



Campus Improvement Plan

Audie Murphy Middle School

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



PSJA School Board

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Vision

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

District Strategic Direction



Campus Executive Summary

Demographics:

Audie Murphy Middle School serves students from Alamo, Texas who come from similar backgrounds and way of life.

The student body at Audie Murphy Middle School is majority Hispanic with the following breakdown of student populations based on the 2025-2026 Fall PEIMS Collection:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	803	416	384	120	282	19	778	90	551
Percent	100%	52%	48%	14.9%	35%	2.4%	96.9%	11.2%	68.62%

With the 96.9% of students identified as economically disadvantaged and 68.6% identified At-Risk, Audie Murphy Middle School serves a student population with significant academic and socioeconomic needs.

Comprehensive Needs Assessment:

Audie Murphy Middle School has been rated an "A" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an 83. In Domain II, School Progress (91), Academic Growth (84) and Relative Performance (91) with an Eco Dis at a 97%. And last, Domain III, Closing the Gaps, Audie Murphy scored a 92.

The overall 2026 Accountability Rating for Audie Murphy Middle School was a score of 91. In grades 6-8 all tested STAAR subjects, 585 test were administered with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Audie Murphy Middle School offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified middle school teachers. Many teachers on staff possess Dual/ESL certifications, high school accredited endorsements, and master's degrees. Various courses at Audie Middle School offer high school and dual language credits to eligible students. Students attending Audie Murphy Middle School can participate in UIL sponsored organizations, Fine Arts, and Athletics. In addition, students in need of additional after school support are eligible for tutoring before school, after school, and during Saturday academies.

Summary of Goals: The 2026-2027 Goals for Audie Murphy Middle School are to improve student outcomes through effective teaching and learning, targeted student supports, and instructional leadership by increasing STAAR Achievement and academic growth in RLA and Mathematics, increasing TELPAS progress and ensuring measurable year-to year growth for students receiving accelerated academic support.

Goal 1- By May 2027, Audie Murphy Middle School will achieve 58% Meets in Domain 1 Academic Achievement.

Goal 2- By May 2027, Audie Murphy Middle School will achieve a 40% TELPAS Progress Rate, demonstrating increased English language proficiency among Emergent Bilingual students.

Goal 3- By May 2027, Audie Murphy Middle School will achieve an annual academic growth score of 76.

Goal 4- By May 2027, students at Audie Murphy enrolled in the accelerated math class will demonstrate growth on the Math STAAR assessment compared to the previous year, as measured by increased scale scores and/or higher performance levels. This goal will be achieved when students earn at least 65% of the possible points on the assessment.

Audie Murphy Middle School Educational Improvement Committee Members**Focus Area 1: Effective Teaching & Learning**

Name	Role
Dr. Lydia Trevino	Principal
Cynthia De La Rosa	Teacher
Juan Vela	CLL
Anabel Resendez	Teacher
Jeanette Guzman	Diagnostician
Korrie Cantu	Instructional Aide

Focus Area 2: Student Supports

Name	Role
Julissa Martinez	Assistant Principal
Jim Brewster	Dean of Instruction
Gina Huerta	Librarian
Adreann Cuevas	Nurse
Mark Garza	CIT
Maritza Garcia	Parent

Focus Area 3: Leadership Growth

Name	Role
Margarita Carranza	Assistant Principal
Juan Vela	CLL
Carlos Rivera	Teacher
Juanita Gonzalez	Teacher
Gonzalo Rodriguez	Teacher

