching & core teachers	-Increase teacher leadership skills	T-TESS	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. 2024 – May 2025	-Mentor Logs	-Increase in teacher satisfaction and moral -Improvement in student performance	-T-TESS Evaluation -Student Academic Performance	Title 1 - # 4
Implement an effective instructional coaching system with on-going professional development	-Principal -Assistant Principals -Collaborative Learning Leader	-Title One Local Funds	-Aug. 2024 – May 2025	-Sign-In Sheets -Coaching logs -Coaching schedules	-T-TESS Teacher Evaluation Proficiency level increase to the Proficient, Accomplished and Distinguished levels	-T-TESS Mid-term and summative evaluations -SLO obtainment	Title 1 - # 4
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	-Principal -Assistant Principals -Collaborative Learning Leader	-Title One Local Funds	-Aug. 2024 – May 2025	-Sign-In Sheets -Coaching logs -Coaching schedules	-T-TESS Teacher Evaluation Proficiency level increase to the Proficient, Accomplished and Distinguished levels	-T-TESS Mid-term and summative evaluations -SLO obtainment	Title 1 - # 4
Monthly progress monitoring campus visits and Instructional rounds	-Principal -Assistant Principals -Collaborative Learning Leader	-Title One Local Funds	-Aug. 2024 – May 2025	-Sign-In Sheets -Coaching logs -Coaching schedules	-T-TESS Teacher Evaluation Proficiency level increase to the Proficient, Accomplished and Distinguished levels	-T-TESS Mid-term and summative evaluations	Title 1 - # 4

Parental Involvement

Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing and other campus related information (STAAR, TELPAS, AP Testing, and Campus Policies and Procedures).	Principals, Parent Educator	Local Funds, Title I Funds	-Aug. 2024 – May 2025	Sign-in Sheets	Parent Surveys Sign In Sheets	Accountability Updates	Title I- #4, #6
Parent Orientations Meetings on Various Topics Accountability Goals, School Culture and Climate, Core Subject Curriculum, and Literacy Development	Principal Parent Educator Counselors Librarian	Title I Funds	-Aug. 2024 – May 2025	Sign-in Sheets, Telephone Logs	Parent Surveys	Campus Mission and Vision	Title I- #4, #6
Increase tutorial academies (after school and Saturday) for students. Maintain contact with parents via telephone, social media, scheduled monthly PAC meetings, etc.	Admin Team Parent Educator	Title I Funds	-Aug. 2024 – May 2025	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR, TELPAS, Spanish AP Exam	Title I- #2, #9

Audie Murphy Middle School
Professional Development

Audie Murphy Middle School Professional Development Monday, August 19, 2024			
Time	Topic	Presenter	Description
		Lydia Trevino	Breakfast and Welcome
	Team Collaboration		Ice Breaker
	Going for The Gold		23-24 STAAR Data
			Break
	Domain I and Domain II	Margaret Carranza, Ana Matamoros	Accountability System
	Lunch		Lunch
	Domain III	Jim Brewster	Accountability System
	Telpas Data	Margaret Carranza	Accountability System
	Break		Break
	T-Tess	All Admin	Texas Teacher Evaluation System

Resources

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

All Core Content Subjects and Subgroups Resources	Resources
ELA	
• Reading Portfolios	
• Fluency Timers	
• Individual Student Profiles	
• Reading STAR Program	**Title 1**
• Thinking Maps	
• Provide classrooms libraries/programs	**211**
• Class sets – novels	
• Newspapers	
• Magazines	**Local Funds 199**
• Dictionaries	
• Thesauri	
• Internet Resources	
• Response to Intervention (RTI)	**SCE**
• 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.	**ESSR**
• Copier Lease	
• Purchase Supplies/Materials as needed for all academic core classes	
• Purchase technology supplies and equipment to support lesson delivery in all classrooms	
• Purchase books for book studies	
*To use **District Print Shop** for instructional purposes in any core content area.	