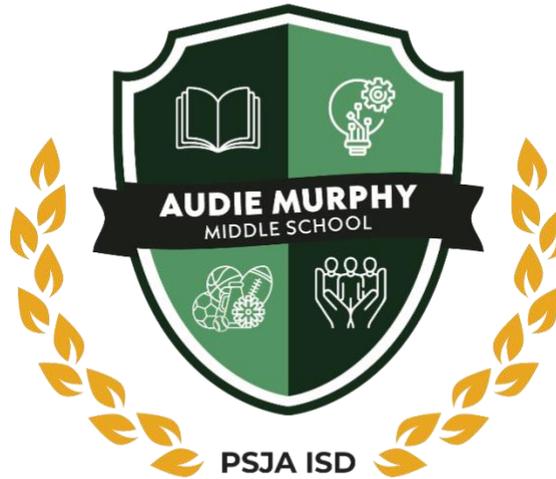


Audie Murphy Middle School Campus Improvement Plan



2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ 2025

Vision

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

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.

Adopted June 22, 2020, by the PSJA School Board of Trustees

Strategic Direction



PSJA School Board

Diana Serna, President
Ricardo Rodriguez, Vice-President
Griselda Quintanilla, Secretary
Ramona Barron, Assistant Secretary
Yolanda Castillo, Member
Cynthia A. Gutiérrez, Member
Carlos G. Villegas, Jr., Member

Superintendent's Cabinet

Dr. Alejandro Elias, Superintendent of Schools
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology
Rafael Gonzalez, Assist. Supt. for Operations

Senior Staff

Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Mario Bracamontes, Sustainability Administrator
Dr. Nora Cantu, Executive Officer for Academics
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Learning Acceleration
Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

All PSJA ISD comprehensive high schools are designated Early College, which makes them innovative high schools that allow students to attend college and high school simultaneously. Early College High Schools offer rigorous instruction and provide academic, social, and emotional support services to help students succeed.

Starting in the 2023-2024 academic year, PSJA ISD implemented the UN's 17 Sustainable Development Goals (SDGs) across its entire school system.

The district is:

1. Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness
2. Taking a system-wide approach to sustainability through a multi-departmental committee
3. Coordinating efforts across various departments including Curriculum, HR, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications

Additionally, PSJA ISD offers a Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 12th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world. Advance Placement at all high school campuses offers students the opportunity earn post-secondary credentials if they earn a three or higher. Currently, 216, Met the criterion score on an AP/IB exam in any subject translates to 10%.

Effective Teaching and Learning	
Dr. Iris Guajardo	Executive Officer For Secondary Schools
Dr. Linda Uribe-Trevino	Executive Officer For College Readines
Dr. Nora Rivas Garza	Executive Officer For Secondary Schools
Adriana Garcia	Career and Technical Education
Amber Rosas	PSJA High School, Teacher-Special Ed. Self-Contained
Jeannette Lozano	PSJA North ECHS, Teacher-Science
Dr. Sandra Garza	PSJA T. Jefferson T-Stem ECHS, Principal
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Julia Lopez	PSJA T. Jefferson T-Stem ECHS, Teacher-Science
Catherine Alanis	PSJA Memorial ECHS, Teacher-English Lang. Art
Roxxana Serna	Dr. William Long Elementary, Teacher-Second
Amanda De Leon	Santos Livas Elementary, Teacher-Physical Education
Jessica Perez Aranda	Carmen Anaya Elementary, Teacher-First
Sandra Coronado Murillo	Doedyns Elementary, Elem Peims Clerk
Michael Murray	Adv. Academic Services Program Director
Viviana Villarreal	Psja Early Start, Teacher-Pre K
Raymundo Monrreal	Jaime Escalante MS, Principal
Haissam Mayasi	Data Services Director
Alicia Alejandro	High School Social Studies Coordinator
Debbie Dawang	High School Math Coordinator
Sandra Serna	Data Support Coordinator
Karla Rodriguez	Elementary Reading Language Arts Coordinator
Kelly Williams	Psja Southwest Echs, Teacher-Health Science
Eduardo Guzman	Language Development Specialist
Stephanie Cavazos	Aida Escobar Elem, Teacher
Carlos Rivera	Murphy Middle School, Science Teacher
Dr. Judy Marmolejo	Kennedy Middle School, Teacher
Rene Hernandez	Guerra Elementary, Teacher
Erika Carpio	Alamo Middle School Counselor
Melissa Rodriguez	Parent Representative
Thomas Moncivais	Business Representative

Student Support	
Dr. Claudia Gonzalez	Executive Officer For Elementary Schools
Dr. Susana Arredondo	Executive Officer For Elementary Schools
Dr. Yolanda Gomez	Executive Officer For Learning Acceleration
Yvonne Martinez	Migrant Strategist
Amy Marquez	Library Innovations Strategist
Jessica Zuniga	John Mckeever Elem, Principal
Veronica Quintana	Special Education Department Director
Oliva Martinez	English Language Development & Biliiteracy Director
Denise Garcia	High School Science Coordinator
Ruben Salinas	PSJA High School, Teacher-Math
Jorge Rodriguez	PSJA North ECHS, Teacher - Dual Credit Education
Arnold Serna Nieto	Austin Middle School, Sped Teacher
Denise Rodriguez-Chavez	Elvis J. Ballew High School, Teacher-Spanish
Elizabeth Cuadra	PSJA Memorial ECHS, Teacher-Social Studies
Belinda Escamilla	Arnoldo Cantu Sr Elem, Teacher-Second
Nelda Reyes	Raul H. Yzaguirre MS, Teacher-English Lang. Art
Mariciana Hernandez	Allen & William Arnold Elem., CLL
Herlinda Garcia	Marcia R Garza Elem, Teacher-Fifth
Liza Diaz	PSJA North ECHS, Principal
Roel Luna	Carmen Anaya Elem, Counselor
Christian Gonzalez	Kennedy Middle School, Asst. Principal
Cynthia Rivera	High School Reading Language Arts Coordinator
Sherry Vargas	Bilingual Strategist
Lorena Zuniga	PSJA Southwest ECHS, Teacher-Social Studies
Erica Estreda	Cesar Chavez Elem, Teacher
Janie Baldazo	Murphy Middle School, Teacher
Cynthia Perales	Guerra Elementary, Teacher
Ilsa Gonzalez	Garza-Pena Elementary, Teacher
Laura Torres	Carmen Anaya Elem, Assistant Principal
Sandra Delgado	Parent Representative
Maria Rodriguez	Parent Representative

Campus Educational Improvement Committee Members

Leadership Growth		Family and Community Empowerment	
Dr. Rebecca Garza	Asst. Supt. For Human Resources	Dr. Orlando Noyola	Asst. Supt. For Student Services
Alfredo Carrillo	Executive Officer For Human Resources	Dr. Virna Bazan	Executive Officer For Elementary Schools
Dr. Nora Cantu	Executive Officer For Academics	Dr. Lauro Davalos	Asst. Supt. of Technology
Maria Varela	New Teacher and Insts. Coaching Coord.	Virgina Saenz	Counseling and Guidance Director
Priscilla Salinas	ACTRGV Director	Claudia Lemus Campos	Communications & Marketing Director
Gloria Garza	Elementary Science Coordinator	Ruben Garcia	Parental Engagement Director
Adrian Karr	HR Manager	Laura Campos	Pupil Accounting Dept. Director
Hector Rodriguez	MIS Department Director	Erica Munguia	Migrant Strategist
Stella Sanchez	Professional Development Director	Nora Galvan	Adult Literacy Coordinator
Gina Saenz	LBJ Middle School Dean Of Instruction	Rolando Garcia	Chief Of Police
Maricruz De Anda	Berta Palacios Elem, Teacher-Sp Ed Unit	Ruby Lopez	Cesar Chavez Elementary, CLL
David Frias	Kelly-Pharr Elementary, Teacher-Kinder	Lizette Sosa	Farias Elementary, Teacher-Fourth
Denise Godoy	PSJA Sonia Sotomayor Building Blocks, Teacher	Oswaldo Gonzalez	Trevino Elementary, CLL
Romeo Romero	Aida Escobar Elem, Teacher-PE	Vivian Salazar	John McKeever Elementary School, Techer Second
Mayra Dominguez	Reed-Mock Elem, Teacher-Kinder	Azeneth Razo	Palmer Elementary, Teacher-Second
Dr. Cynthia Gonzalez	Reed-Mock Elem, Asst. Principal	Maria Briseno	Vida N. Clover Elem., Teacher-Music
Jessica Moore	Middle School, Science Coordinator	Juan Carlos Reyes	Henry Ford Elementary, Teacher
Jualianne Martinez	Graciela Garcia Elementary, Teacher-Prek	San Juanita Carolina Portales	Alamo Middle School, Teacher-Social Studies
Yulissa Rangel	Austin Middle School, Math Teacher	Melynda Escobedo	LBJ Middle School, Teacher-Social Studies
Perla Oervides	Collegiate High School, Teacher-SS	Melissa Sanchez	PSJA High School, Counselor
Lezlie Neely	Ramirez Elementary, Teacher-Fifth	Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Jessica Garcia	Carman Elementary, Reading Coach	Stephanie Gomez-Gonzalez	Ford Elementary, Counselor
David Granadoz	Liberty Middle School, Teacher Math	Yvonne Chamblin	PSJA T. Jefferson T-Stem ECHS, Teacher-Co/Op Vocational
Miguel Torres	Middle School Social Studies Coordinator	Kimberly Ortega	Middle School Reading Language Arts Coordinator
Crystal Soto	Allen & William Arnold Elem., Teacher	Analyynn Gundran	Collegiate High School, CLL
Laura Ramos Moreno	Sorenson Elementary, Teacher	Susana Barbosa	Dr. William Long Elementary, Teacher
Sofia Moreno	Trevino Elementary, 3rd Grade Teacher	Felix Salinas	LBJ Middle School, Teacher
Myra Perez	Parent Representative	Melissa Ontivieros	Longoria Elementary, PK Teacher
Norma Villegas	Parent Representative	Leticia Garcia	Parent Representative
Daniela Zuniga	Business Representative	Gloria Castillo	Parent Representative