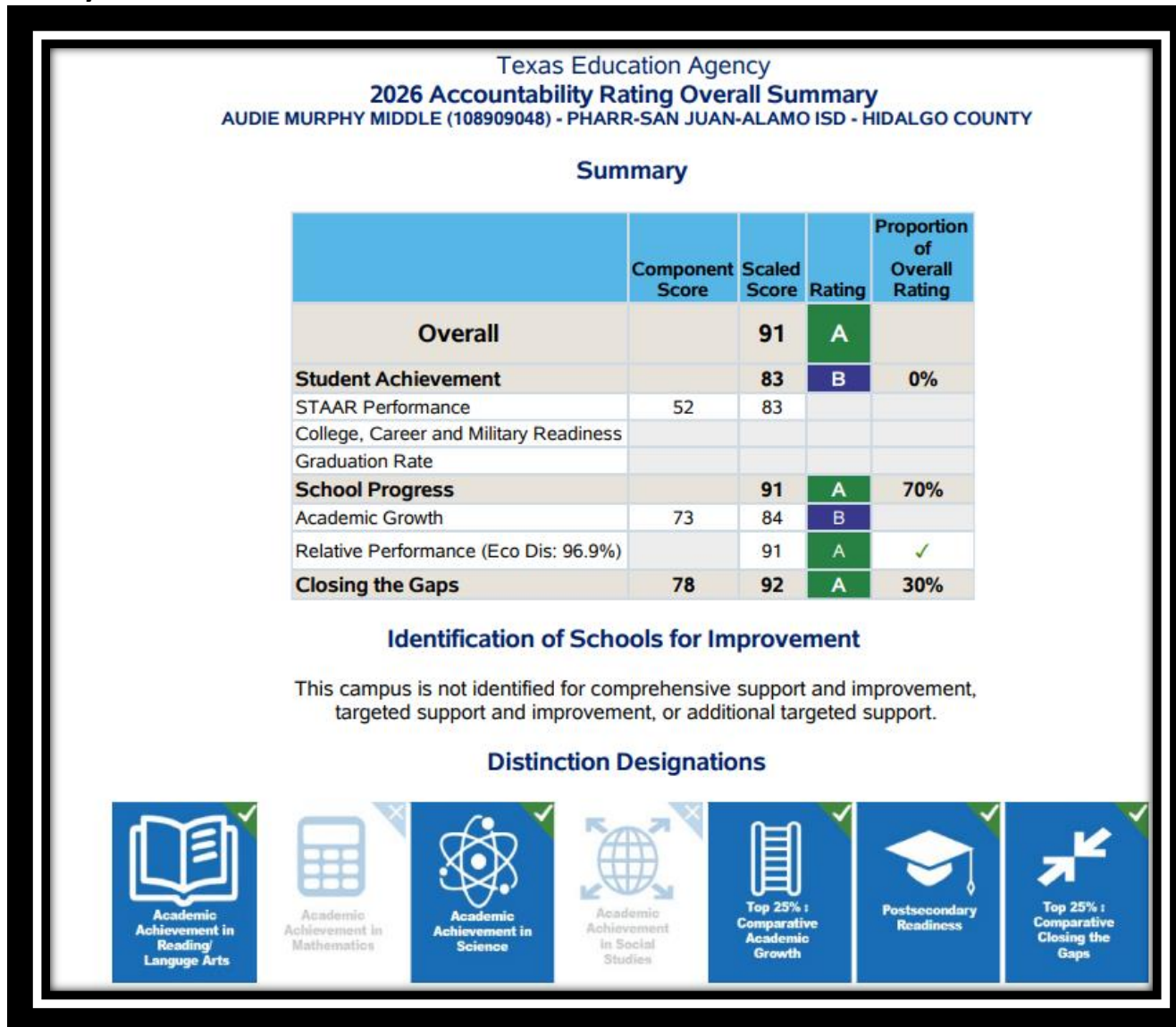
Focus Area 4: Family & Community Empowerment

Name	Role
Ana Matamoros	Assistant Principal
Hortencia Martinez	Liaison
Olga Lozano	Parent Educator
Francisco Velasco	Custodian
Juanita Sanchez	Teacher
Melina Lerma	Community Member
Julisaa Hernandez	Parent

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2025 TELPAS Performance
6. 2026 TELPAS Performance
7. Discipline Referrals
8. PEIMS Demographics
9. Walkthroughs Data
10. Parental Involvement Data
11. T-TESS Evaluation/ Teacher Incentive Allotment
12. Technology Inventories
13. District/Campus Climate Survey Results
14. Teacher Certification
15. Professional Development Plan

Campus Overall Summary



Retrieved on August 17, 2026 from Texas Education Agency ([Audie Murphy 2026 Accountability Summary](#))

Identification of Schools Improvement

Texas Education Agency												
2026 Identification of Schools for Improvement												
AUDIE MURPHY MIDDLE (108909048) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY												
- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. - The targeted support and improvement data table is provided for informational purposes.												
Targeted Support and Improvement Information												
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) †	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	1	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	2
2025	-	3	-	-	-	-	-	3	3	3	-	1
2026	-	3	-	-	-	-	-	3	3	3	-	0
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	0	3	1
2025	-	3	-	-	-	-	-	3	3	1	0	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									4			

Student Achievement: 2026 STAAR Performance

Texas Education Agency 2026 STAAR Performance AUDIE MURPHY MIDDLE (108909048) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY Calculation Report						
STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	780	779	243	242	2,044	
Approaches GL or Above	630	576	210	149	1,565	77%
Meets GL or Above	468	368	161	77	1,074	53%
Masters GL	236	170	90	33	529	26%
Total Percentage Points						156%
Component Score						52

Student Achievement: 2026 STAAR Performance

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former) *	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	81%	80%	100%	99%	63%	77%	50%	*	81%	78%	77%	*	*	73%
At Meets GL Standard or Above	60%	59%	91%	96%	35%	56%	26%	*	60%	58%	45%	*	*	42%
At Masters GL Standard	30%	30%	55%	83%	9%	27%	5%	*	31%	26%	16%	*	*	12%
Number of Tests														
At Approaches GL Standard or Above	630	608	22	89	171	335	61	*	512	118	24	*	*	19
At Meets GL Standard or Above	468	448	20	86	95	245	31	*	380	88	14	*	*	11
At Masters GL Standard	236	224	12	75	25	116	6	*	197	39	5	*	*	3
Total Tests	780	758	22	90	270	434	121	*	629	151	31	*	*	26
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	74%	74%	87%	99%	57%	71%	53%	*	75%	72%	63%	*	*	60%
At Meets GL Standard or Above	47%	47%	57%	90%	28%	46%	28%	*	48%	44%	37%	*	*	28%
At Masters GL Standard	22%	22%	26%	66%	8%	22%	9%	*	24%	15%	10%	*	*	8%
Number of Tests														
At Approaches GL Standard or Above	576	556	20	89	154	309	63	*	468	108	19	*	*	15
At Meets GL Standard or Above	368	355	13	81	74	198	33	*	302	66	11	*	*	7
At Masters GL Standard	170	164	6	59	21	95	11	*	148	22	3	*	*	2
Total Tests	779	756	23	90	269	434	120	*	628	151	30	*	*	25
Science														
Percent of Tests														
At Approaches GL Standard or Above	86%	87%	80%	100%	71%	86%	52%	*	87%	84%	92%	*	*	90%
At Meets GL Standard or Above	66%	66%	60%	100%	41%	69%	31%	*	69%	58%	54%	*	*	40%
At Masters GL Standard	37%	37%	20%	87%	13%	37%	21%	*	41%	23%	31%	*	*	20%
Number of Tests														
At Approaches GL Standard or Above	210	206	4	15	45	116	15	*	162	48	12	*	*	9
At Meets GL Standard or Above	161	158	3	15	26	93	9	*	128	33	7	*	*	4
At Masters GL Standard	90	89	1	13	8	50	6	*	77	13	4	*	*	2
Total Tests	243	238	5	15	63	135	29	*	186	57	13	*	*	10
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	62%	62%	60%	100%	35%	63%	38%	*	66%	47%	38%	*	*	20%
At Meets GL Standard or Above	32%	32%	20%	86%	16%	34%	17%	*	32%	30%	8%	*	*	0%
At Masters GL Standard	14%	14%	0%	71%	5%	13%	7%	*	14%	12%	0%	*	*	0%
Number of Tests														
At Approaches GL Standard or Above	149	146	3	14	22	85	11	*	122	27	5	*	*	2
At Meets GL Standard or Above	77	76	1	12	10	46	5	*	60	17	1	*	*	0
At Masters GL Standard	33	33	0	10	3	17	2	*	26	7	0	*	*	0
Total Tests	242	237	5	14	63	135	29	*	185	57	13	*	*	10