2025 Accountability Rating Calculation - District Rollup

Campus	Campus Type	Alt Ed	Grade Span	zEcoDis	Gr 3-12 Enrollment	Total Enrollment	Domain I				Domain II-A				Domain II-B				Domain III				Overall Campus Score
							Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	
PSJA COLLEGIATE	High School	No	09 - 12	98.8	340	340	340	1.6%	96	1542	340	1.6%	85	1360	340	1.6%	96	1536	340	1.6%	100	1600	98
PSJA ECHS	High School	No	09 - 12	93.7	2,300	2,300	2,300	11.1%	87	9,701	2,300	11.1%	80	8,880	2,300	11.1%	91	10,101	2,300	11.1%	93	10,323	92
PSJA MEMORIAL ECHS	High School	No	09 - 12	96.8	1,997	1,997	1,997	9.6%	79	7,584	1,997	9.6%	62	5,952	1,997	9.6%	80	7,680	1,997	9.6%	87	8,352	82
PSJA NORTHECHS	High School	No	09 - 12	92.6	2,166	2,166	2,166	10.4%	85	8,861	2,166	10.4%	79	8,216	2,166	10.4%	90	9,360	2,166	10.4%	92	9,568	91
PSJA SOUTHWEST ECHS	High School	No	09 - 12	95.1	1,588	1,588	1,588	7.7%	83	6,406	1,588	7.7%	72	5,544	1,588	7.7%	85	6,545	1,588	7.7%	92	7,084	87
PSJA T-STEM ECHS	High School	No	09 - 12	95.5	553	553	553	2.7%	95	2,570	553	2.7%	81	2,187	553	2.7%	95	2,565	553	2.7%	99	2,673	96
AUSTIN MIDDLE SCHOOL	Middle School	No	06 - 08	90.3	833	833	833	4.0%	80	3,200	833	4.0%	80	3,200	833	4.0%	90	3,600	833	4.0%	92	3,680	91
ESCALANTE MIDDLE SCHOOL	Middle School	No	06 - 08	98.2	554	554	554	2.7%	75	2,025	554	2.7%	67	1,809	554	2.7%	87	2,349	554	2.7%	75	2,025	83
KENNEDY MIDDLE SCHOOL	Middle School	No	06 - 08	96.7	519	519	519	2.5%	77	1,925	519	2.5%	75	1,875	519	2.5%	90	2,250	519	2.5%	85	2,125	89
LBJ MIDDLE SCHOOL	Middle School	No	06 - 08	87.9	1,006	1,006	1,006	4.9%	75	3,675	1,006	4.9%	69	3,381	1,006	4.9%	86	4,214	1,006	4.9%	70	3,430	81
LIBERTY MIDDLE SCHOOL	Middle School	No	06 - 08	93.9	742	742	742	3.6%	76	2,736	742	3.6%	73	2,628	742	3.6%	89	3,204	742	3.6%	78	2,808	86
MURPHY MIDDLE SCHOOL	Middle School	No	06 - 08	97.2	790	790	790	3.8%	78	2,964	790	3.8%	78	2,964	790	3.8%	90	3,420	790	3.8%	92	3,496	91
VELA MIDDLE SCHOOL	Middle School	No	06 - 08	96	654	654	654	3.2%	74	2,368	654	3.2%	75	2,400	654	3.2%	86	2,752	654	3.2%	76	2,432	83
YZAGUIRRE MIDDLE SCHOOL	Middle School	No	06 - 08	95.1	736	736	736	3.5%	73	2,555	736	3.5%	75	2,625	736	3.5%	85	2,975	736	3.5%	88	3,080	86
ANAYA ELEMENTARY	Elementary	No	PK - 05	97.2	180	429	180	0.9%	77	0,693	180	0.9%	85	0,765	180	0.9%	86	0,774	180	0.9%	92	0,828	88
ARNOLD ELEMENTARY	Elementary	No	PK - 05	91.3	293	656	293	1.4%	79	1,106	293	1.4%	92	1,288	293	1.4%	88	1,232	293	1.4%	92	1,288	92
CANTU ELEMENTARY	Elementary	No	PK - 05	91.5	259	598	259	1.2%	72	0,864	259	1.2%	79	0,948	259	1.2%	80	0,960	259	1.2%	74	0,888	78
CARMAN ELEMENTARY	Elementary	No	PK - 05	84.5	262	686	262	1.3%	77	1,001	262	1.3%	85	1,105	262	1.3%	85	1,105	262	1.3%	90	1,170	87
CHAVEZ ELEMENTARY	Elementary	No	PK - 05	98.3	163	402	163	0.8%	85	0,680	163	0.8%	93	0,744	163	0.8%	91	0,728	163	0.8%	92	0,736	93
CLOVER ELEMENTARY	Elementary	No	PK - 05	94.7	179	378	179	0.9%	73	0,657	179	0.9%	90	0,810	179	0.9%	82	0,738	179	0.9%	85	0,785	89

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

DOEDYNS ELEMENTARY	Elementary	No	PK - 05	93.9	158	391	158	0.8%	71	0.568	158	0.8%	68	0.544	158	0.8%	79	0.632	158	0.8%	69	0.552	76
DR LONG ELEMENTARY	Elementary	No	PK - 05	96.3	349	767	349	1.7%	73	1.241	349	1.7%	81	1.377	349	1.7%	82	1.394	349	1.7%	76	1.292	80
ESCOBAR ELEMENTARY	Elementary	No	PK - 05	90.5	291	735	291	1.4%	88	1.232	291	1.4%	78	1.092	291	1.4%	91	1.274	291	1.4%	92	1.288	91
FARIAS ELEMENTARY	Elementary	No	PK - 05	97.1	226	520	226	1.1%	65	0.715	226	1.1%	71	0.781	226	1.1%	74	0.814	226	1.1%	73	0.803	74
FORD ELEMENTARY	Elementary	No	PK - 05	98.1	269	643	269	1.3%	71	0.923	269	1.3%	74	0.962	269	1.3%	80	1.040	269	1.3%	74	0.962	78
GARCIA ELEMENTARY	Elementary	No	PK - 05	97.9	177	385	177	0.9%	82	0.738	177	0.9%	90	0.810	177	0.9%	90	0.810	177	0.9%	92	0.828	91
GARZA ELEMENTARY	Elementary	No	PK - 05	99.3	212	545	212	1.0%	76	0.760	212	1.0%	89	0.890	212	1.0%	85	0.850	212	1.0%	90	0.900	89
GARZA-PENA ELEMENTARY	Elementary	No	PK - 05	93	266	557	266	1.3%	75	0.975	266	1.3%	79	1.027	266	1.3%	84	1.092	266	1.3%	92	1.196	86
GUERRA ELEMENTARY	Elementary	No	EE - 05	96.7	282	731	282	1.4%	78	1.092	282	1.4%	83	1.162	282	1.4%	88	1.232	282	1.4%	92	1.288	89
KELLY-PHARR ELEMENTARY	Elementary	No	PK - 05	93.7	286	587	286	1.4%	69	0.966	286	1.4%	59	0.826	286	1.4%	75	1.050	286	1.4%	68	0.952	69
LIVAS ELEMENTARY	Elementary	No	PK - 05	89.1	234	515	234	1.1%	73	0.803	234	1.1%	75	0.825	234	1.1%	82	0.902	234	1.1%	80	0.880	81
LONGORIA ELEMENTARY	Elementary	No	PK - 05	94.5	216	568	216	1.0%	75	0.750	216	1.0%	90	0.900	216	1.0%	84	0.840	216	1.0%	92	0.920	91
MCKEEVER ELEMENTARY	Elementary	No	PK - 05	92.4	301	699	301	1.5%	73	1.095	301	1.5%	78	1.170	301	1.5%	82	1.230	301	1.5%	89	1.335	84
PALACIOS ELEMENTARY	Elementary	No	PK - 05	99.6	192	470	192	0.9%	88	0.792	192	0.9%	89	0.801	192	0.9%	91	0.819	192	0.9%	92	0.828	91
PALMER ELEMENTARY	Elementary	No	EE - 05	88.6	264	656	264	1.3%	77	1.001	264	1.3%	85	1.105	264	1.3%	85	1.105	264	1.3%	84	1.092	85
RAMIREZ ELEMENTARY	Elementary	No	EE - 05	95	215	516	215	1.0%	64	0.640	215	1.0%	73	0.730	215	1.0%	72	0.720	215	1.0%	71	0.710	72
REED-MOCK ELEMENTARY	Elementary	No	PK - 05	98.2	218	509	218	1.1%	76	0.836	218	1.1%	76	0.836	218	1.1%	85	0.935	218	1.1%	89	0.979	86
SORENSEN ELEMENTARY	Elementary	No	PK - 05	84.6	307	583	307	1.5%	80	1.200	307	1.5%	83	1.245	307	1.5%	88	1.320	307	1.5%	92	1.380	89
TREVINO ELEMENTARY	Elementary	No	PK - 05	98	163	401	163	0.8%	64	0.512	163	0.8%	60	0.480	163	0.8%	72	0.576	163	0.8%	63	0.504	69
PHARR-SAN JUAN-ALAMO ISD							20,740			79.952	20,740			76.244	20,740			86.723	20,740			87.040	

District's 2025 Domain Scores District Domain I Score 80 District Domain II-A Score 76 District Domain II-B Score 87 District Domain III Score 87

70% of District Rating (Better of Domain I or Domain II) 87 x .70 60.9

30% of District Rating (Domain III) 87 x .30 26.1

District's 2025 Overall Score 87

District's 2025 Overall Letter Grade B

AUDIE MURPHY MIDDLE SCHOOL

Vision

Every Murphy student is empowered to reach their highest potential, guided by core values, and inspired to work diligently toward their goals and academic success.