School Progress: Academic Growth

Texas Education Agency
2026 Academic Growth

AUDIE MURPHY MIDDLE (108909048) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

School Progress: Academic Growth RLA and Math

	Count	Points	Calculated
Annual Growth Points Earned	1,067.5	1	1,067.50
Accelerated Learning Points Earned	181	0.25	45.25
Sum of Annual Growth plus Accelerated Learning Points			1,112.75
Total Tests Evaluated			1,525
Academic Growth Score			73

School Progress: Relative Performance

Texas Education Agency
2026 Relative Performance
 AUDIE MURPHY MIDDLE (108909048) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	96.9%	52	91
College, Career, and Military Readiness			
Relative Performance			91

School Progress: Closing the Gaps

Texas Education Agency
2026 Closing the Gaps
 AUDIE MURPHY MIDDLE (108909048) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					78

School Progress: Closing the Gaps Continuation

Texas Education Agency 2026 Closing the Gaps AUDIE MURPHY MIDDLE (108909048) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY														
Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	44%	31%	n/a	n/a	n/a	28%	19%	38%	45%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	n/a	n/a	n/a	40%	33%	48%	54%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	72%	66%	n/a	n/a	n/a	64%	60%	69%	73%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	60%	59%	91%	96%	35%	56%	26%	*	60%	58%	45%	*	*	42%
2026 # at Meets GL Standard or Above	468	448	20	86	95	245	31	*	380	88	14	*	*	11
2026 Total Tests (Adjusted)	780	758	22	90	270	434	121	*	629	151	31	*	*	26
2025 % at Meets GL Standard or Above	52%	51%	94%	93%	30%	46%	17%	--	53%	50%	36%	-	--	31%
Mathematics 2026 Target	47%	35%	n/a	n/a	n/a	36%	22%	44%	49%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	46%	n/a	n/a	n/a	47%	34%	53%	58%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	74%	68%	n/a	n/a	n/a	68%	61%	72%	75%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		0					
2026 % at Meets GL Standard or Above	47%	47%	57%	90%	28%	46%	28%	*	48%	44%	37%	*	*	28%
2026 # at Meets GL Standard or Above	368	355	13	81	74	198	33	*	302	66	11	*	*	7
2026 Total Tests (Adjusted)	779	756	23	90	269	434	120	*	628	151	30	*	*	25
2025 % at Meets GL Standard or Above	48%	47%	72%	95%	31%	46%	23%	--	48%	49%	21%	-	--	15%
Academic Growth Status														
RLA 2026 Target	63%	58%	n/a	n/a	n/a	57%	43%	61%	64%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	73%	68%	n/a	n/a	n/a	67%	53%	71%	74%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	93%	88%	n/a	n/a	n/a	87%	73%	91%	94%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	73%	72%	86%	93%	59%	70%	48%	*	72%	76%	72%	*	*	65%
2026 Growth Points	561.75	542.75	19.00	83.00	160.00	303.50	56.25	*	452.50	109.25	20.75	*	*	15.50
2026 Total Tests	772	750	22	89	269	433	117	*	628	144	29	*	*	24
2025 Academic Growth Score	64%	64%	89%	89%	56%	61%	43%	--	65%	62%	62%	-	--	58%
Mathematics 2026 Target	67%	62%	n/a	n/a	n/a	62%	50%	66%	67%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	72%	n/a	n/a	n/a	72%	60%	76%	76%	n/a	n/a	n/a	n/a	n/a

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant
Mathematics Long Term Target (2037-38)	95%	92%	n/a	n/a	n/a	92%	80%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	73%	73%	80%	76%	68%	73%	66%	*	72%	80%	77%	*	*	75%
2026 Growth Points	551.00	532.50	18.50	60.00	183.25	307.25	76.50	*	437.00	114.00	20.75	*	*	16.50
2026 Total Tests	753	730	23	79	268	421	116	*	611	142	27	*	*	22
2025 Academic Growth Score	68%	67%	72%	92%	55%	67%	50%	--	68%	67%	71%	-	--	69%

School Progress: Closing the Gaps Continuation

Progress in Achieving English Language Proficiency (EB Current)									
2026 Target									30%
Next Interim Target (2027-28 through 2031-32)									32%
Long Term Target (2037-38)									36%
Points Evaluated for Federal School Improvement									4
2026 TELPAS Progress Rate									38%
2026 TELPAS Progress									103
2026 TELPAS Total									270
2025 TELPAS Progress Rate									38%

Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 STAAR Component Score	52	51	64	89	33	50	28	38	53	47	40	64	*	35

Released August 2026

TEA | Analytics, Assessment, and Reporting | Performance Reporting

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Texas Education Agency
2026 Closing the Gaps
 AUDIE MURPHY MIDDLE (108909048) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant
2026 % at Approaches GL Standard or Above	77%	76%	89%	99%	59%	74%	50%	75%	78%	72%	69%	92%	*	63%
2026 % at Meets GL Standard or Above	53%	52%	67%	93%	31%	51%	26%	38%	53%	49%	38%	58%	*	31%
2026 % at Masters GL Standard	26%	26%	35%	75%	9%	24%	8%	0%	28%	19%	14%	42%	*	10%
2026 Total Tests	2,044	1,989	55	209	665	1,138	299	8	1,628	416	87	12	*	71
2025 STAAR Component Score	47	47	75	87	30	43	22	--	48	46	30	-	--	28

School Quality (College, Career, and Military Readiness Performance)

Comprehensive Needs Assessment

AREA LEADS:



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed: Student Performance****Strengths**

Audie Murphy Middle School provides the teachers with a TEKS 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.

Challenges

Although Audie Murphy Middle School earned an overall A rating, analysis of the 2026 accountability data identifies opportunities to further increase the percentage of students reaching higher performance levels and demonstrating annual academic growth.

- STAAR Meets performance was 53%, establishing the baseline for the campus goal of 58%.
- Mathematics Meets performance was 47%, identifying Math as a primary area for improvement.
- Social Studies Meets' performance was 32%, representing another significant opportunity for increased achievement.
- Current Emergent Bilingual students demonstrated lower Meets performance in RLA and Mathematics.
- Current Special Education students demonstrated significant achievement gaps, 26% Meets in RLA, 28% Meets in Mathematics.
- The campus Academic Growth score was 73, indicating a need to increase accelerated growth in RLA and Mathematics.
- Student-level data must be used more consistently to differentiate grade-level instruction, plan rigorous questioning, check for understanding, and provide timely small-group feedback.

Goal Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

By May 2027, Audie Murphy Middle School will increase STAAR performance at Meets from 53% to 58%. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

OBJECTIVE 1: By May 2027, Mathematics performance at Meets or Above will increase from 47% to 52%, with intentional growth of students from Approaches to Meets and Meets to Masters. The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 49% in June 2025 to 55% by June 2026. (demonstrating a 6% increase)

Strategy 1: Weekly lesson internalization sessions will be organized and assigned to teachers to ensure consistent preparation

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- **Weekly CLC Planning:**

Weekly CLCs will be used to internalize upcoming lessons and identify priority TEKS, success criteria, exemplar responses, misconceptions, academic vocabulary, and appropriate levels of rigor.

- **DOK 2-4 questions:**

Plan DOK level 2-4 questions and checks for understanding before instruction.

- **Analyze Student Products:**

Review student work and formative data to determine needed differentiation and instructional adjustments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District Curriculum • Course Implementation Guide • State and local student data • Campus based progress monitoring system • Lesson Internalization Guide • DOK Question Stems • Content Coordinators	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 1: Effective Teaching and Learning

Strategy 2: Implement Rigorous, Differentiated Tier 1 Mathematics Instruction.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- **Utilize the Blended Learning Rubric:**

Provide grade-level tasks that require reasoning, problem solving, mathematical discourse, and justification.