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.

Campus Site-Based Decision Committee Members

Juanita Gonzalez- Math Teacher
Gonzalo Rodriguez- RLA Teacher
Saul Rios- Foreign Language Teacher
Carlos Rivera- Science Teacher
Juan Vela- Social Studies Teacher
Lisandro Espinoza- Counselor

Jonathan Segovia- Instructional Aid
Amanda Ozuna -Parent
Olga Lozano- Parent Educator
Eduardo Castillo- Liason

Lydia Trevino- Principal
Julissa Martinez -6th grade AP
Ana Matamoros- 7th grade AP
Margarita Carranza- 8th grade AP
Jim Brewster Dean of Instruction
Yolanda Hinojosa Community Member

Campus Executive Summary

Audie Murphy Middle School is on 924 W. Sioux Rd in Alamo, Texas and proudly serves as part of the feeder pattern to Memorial Early College High School. As of September 2025, our campus serves approximately 790 students in 6th-8th grade.

Based on the 2024-2025 Fall Collection, First Submission Audie Murphys student enrollment was 790 students.

Our student population is 99% Hispanic and 1% Black/African American, with 97% identified as economically disadvantaged. Approximately 2% of students are migrant, 13% receive special education services. About 8% are identified as gifted and talented. Notably, 42% of our students are identified as English Bilingual.

Audie Murphy averaged a 96.1% attendance rate for the 2024-2025 school year. Most students reside in nearby low-income and suburban areas extending into Donna, TX. Audie Murphy has 312 special permission students with 179 out of our district.

At Audie Murphy Middle School, we strive to be the middle school of choice by fostering a supportive, inclusive, and growth-oriented environment. Our foundation is built on the REACH core values, which guide every aspect of our school culture. We believe that every individual is a leader, and we are committed to nurturing a growth mindset in both students and staff. At Murphy, learning is a shared journey, and we take pride in the sense of community that makes us more than just a school — We are a Murphy!

Executive Summary Continued

Student Performance:

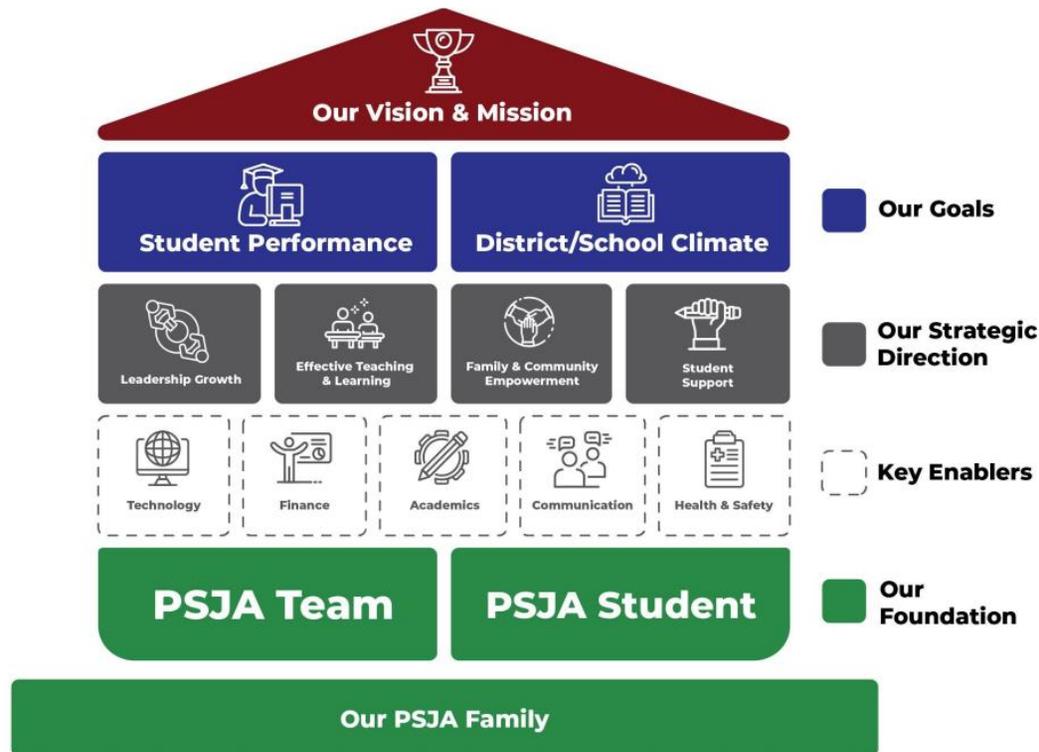
For the 2025-2026 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR will increase from 49% (55% Reading, 53% Math, Science 64%, Social Studies 40%) in June 2024 to 53% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage point by June 2026.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase five percentage points by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Science will increase by seven percentage points by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Social Studies will increase by seven percentage points by June 2026.
- The percentage of special education students performing at meets grade level or above on STAAR Reading will increase by two percentage points by June 2026.

Board of Education Goals

Texas Board of Education Goals

District Goals



Audie Murphy’s 2025-2026 Campus Goals

STAAR Performance 2025

	Reading	Mathematics	Science	Social Studies
Approaches	74% 77% 80%	69% 46% 80%	80%	57%
Meets	50% 52% 54%	35% 25% 69%	57%	32%
Masters	23% 20% 28%	12% 0% 34%	16%	14%
2026 Goals				
Approaches	76% 79% 82%	74% 50% 85%	90%	65%
Meets	52% 54% 56%	40% 30% 74%	64%	40%
Masters	25% 22% 28%	17% 5% 39%	25%	20%

Audie Murphy Middle School

Middle School (Domain III)

Academic Achievement (Percentage at MEETS Grade Level or Above)

	All	Hispanic	High Focus	Special Ed (Current)	Econ. Disadv.	EBs (Current and M4)	Continuously Enrolled	Total Earned Points	Total Possible Points
Reading 2025	52	52	51	17	51	46	53	9	12
Targets	44	35	33	19	31	28	45		
2026 Goals	55	55	55	20	55	50	55		
Math 2025	48	48	47	23	47	46	48	9	12
Targets	47	39	36	22	35	36	49		
2026 Goals	52	52	52	25	52	50	52		

Academic Growth

	All	Hispanic	High Focus	Special Ed (Current)	Econ. Disadv.	EBs (Current and M4)	Continuously Enrolled	Total Earned Points	Total Possible Points
Reading 2025	64	64	64	43%	64%	61%	65%	9	12
Targets	63	59	58	43	58	57	64		
2026 Goals	75	75	75	45%	67%	64%	69%		
Math 2025	68%	68%	67	50%	67%	67%	68%	9	12
Targets	67	64	62	50	62	62	67		
2026 Goals	75	75	70	54%	70%	70%	70%		

STAAR Only

	All	Hispanic	High Focus	Special Ed (Current)	Econ. Disadv.	EBs (Current and M4)	Continuously Enrolled	Total Earned Points	Total Possible Points
Domain I 2025	47	47	47	22	47	43	48	9	
Targets	47	41	38	23	38	37	48		
2026 Goals	50	50	50	25	50	45	50		

Comprehensive Needs Assessment

Audie Murphy these resources and data to conduct its 2025-2026 comprehensive needs assessment

1. 2024-2025 STAAR Data
2. 2024-2025 Attendance Report
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. 2024-2025 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. 2024-2025 TELPAS Scores
12. Technology Inventories

Comprehensive Needs Assessment

Closing the Gap

Special Education:

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

Needs:

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

- In Reading at the meets level, the achievement gap between SpEd and All students in 2024-2025 is 35 percentage points from 17% to 52%.
- In Mathematics at the meets level, the achievement gap between SpEd and All students in 2024-2025 is 25 percentage points from 23% to 48%.
- In Science at the approaches level, the achievement gap between SpEd and All students in 2024-2025 is 24 percentage points from 33% to 57%.
- In Social Studies at the approaches level, the achievement gap between SpEd and All students 2024-2025 is 4 percentage points from 28% to 32%.

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

Comprehensive Needs Assessment

Closing the Gap

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.

Emergent Bilingual Meets Performance in all areas:

- Our Emergent bilingual students are scoring 5% points below our all students at the meets level.

Needs:

- 6th grade reading demonstrates a 10% difference between all students.
- 8th grade reading demonstrates a 6% difference between all students.
- 8th grade science demonstrates a 9% difference between all students.
- 8th grade social studies demonstrates a 8% difference between all students.

Improvement Areas:

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

Comprehensive Needs Assessment

Closing the Gap

TELPAS

- The campus Yearly Progress in TELPAS for students who progressed one proficiency level in 2024 was 42%.
A decrease of 4% from 2024.
 - 6th Grade (131 tested) 40 students made progress = 31%
 - 7th Grade (102 tested) 56 students made progress = 55%
 - 8th Grade (81 tested) 26 students made progress = 32%

Improvement Areas:

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

Social Studies:

- In 2025 we did not meet our social studies target goals of 65% app, 45% meets, and 15% masters.

The 8th grade EB population had a meets passing rate of 24% (140 tested and 34 met level)

Improvement Areas:

Increase Meets passing rate for our EB population, from 24% to 30%.

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

Attendance:

- In 2025 we did not meet our Attendance goal of 97.5%, attendance was at 96.1%

Improvement Areas:

Increase Attendance rate from 95.7 to the 97.5 attendance rate.

Demographics

Bld	Campus	Grade	All Students	Male	% Male	Female	% Female	Sped	% SPED	LEP	% LEP	M1	% M1	M2	% M2	Migrant	% Migrant	ECD	% ECD	GT	% GT	CTE	% CTE
48	Audie Murphy Middle School	06	264	137	51.9%	127	48.1%	45	17.0%	97	36.7%	32	12.1%	12	4.5%	1	0.4%	248	93.9%	34	12.9%	0	0.0%
		07	282	145	51.4%	137	48.6%	42	14.9%	112	39.7%	22	7.8%	19	6.7%	8	2.8%	271	96.1%	33	11.7%	1	0.4%
		08	245	124	50.6%	121	49.4%	29	11.8%	63	25.7%	35	14.3%	34	13.9%	4	1.6%	238	97.1%	15	6.1%	230	93.9%
Audie Murphy Middle School			791	406	51.3%	385	48.7%	116	14.7%	272	34.4%	89	11.3%	65	8.2%	13	1.6%	757	95.7%	82	10.4%	231	29.2%
District			791	406	51.3%	385	48.7%	116	14.7%	272	34.4%	89	11.3%	65	8.2%	13	1.6%	757	95.7%	82	10.4%	231	29.2%

Building - E/W	Building Name - E/W	Grade - E/W	Student Count	Hispanic	% Hispanic	Asian	% Asian	Black	% Black	White	% White
48	Audie Murphy Middle School	06	264	263	99.6%	0	0.0%	0	0.0%	1	0.4%
		07	282	281	99.6%	0	0.0%	1	0.4%	0	0.0%
		08	245	245	100.0%	0	0.0%	0	0.0%	0	0.0%
Audie Murphy Middle School			791	789	99.7%	0	0.0%	1	0.1%	1	0.1%
Summary			791	789	99.75%	0	0%	1	0%	1	0.13%

Audie Murphy Achievement Summary



MURPHY MIDDLE SCHOOL CAMPUS REPORT CARD 2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

Domain	Scaled Score	Better of Part A or B	Better of Domain I or Domain II	Weight	Weighted Points
Domain I - Student Achievement	78				
Domain II - School Progress Part A	78	90	90	70%	63
Domain II - Relative Performance Part B	90				
Domain III - Closing the Gaps	92			30%	27.6

OVERALL SCORE	91	
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MURPHY MIDDLE SCHOOL

DOMAIN I - STUDENT ACHIEVEMENT

2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scaled Score
		Count	%	Count	%	Count	%	Count	%		
Algebra I	44	0	0%	44	100%	44	100%	41	93%	98	100
Grade 6 Mathematics	269	83	31%	186	69%	95	35%	33	12%	39	71
Grade 7 Mathematics	180	98	54%	82	46%	45	25%	0	0%	24	52
Grade 8 Mathematics	250	49	20%	201	80%	172	69%	84	34%	61	90
Grade 6 Reading	269	71	26%	198	74%	134	50%	62	23%	49	80
Grade 7 Reading	237	54	23%	183	77%	124	52%	48	20%	50	81
Grade 8 Reading	240	49	20%	191	80%	130	54%	67	28%	54	85
Grade 8 Science	239	46	19%	192	80%	137	57%	38	16%	51	82
Grade 8 Social Studies	238	103	43%	135	57%	75	32%	33	14%	34	64
TOTAL TESTS	1966	553	28%	1412	72%	956	49%	406	21%		
Domain I - Student Achievement Scaled Score										78	
(72 + 49 + 21) ÷ 3 = 47											

MURPHY MIDDLE SCHOOL DOMAIN III - CLOSING THE GAPS 2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

		All Students	Hispanic	High Focus	EB	Pts Earned	Pts Possible	Score	Weight	Weighted Points
Academic Achievement	RLA	2025-27 Interim	44	35	33	18	24	75	30%	22.5
		2028-32 Next Interim	53	46	44					
		2038 Long Term	72	68	67					
		2024	50	50	49					
		2025	52	52	51					
	POINTS EARNED	3	3	3						
	MATH	2025-27 Interim	47	39	36					
		2028-32 Next Interim	56	49	47					
		2038 Long Term	74	70	68					
		2024	45	45	44					
2025		48	48	47						
POINTS EARNED	3	3	3							
Academic Growth	RLA	2025-27 Interim	63	59	58	18	24	75	50%	37.5
		2028-32 Next Interim	73	69	68					
		2038 Long Term	93	89	88					
		2024	63	63	62					
		2025	65	65	65					
	POINTS EARNED	3	3	3						
	MATH	2025-27 Interim	67	64	62					
		2028-32 Next Interim	76	74	72					
		2038 Long Term	95	94	92					
		2024	66	66	65					
2025		68	67	67						
POINTS EARNED	3	3	3							
English Language Proficiency	2025-27 Interim				44	4	4	100	10%	10
	2028-32 Next Interim				46					
	2038 Long Term				50					
	2024				55					
	2025				51					
	POINTS EARNED				4					
Student Achievement Domain Score	2025-27 Interim	47	41	38	9	12	75	10%	7.5	
	2028-32 Next Interim	57	51	48						
	2038 Long Term	77	71	68						
	2024	44	44	44						
	2025	47	47	46						
	POINTS EARNED	3	3	3						
Domain III - Closing the Gaps Raw Score						(22.5 + 37.5 + 10 + 7.5) = 78				
Domain III - Closing the Gaps Scaled Score									92	

2025 Telpas Data

Murphy	Listening 2025		
	Progress		%
6th	57	131	44%
7th	61	102	60%
8th	46	81	57%
Totals	164	314	52%

Murphy	Speaking 2025		
	Progress		%
6th	50	130	38%
7th	41	102	40%
8th	29	81	36%
Totals	120	313	38%

Murphy	Writing 2025		
	Progress		%
6th	36	130	28%
7th	54	102	53%
8th	19	81	23%
Totals	109	313	35%

Murphy	Reading 2025		
	Progress		%
6th	44	131	34%
7th	73	102	72%
8th	37	81	46%
Totals	154	314	49%

Murphy	Composite Rating '25		
	Progress		%
6th	40	131	31%
7th	56	102	55%
8th	26	81	32%
Totals	122	314	39%

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.
- A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university.
- All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner.
- The district TSI Student Success Intervention Plan includes TSI A Tutorial prep learning via direct instruction or learning platform.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2024 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 48%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 36%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 24%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- CCMR dashboard will be monitored and utilized for successful CCMR Plan completion and PEIMS coding of ALL students in 9-12.
- Course scheduling for third quartile students to gain access to earn industry-based certificates or earn 9+ hours or in any subject.
- The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 48% (50% Reading, 45% Math) in June 2025 to 50% by June 2026.

Objective 1: The percentage of students performing at meets grade level or above on STAAR reading/math 3-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1: Curriculum writing initiatives with in-person learning for Reading Language Arts, R/LA and Math based on needs assessment using data and trends will be executed.

Timeline: June 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Action Steps:

- 1) All teachers will assess, evaluate and analyze student data by using district local assessments and weekly teacher created and district created assessments to monitor student progress in Reading.
- 2) The leadership team will conduct walkthroughs with a focus on the instructional core and depth of Knowledge (DOK) questioning.
- 3) All teachers will integrate technology into the curriculum to provide effective learning with the use of the following Reading platforms: SAAVAS, NewsELA, Nearpod.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data 	<ul style="list-style-type: none"> •Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Action Steps:

- 1) The campus leadership team will conduct learning walks with a specific focus on TEKS and Student task alignment.

- 2) The campus leadership team will provide feedback to teachers on effective and rigorous instructional reading strategies.
- 3) Teachers will disaggregate weekly instructional data to then create a plan with detailed scheduled analysis on target intervention strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Director or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready 	<ul style="list-style-type: none"> •Walkthrough documents 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

Strategy 3: Ongoing support for the implementation of the RLA and Math curriculum through CLCs.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs

Action Steps:

- 1) Teachers will successfully utilize the most current data to develop instructional strategies and best practices to meet their students’ learning needs.
- 2) Support technology integration within the ELAR/SLAR curriculum in order to enhance the learning lessons.
- 3) Teachers will increase academic performance by participating in effective planning dialogue that focuses on instructional strategies that work.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •Power Up •I-Ready 	<ul style="list-style-type: none"> •Training Agenda •Collaborative Learning Community Meetings 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI 2.0) •Results Driven Accountability •TELPAS •I-Ready

Audie Murphy Middle School

GOAL AREA I
Effective Teaching and Learning

Goal Area 1: Student Achievement-Reading

Annual Goal: Students achieving at the meets level or above will increase from 49% to 53% in all subjects as measured by 2026 STAAR Assessments

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-1 School-Wide Component
Closely monitor assessment data for students not reading on grade level and provide feedback with continuous targeted support	Principal Dean of Instruction Admin team CLL Department Heads Teachers	-Reading Resources	-Aug. 2025	Summit K-12	-Growth in BM I and BM II	-Formative assessments	Title I Component 1 Component 2 Component 3 Component 4 Component 8 Component 9 Component 10
		-Computer programs that support targeted instruction	-Oct. 2025	-Differentiated Lesson plans	-Correlated to STAAR growth	-STAAR	
		-Teacher conference	-Nov. 2025	-TCLC agendas and sign-in sheets	-TELPAS increase on the number of students at Adv. And Adv. High and making at least one level of proficiency	-TELPAS	
		-IXL	-Jan. 2026	-Walk-through documents	-TELPAS increase on the number of students at Adv. And Adv. High and making at least one level of proficiency	-SGMs	
		-Nearpod	-March 2026	-Individual Student Profiles	-TELPAS increase on the number of students at Adv. And Adv. High and making at least one level of proficiency	-Pre/Post Test	
		-Quill	-April 2026	-DMAC Reports	-TELPAS increase on the number of students at Adv. And Adv. High and making at least one level of proficiency	-EOY Unit Exams	
		-Summit K-12	-June 2026	-Weekly Mini Assessments Reports	-TELPAS increase on the number of students at Adv. And Adv. High and making at least one level of proficiency	-AVID Strategy	
		-Flocabulary		-Interactive Journals			
		-Study Sync		-IReady			
		-No Red Ink					

Action Steps: 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
Effective Teaching and Learning

Goal Area 1: Student Achievement-Reading

Annual Goal: Students achieving at the meets level or above will increase from 49% to 53% in all subjects as measured by 2026 STAAR Assessments

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-1 School-Wide Component
Teachers will receive training on lesson internalization, TEKS analysis to determine depth of complexity, rigor and relevance.	Principal Dean of Instruction Admin team CLL Department Heads Teachers	Training Materials TEKS and Standards District Curriculum, Pacing Guide Scope and Sequence Weekly lesson plans Campus PD District Internalization Guide	-Aug. 2025	-DMAC data reports	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
			-Oct. 2025	-DMAC reports by subgroups			
			-Nov. 2025	-Progress Monitoring Reports			
			-Jan. 2026	-Walk-through feedback			
			-March 2026	-Lesson Plans			
			-April 2026				
			-June 2026				

Action Steps: Train staff on ELPS strategies, internalization guide 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.

Action Steps:
Reading and Writing portfolios will be

GOAL AREA I
Effective Teaching and Learning

Goal Area 1: Student Achievement -Reading

Annual Goal: Students achieving at the meets level or above will increase from 49% to 53% in all subjects as measured by 2026 STAAR Assessments

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-1 School-Wide Component
Teacher support in the implementation the RBIS and academic vocabulary and writing across all contents	District ELA Coordinator	Training Materials	-Aug. 2025	- Curriculum documents	Show increase in student achievement at the meets level and student performance growth. Progress monitoring	-Weekly Assessments	Title 1
	Principal	TEKS and Standards	-Oct. 2025	- Lesson plans		-BM I	Title 1 Component 2
	Dean	District Curriculum, Pacing Guide Scope and Sequence	-Nov. 2025	- CLL agendas		-BM II	Component 4
	Admin Team			- Walk-through documents		-	Component 9
	CLL			- Walk-through feedback		STAAR	
	Department Heads	Weekly lesson plans	-March 2026	- Teacher individual Conferences		-TELPAS	
	Teachers	Campus PD				- Student Growth Measure [SGMs] Pre/Post Test	
	Content Coordinator	District Internalization Guide	-April 2026	-Student Artifacts		-EOY Unit Exam	
			-June 2026				

incorporated 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 1: Student Achievement-Mathematics

Annual Goal: Students achieving at the meets level or above will increase from 48% to 50% as measured by 2026 STAAR Assessments

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-1 School-Wide Component
Teachers will use RBIS 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 in their daily lessons to support math comprehension.	Principal Dean of Instruction Admin team CLL Department Heads Teachers	Imagine Math (progress monitoring) Bluebonnet Matia -Edulastic -Zearn -I Ready -NearPod	-Aug. 2025	Imagine Math Program	Student Increase scores on Zearn	-Formative Assessments	Title I Component 1 Component 2 Component 3 Component 4 Component 8 Component 9 Component 10
			-Oct. 2025	-Reports Differentiated Lesson Plans	-Growth in BOY to MOY to EOY	-	
			-Nov. 2025	-TCLC agendas and sign in sheets	-Correlated to STAAR projected measure	-Student Growth Measure [SGMs] Pre/Post Test	
			-Jan. 2026	-Walk-through documents	-Telpas increase on the number of students at Adv. and High		
			-March 2026				
			-April 2026	-IXL Connection Board			
			-June 2026				

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



Effective Teaching and Learning

Goal Area 1: Student Achievement-Mathematics

Annual Goal: Students achieving at the meets level or above will increase from 48% to 50% as measured by 2026

STAAR Assessments

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-1 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 of Instruction Admin team CLL Department Heads Teachers	DMAC reports CLC agendas Sign-in sheets Action plans Tutorials Lesson Plans Walk throughs Individual Student Profiles	- -Aug. 2025	-DMAC data reports	Student Increase scores on Zearn	-Formative Assessments	Title I Component 1 Component 2 Component 3 Component 4 Component 8 Component 9 Component 10
			-Oct. 2025	-DMAC reports by subgroups	-Growth in BOY to MOY to EOY	-Benchmark STAAR TELPAS	
			-Nov. 2025	-Progress Monitoring Reports	-Student Growth Measure [SGMs]	-Student Growth Measure	
			-Jan. 2026	-Walk-through feedback	-Correlated to STAAR projected measure	Pre/Post Test	
			-March 2026	-Lesson Plans	-TELPAS increase on the number of students at Adv. and High		
			-April 2026	-Student/Teacher Conferences			
-June 2026	-Parent Meetings/Contact Logs						

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

Effective Teaching and Learning

Goal Area 1: Student Achievement-Mathematics

Annual Goal: Students achieving at the meets level or above will increase from 48% to 50% as measured by 2026 STAAR Assessments

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

Strategy 3	Persons Responsible/Title	Resources	TimeLine	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-1 School-Wide Component
Data will be used to identify students in need of extended learning opportunities.	Principal	-DMAC reports	-Aug. 2025	-DMAC data reports	-Student achievement gains and closing	-Weekly Assessments	Title I Component 2 Component 3 Component 8 Component 9
	Dean Admin. Team	-CLC agendas sign-in sheets	-Oct. 2025	-Data and Item analysis		-Unit Assessments	
	CLL	-Action plans	-Nov. 2025	-Progress Monitoring Reports	achievement gaps.	-BM I & II	
	Department Heads Teachers	-Tutorials -Lesson Plans -Walk throughs -Mathia, Bluebonnet Resources					
			-March 2026	-Walk-through feedback			
			-April 2026	-Lesson Plans			
		-June 2026					

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
Effective Teaching and Learning

Goal Area 1: Student Achievement – Social Studies

Annual Goal: Students achieving at the meets level or above will increase from 32% to 40% as measured by 2026 STAAR 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-1 School-Wide Component
Data will be used to identify students in need of extended learning opportunities.	Principal	-DMAC	-Aug. 2025	- Differentiated	Student increase in the number passers and performance at meets level and above	- Formative assessments	Title Component 2 Component 3 Component 4 Component 8 Component 9
	Dean	data	-Oct. 2025	Lesson plans		-Unit Assessments	
	Admin Team	-Teacher	2025	-Walk-through documents	-Benchmarks		
	CLL	notes	-Nov. 2025	-Teacher/Parent Signature on Monitoring sheet	-STAAR		
	Department Heads	-Individual student teacher data	-Jan. 2026	-Targeted Skills Academies	-Student Growth Measure [SGMs] Pre/Post Test		
	Teachers	-Low	-March 2026				
	Content Coordinator	Mann	-April 2026				
				-June 2026			

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
Effective Teaching and Learning

Goal Area 1: Student Achievement-Social Studies

Annual Goal: Students achieving at the meets level or above will increase from 32% to 40% as measured by 2026

STAAR Assessments

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

Strategy 2	Persons Responsible/Title	Resources	TimeLine	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-1 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	DMAC reports	-Aug. 2025	-DMAC data reports	BM1	-Unit Assessments	Title I Component 2 Component 3 Component 4 Component 8 Component 9
		-Look for's in walk-throughs	-Oct. 2025	-Curriculum	-BM2	-BM I & II	
	CLL	-	-Progress Monitoring Reports	-Unit Assessments	-STAAR		
	Department Heads Teachers	Intervisitation	-Nov. 2025	-Walk-through feedback			
		-Lesson Plans	-Jan. 2026	-Lesson Plans			

GOAL AREA I
Effective Teaching and Learning

Goal Area 1: Student Achievement-Social Studies

Annual Goal: Students achieving at the meets level or above will increase from 32% to 40% as measured by 2026 STAAR Assessments

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

Strategy 3	Persons Responsible/Title	Resources	TimeLine	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-1 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	DMAC reports	-Aug. 2025	- DMAC data reports	BM1	-Unit Assessments	Title I Component 2 Component 3 Component 4 Component 8 Component 9
	CLL	-Individual Student Profiles	-Oct. 2025	-Curriculum	-BM2	-BM I & II	
	Department Heads Teachers	-Lesson Plans	-Nov. 2025	-Progress	-Unit Assessments	-STAAR	
		-Academy Plan and Schedule	-Jan. 2026	Monitoring Reports			
			-March 2026	-Lesson Plans			
			-April 2026				
			-June 2026				

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

Focus Area 2: Student Support

**GOAL AREA I
Effective Teaching and Learning**

Focus Area 2 : Student Support – Special Populations

Annual Goal: Special education students achieving at the meets level or above will increase from 17% to 19% in Reading and students achieving at meets level or above in Math will increase from 23% to 25% as measured by 2026 STAAR Reading and Math Assessments.

Measurable Objective: The percent of students scoring at the meets level will increase 1% quarterly as measured by benchmarks.

Strategy 1	Persons Responsible/Title	Resources	TimeLine	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-1 School-Wide Component
Campus level monitoring of the progress of special education students will be done immediately following each Benchmark assessment.	Principal	Benchmark-	-Aug. 2025	-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 Admin	LEXIA		-Campus Performance Reviews (CPR)		-BM I & II	
	Team	-Study Sync	-Oct. 2025				
	CLL	-IXL		-Progress Monitoring Reports			
	Department	-IReady	-Nov. 2025				
	Heads			-Walk-through feedback			
	Teachers		-Jan. 2026	-Lesson Plans			
	Diagnostician		-March 2026	- Individual Student Growth Plans			
			-April 2026				
			-June 2026				

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.

Focus Area 2 : Student Support – Special Populations

Annual Goal: Special education students achieving at the meets level or above will increase from 17% to 19% in Reading and students achieving at meets level or above in Math will increase from 23% to 25% as measured by 2026 STAAR Reading and Math Assessments.

Measurable Objective: The percent of students scoring at the meets level will increase 1% quarterly as measured by benchmarks.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
CIF/Fundamentals 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 -Look for's in walk throughs -Intervisitation -Lesson Plans	-Aug. 202	-DMAC data	-Student Growth - Differentiated Instruction	-Unit Assessments -BM I & II -STAAR -56M's	Title I Component 2 Component 3 Component 4 Component 8 Component 9
	al Dean		-Oct. 2025	reports			
	Admin. Team		-Nov. 2025	-Curriculum			
	CLL		-Jan 2026	-Progress Monitoring Reports			
	Department Heads		-March 2026	-Walk-through feedback			
	Teachers		-April 2026	-Lesson Plans			
		-June 2026	-Individual Student Growth Plans				

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.

Focus Area 2 : Student Support – Special Populations

Annual Goal: Special education students achieving at the meets level or above will increase from 17% to 19% in Reading and students achieving at meets level or above in Math will increase from 23% to 25% as measured by 2026 STAAR Reading and Math Assessments.

Measurable Objective: The percent of students scoring at the meets level will increase 1% quarterly as measured by benchmarks.

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	-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.

FOCUS AREA 2 Student Support -Emergent Bilinguals

Annual Goal: Emergent Bilingual (EB) students achieving at the meets level or above will increase from 46% to 50% in Reading and students achieving at meets level or above will increase from 46% to 50% in Math as measured by 2026 STAAR 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
Monitor the progress of all EL students using district formative and summative assessments.	Principal	-Benchmarks	-Aug. 2025	-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	-Study	-Oct. 2025	-Campus Performance Reviews (CPR)		-BM I & II	
	Admin	Sync	-Nov. 2025	-Progress Monitoring Reports		-STAAR	
	Team	-Student	-Jan. 2026	-Walk-through feedback		-Summit K-12	
	CLL	Artifacts	-March 2026	-Lesson Plans		-BOY	
	Teachers	-IXL Flip	-April 2026	-Sign-In Sheets		-MOY	
	Department	-Vocarou	-June 2026	-CLC Agenda		-EOY	
	Heads						
Bilingual Director							

Action Steps: Reading and Math – Emergent Bilinguals Monitor the progress and implementation of ELP strategies to accelerate the progress of EB’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.

FOCUS AREA 2 Student Support -Emergent Bilinguals

Annual Goal: Emergent Bilingual (EB) students achieving at the meets level or above will increase from 46% to 50% in Reading and students achieving at meets level or above will increase from 46% to 50% in Math as measured by 2026 STAAR Assessments.

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

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	-DMAC reports	-Aug. 2025	-DMAC data reports	-BM1	-Unit Assessments	Title I Component 2 Component 3 Component 4 Component 8
	Dean	-Look for's in walk throughs	-Oct. 2025	-Curriculum	-Summit K-12 growth	-BM I	
	Admin. Team	-Intervisitation	-Nov. 2025	-Progress Monitoring Reports		-STAAR	Component 9
	CLL	-Lesson Plans	-Jan. 2026	-Walk-through feedback		-TELPAS	
	Department Heads		-March 2026	-Lesson Plans			
	Teachers		-April 2026				
			-June 2026				

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.

FOCUS AREA 2 Student Support -Emergent Bilinguals

Annual Goal: Emergent Bilingual (EB) students achieving at the meets level or above will increase from 46% to 50% in Reading and students achieving at meets level or above will increase from 46% to 50% in Math as measured by 2026 STAAR Assessments

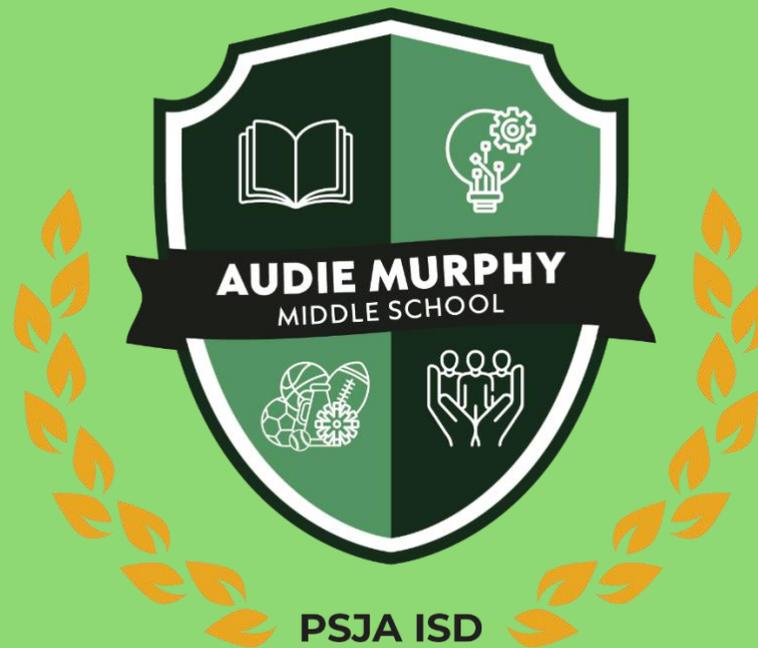
Measurable Objective: The percent of students scoring at the meets level will increase 2% quarterly as measured by benchmarks.

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. 2025	-DMAC data reports	-Student achievement gains and closing achievement gaps.	-Unit Assessments	Title I Component 2
	Dean	-Benchmark assessments	-Oct. 2025	-Campus Performance Reviews (CPR)		-BM I	Component 3
	Admin Team		-Nov. 2025	-Progress Monitoring Reports		-STAAR	Component 4
	CLL		-Jan. 2026				Component 8
	Department		-March 2026				Component 9
	Heads Teachers		-April 2026	-Walk-through feedback		Local Funds 2a, 9a, 9b	
			May 2026	-Lesson Plans -Student Presentations Word Walls			

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.

Focus Area 3: Family & Community Empowerment



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 2025 Sept. 2025 Oct. 2025 Nov. 2026 Dec. 2026 Jan. 2026 Feb. 2026 Mar. 2026 Apr. 2026 May 2026 June 2026	-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 2025 Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 Mar. 2026 Apr. 2026 May 2026 June 2026	-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 2025 Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 Mar. 2026 Apr. 2026 May 2026 June 2026	-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
-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 2025 Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 Mar. 2026 Apr. 2026 May 2026 June 2026	-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.

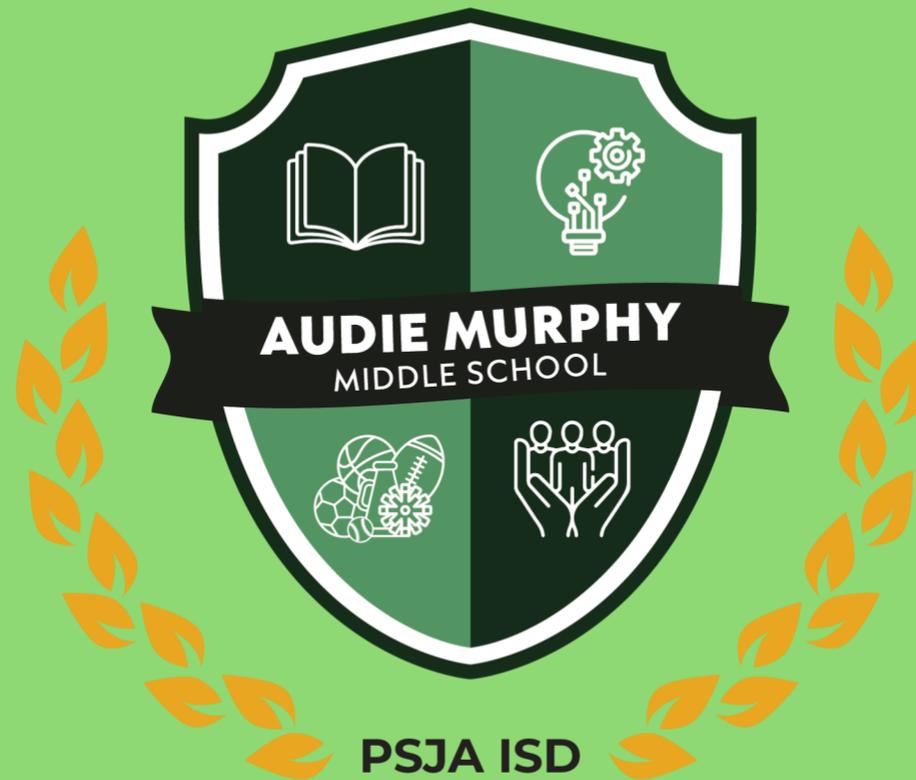
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training all school staff on lockdown procedures	-Principal -Assistant Principals -Head Security	-Local Funds	August 2025 Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 Mar. 2026 Apr. 2026 May 2026 June 2026	-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 2025 Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 Mar. 2026 Apr. 2026 May 2026 June 2026	-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 2025 Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 Mar. 2026 Apr. 2026 May 2026 June 2026	-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

Focus Area 4: Leadership Growth



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. 2025 – May 2026	-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. 2025 – May 2026	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 2025 – June 2026	-Classroom observation for coaching & core teachers	-Increase teacher leadership skills	T-TESS	Title 1 - # 4

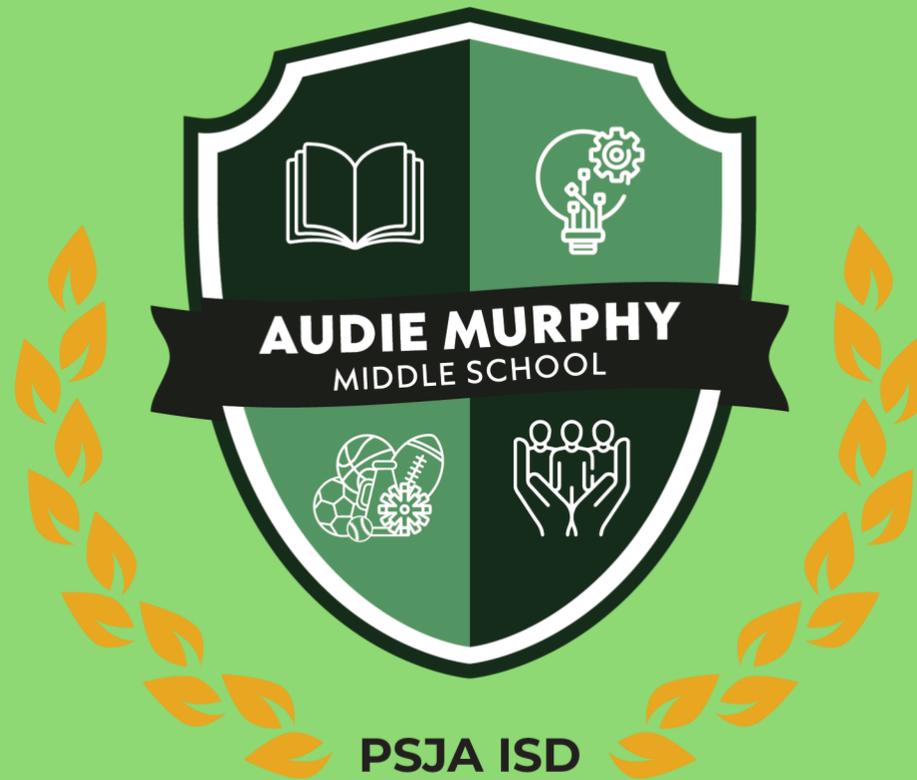
Goal 4: Increase Staff Quality, Recruitment and Retention

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. 2025 – May 2026	-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. 2025 – May 2026	-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. 2025 – May 2026	-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. 2025 – May 2026	-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

Family and Community 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. 2025 – May 2026	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. 2025 – May 2026	Sign-in Sheets, Telephone Logs	Parent Surveys	Campus Mission and Vision	Title I- #4, #6

<p>Increase tutorial academies (after school and Saturday) for students. Maintain contact with parents via telephone, social media, scheduled monthly PAC meetings, etc.</p>	<p>Admin Team Parent Educator</p>	<p>Title I Funds</p>	<p>-Aug. 2025 – May 2026</p>	<p>Sign-in Sheets, Attendance Logs, Telephone Logs</p>	<p>Parent Surveys</p>	<p>STAAR, TELPAS, Spanish AP Exam</p>	<p>Title I- #2, #9</p>
<p>Increase student attendance and belonging by providing district approved school uniforms</p>	<p>Admin, Migrant department</p>	<p>Title I Funds</p>	<p>-Aug. 2025 – May 2026</p>	<p>Verification form provided by the migrant department</p>	<p>Attendance</p>	<p>Campus Mission and Vision</p>	

Professional Development Plan





PHARR-SAN JUAN-ALAMO ISD

2025-2026 School Year Academic Calendar

BOARD OF TRUSTEES

Regular Meetings are normally scheduled on the 2nd Monday of every month at the PSJA Early College High School Lecture Hall
805 West Ridge Road, San Juan, Texas

Diana Y. Serna Ricardo "Rick" Rodriguez Ramona Barron Griselida Quintanilla Carlos Villegas Jr. Yolanda Castillo Cynthia A. Gutierrez	President Vice-President Secretary Asst. Secretary Member Member Member
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STAFF DEVELOPMENT DAYS/STAFF WORKDAY

August 18-21, 2025 August 22, 2025 September 1, 2025 October 13, 2025 December 19, 2025 January 5-6, 2026 June 4-5, 2026	Staff Development Staff Workday Staff Development Staff Development Staff Development Staff Development Staff Workday
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HOLIDAYS/NON-SCHOOL DAYS

November 24-28, 2025 December 22, 2025—January 2, 2026 February 9, 2026 March 16-20, 2026 April 3, 2026 May 25, 2026	Thanksgiving Break Winter Break Non-School Day Spring Break Easter Break Memorial Day
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BELL SCHEDULE

ELEMENTARY SCHOOLS

	Start Time	End Time
Students	8:15 AM	3:55 PM
Teachers	8:00 AM	4:15 PM

MIDDLE SCHOOLS

	Start Time	End Time
Students	7:45 AM	3:25 PM
Teachers	7:35 AM	3:50 PM

HIGH SCHOOLS

	Start Time	End Time
Students	8:40 AM	4:20 PM
Teachers	8:10 AM	4:25 PM

INSTRUCTIONAL REPORTING PERIODS

SIX WEEKS DATES
FIRST DAY OF SCHOOL – AUGUST 25, 2025

- 1st (8/25/25 – 10/3/25)
- 2nd (10/6/25 – 11/7/25)
- 3rd (11/10/25 – 12/18/25)
- 4th (1/7/26 – 2/20/26)
- 5th (2/23/26 – 4/3/26)
- 6th (4/20/26 – 6/3/26)

GRADUATION—BERT OGDEN ARENA

PSJA North Early College High School
PSJA Early College High School
PSJA Memorial Early College High School
PSJA Southwest Early College High School
PSJA Collegiate School of Health Professions
PSJA Jefferson T-STEM Early College High School

LEGEND

- Staff Development
- Staff Workday
- Enrichment Days
- | Begin Reporting Period
- Non-School Days
- State Testing
- Exempt Fundraiser Days
- | End Reporting Period

Weather Days- February 9, 2026 & April 2, 2026

JULY 2025

S	M	T	W	TH	F	S	
			1	2	3	4	5
6	7	8	9	10	11	12	
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AUGUST 2025

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SEPTEMBER 2025

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OCTOBER 2025

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NOVEMBER 2025

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DECEMBER 2025

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JANUARY 2026

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FEBRUARY 2026

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MARCH 2026

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APRIL 2026

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MAY 2026

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JUNE 2026

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DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
Monday, August 18, 2025	Campus-Based: Analysis of data documents, campus goals, initiatives, and Campus Improvement Plan	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Tuesday, August 19, 2025	District Convocation	All District Staff	Dr. Elias, District Superintendent/ District Staff	Bert Ogden Arena Edinburg, TX		8:00 – 11:30
	Science Gizmos Training	All Science Teachers	Gizmos / Explore Learning	PSJA Southwest HS Fine Arts Area	375091	1:00 – 4:00
	iReady Professional Learning	All RLA Teachers	iReady	6 th Grade: TBD 7 th Grade: TBD 8 th Grade: TBD	TBD	1:00 – 4:00
	IXL Professional Learning	All Math & Social Studies Teachers	IXL	TBD	TBD	1:00 – 4:00
Wednesday, August 20, 2025	Middle School Best Practices Conference	Middle School Staff	Content Coordinators/ Specialists, Curriculum Writers, and District Staff	Raul Yzaguirre Middle School	TBD	8:00 – 4:00
	Fine Arts Policies and Procedures	All Fine Arts Teachers	Jon Taylor	PSJA North ECHS	375219	8:00 – 4:00
	PE Policies and Procedures	All PE Teachers	Arturo De Hoyos	Kennedy Middle School	364790	8:00 – 4:00
Thursday, August 21, 2025	Campus-Based: Analysis of data documents, campus goals and initiatives	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Friday August 22, 2025	<i>Workday</i>					

Monday, August 18, 2025 & Thursday, August 21, 2025

Campus-Based Professional Development

1. Campus Safety Plans
2. 2024-25 Data Review and set campus/TIP Goals
3. Teacher Handbook/ Student Handbook/ Discipline procedures
4. Sexual Harassment
5. Teacher Evaluations (T-PESS/ SGMs)
6. CARE/ Conflict Resolution
7. Technology
8. Common Instructional Framework
9. Special Education/ARDS/IEPs /504/Accommodations
10. CLC Procedures and Assistant Principal Assignments to lead CLCs
11. Professional Development Mandates

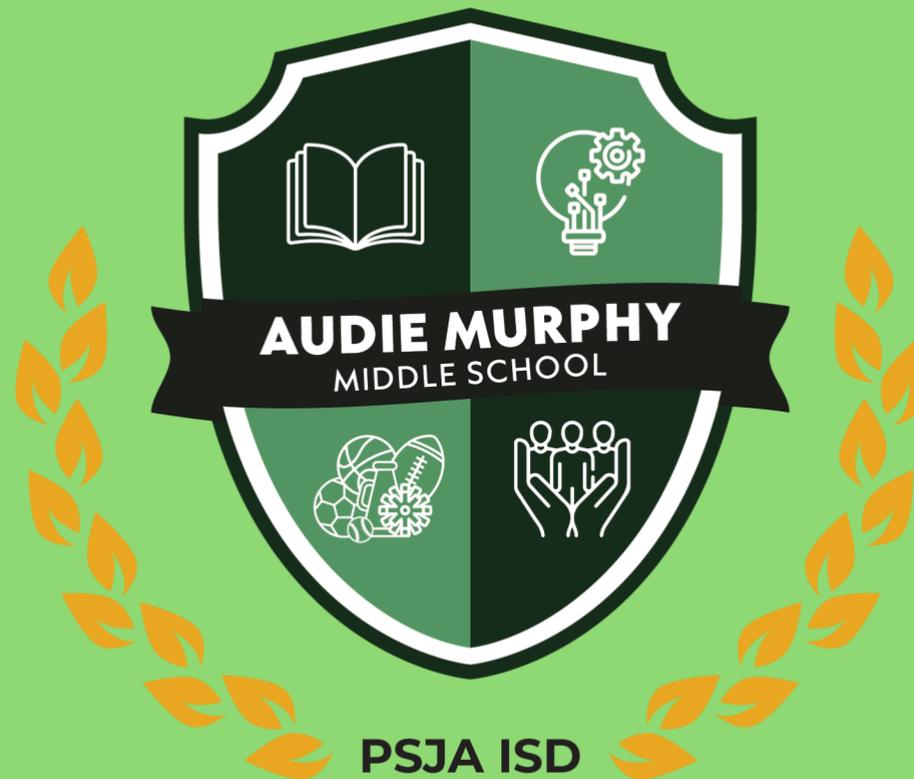
2025 Middle School Professional Development at-a-Glance



Monday, September 1, 2025					
SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
Safe & Sound Science: TEA Safety + Rollout Launch	All Science Teachers	Jessica Moore and Yomara Garcia	J. Vela Middle School Library	386224	8:00 – 11:30
RLA RBIS	All RLA Teachers	Kimberly Ortega Laura Salinas Elizabeth Garza Nalleli Alvarado	Napper Gym	383367	8:00-4:00
Maximizing Math Success: Blended Learning with Mathia	All Math Teachers	Carnegie Learning: Mathia	Austin Middle School Library and Computer Labs	384746	8:00-11:30 (Group 1 – Vela, Murphy, Austin, Escalante) 12:30 – 4:00 (Group 2 – Liberty, RYMS, LBJ, Kennedy)
From Curriculum to Classroom: Collaborative Strategies in Social Studies	All Social Studies Teachers	Vanessa Garza	RYMS	386177	8:00-11:30
Monitoring Student Growth	Fine Arts Teachers	Jon Taylor	PSJA Southwest Fine Arts Area	386230	12:30 –4:00
Collaborative Learning Community – Sharing Best Practices	AP Spanish Teachers	Michael Murray-Carreon	RYMS	385819	8:00 – 11:30
UIL Coordinators’ Meeting	UIL Coordinators	Michael Murray-Carreon	RYMS	385821	12:30 – 4:00
Updates of the new curriculum and Updating the Scope and Sequence	PE Teachers	Arturo De Hoyos	Kennedy MS	386384	8:00 – 4:00
Librarian Workshop	Librarians	Amy Marquez	CCTA Star Room		1:00 – 4:00

During the half day that teachers are on campus, they should focus on preparing progress monitoring tracker sheets and engaging in other intentional planning for the semester.

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/TELPAS ALT • STAAR Alt., • Subgroup Data • TEA Reports • DMAC • ZEARN-Newsle <p>Identify needs of all special populations</p> <p>Identify, select, and implement instructional programs to meet the needs of all population groups in all subject areas.</p>	<p>Title 1</p> <p>211</p> <p>Local</p> <p>Funds</p> <p>199 SCE</p> <p>ESSR</p>

All Core Content Subjects and Subgroups Resources	Resources
<p>ELA</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 • Thesauri • Internet Resources • Response to Intervention (RTI) • Bulletin Boards for displaying student work and projects • Provide after school and Saturday tutorial snacks on tutoring days. • Purchase supplemental workbooks, supplies/materials and equipment/hardware to meet the new STAAR requirements in all core content areas. <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 • Purchase books for book studies <p>*To use District Print Shop for instructional purposes in any core content area.</p>	<p style="text-align: center;">Title 1</p> <p style="text-align: center;">211</p> <p style="text-align: center;">Local Funds</p> <p style="text-align: center;">199 SCE</p> <p style="text-align: center;">ESSR</p>

All Core Content Subjects and Subgroups Resources	Resources
<p><u>ELA Continued</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 • Utilize Benchmark/ STAAR/TELPAS results to help students • Lesson Plans • Graphic Organizers • TEKS – STAAR • STAAR / STAAR Alt , • Interactive Notebooks • Study Sync • DMAC • Scholastic • Region One Service Center • Sumit K-12 	<p style="text-align: center;">Title 1</p> <p style="text-align: center;">211</p> <p style="text-align: center;">Local Funds</p> <p style="text-align: center;">199 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 • Learn, Grow, Eat & Go! <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</p> <p style="text-align: center;">211</p> <p style="text-align: center;">Local Funds</p> <p style="text-align: center;">199</p> <p style="text-align: center;">SCE</p> <p style="text-align: center;">ESSR</p>

All Core Content Subjects and Subgroups	Resources
<p>Resources</p> <p><u>MATH</u></p> <ul style="list-style-type: none"> • TI – Inspire Calculators • Four function calculators • White Boards/Newline Boards • General Supplies for Academies, Content Camps, and Classroom Lessons • Lead4ward • Go Math • Imagine Math • PSJA Teacher Instructional Guide • MiPLAN • STAAR Master <p>Professional Development</p> <ul style="list-style-type: none"> • Math Conference • TMSCA 	<p>Title 1</p> <p>211</p> <p>Local</p> <p>Funds</p> <p>199</p> <p>SCE</p> <p>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 • National Geographic • Lowman Education Social Studies Daily Warm-Ups, Lessons, Assignments <ul style="list-style-type: none"> • <u>Social Studies – EL</u> • Enrichment Course 	<p style="text-align: center;">Title 1</p> <p style="text-align: center;">211</p> <p style="text-align: center;">Local Funds</p> <p style="text-align: center;">199 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 Trainings • Cognia (Accreditation Review) • Region One Service Center • Curriculum Writing • Lead4Ward- Conference • Lead4ward-Webinars- All Contents • McGraw-Hill Consulting • Personalized Learning PD by Content • Imagine Math • Trail of Bread Crumbs – Gretchen Bernabei (Writing Consultant) • Campus Improvement Planning Team Meetings • Reading Apprenticeship Across all Disciplines (RAAD) • Authentic Literacy PD • Holdsworth • TMSCA 	<p style="text-align: center;">Title 1</p> <p style="text-align: center;">211</p> <p style="text-align: center;">Local Funds</p> <p style="text-align: center;">199</p> <p style="text-align: center;">SCE</p>

All Core Content Subjects and Subgroups Professional Development	Resources
Provide continuous staff development in: <ul style="list-style-type: none"> • Data analysis to identify language proficiency levels • Data analysis to inform instruction • Accountability System • ESL strategies/SIOP • Instructional Academies • After school & Sat. tutoring/Accelerated Instruction • Differentiated Instruction/ Google Classroom • LAS Training • LPAC Training • Attending ESL Conferences • Author visits - library • Motivational Speakers • Dual Language • University Interscholastic League (UIL) • School Improvement Conference • Middle Schools Matter Conference • HESTEC • RGVSA Conference • CAST Conference 	<p>Title 1</p> <p>211</p> <p>Local Funds</p> <p>199</p> <p>SCE</p> <p>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 • Stop the Bleed • Narcan Spray • First Aid/AED • Tutoring • Differentiation of Instruction <p><u>Support Facilitation- Electives</u> Teacher prepared accommodations and modifications (non – core area courses).</p> <p><u>Speech Therapy</u></p> <p><i>Related Services:</i> 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</p> <p style="text-align: center;">211</p> <p style="text-align: center;">Local</p> <p style="text-align: center;">Funds</p> <p style="text-align: center;">199 SCE</p> <p style="text-align: center;">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/Istation • Herman Method • Lexia • Mimios • Laptops • Student Lab computers and printers <ul style="list-style-type: none"> • Ink cartridges 	<p>Title 1</p> <p>211</p> <p>Local</p> <p>Funds</p> <p>199 SCE</p> <p>ESSR</p>

All Core Content Subjects and Subgroups Technology	Resources
<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>Title 1 211</p> <p>Local Funds 199</p> <p>SCE</p> <p>ESSR</p>