- **Flexible Grouping:**

Use flexible groups to address specific misconceptions and deepen grade level conceptual understanding.

- **Use STAAR type questioning and question stems:**

Incorporate released STAAR items and answer types to strengthen transfer of content.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Math Curriculum • TEKS Resource • Blended Learning Rubric • STAAR Released Math Items - STAAR Item types • Lead4Ward Resources • Lesson Plans • Student work samples • Progress monitoring	• Lesson Plans • Feedback forms • PLC Agendas • Flexible group lists • Walkthroughs • Exit Tickets	• Increase Mathematics performance at Meets and Masters level, district assessments	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • Mathia Results

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Use Short-Cycle Formative Assessment to Drive Instruction Action Steps:**Timeline:** September 2026 – May 2027**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- Utilize exit tickets, CFAs, student work, and benchmark data to identify students near Meets/Masters and students with specific TEKS gaps.
- Regroup students every 2–3 weeks based on current evidence.
- Provide timely reteach or enrichment based on demonstrated need.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum • Pacing guide • Weekly Lessons • State and Local Data • Course Implementation Guide • Lead4ward • TCMPC	• PLC Agendas • Completed Exit tickets • Student grouping sheets • Lesson Plans • Walkthrough Evidence	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC • Improved performance on priority TEKS • Reduced numbers of students demonstrating misconceptions	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

OBJECTIVE 2: By May 2027, all STAAR-tested content areas will demonstrate increased performance at Meets Grade Level or Above through standards-aligned Tier 1 instruction, rigorous questioning, formative assessment, and differentiated instructional responses.

Strategy 1: Implement Data-Driven Flexible Grouping

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- **Analyze Current Student Data:**

Teachers and CLC teams will review formative assessments, CFAs, benchmarks, STAAR data, i-Ready data, and student work to identify specific TEKS gaps and levels of student mastery.

- **Create and Adjust Flexible Instructional Groups:**

Group students according to current instructional need for reteach, acceleration, enrichment, or extension. Groups will be fluid and adjusted every 2–3 weeks or following assessment checkpoints.

- **Plan Targeted Instruction and Questioning for Each Group:**

Develop differentiated grade-level tasks, scaffolds, and enrichment opportunities aligned to the specific skills and misconceptions identified through data analysis.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum • PLC data analysis, agendas • Intervention and enrichment resources (Lowman, Summit K-12, I-Ready) • State and local student data • Campus based progress monitoring system • Tutorial sessions on going	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Walkthrough • Regrouping forms	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Monitor Students Near STAAR Performance Levels (High Approaches, High Meets)**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Identify Students Within Reach of the Next Performance Level:**

Use STAAR scale scores, performance descriptors, benchmark results, and formative assessment data to identify students who are approaching Meets or Masters Grade Level.

- **Establish Individual Achievement Targets:**

Utilize district student-level tracking rosters that identify each student's current performance level, target level, priority TEKS, and specific instructional next steps.

- **Monitor and Respond at Each Assessment Checkpoint:**

Review identified students' progress during CLC/data meetings and provide timely reteach, targeted small-group instruction, acceleration, or enrichment when students are not on trajectory toward their target.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum • Individual student goal/achievement trackers • STAAR performance descriptors / cut-point information • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Student rosters • Student goal-conference forms	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Strengthen Reading, Writing, and Academic Vocabulary Across All Content Areas**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Identify and Teach Priority Academic Vocabulary:**
Each content-area CLC will identify essential academic and content-specific vocabulary aligned to upcoming TEKS and lessons. Teachers will explicitly teach vocabulary using student-friendly definitions, visuals, examples/non-examples, context, and repeated use throughout instruction.
- **Embed Evidence-Based Reading and Writing Tasks:**
Teachers will incorporate frequent opportunities for students to read, analyze, explain, summarize, justify, and respond in writing using content-specific evidence across RLA, Mathematics, Science, and Social Studies.
- **Increase Structured Academic Discourse:**
Teachers will use sentence stems, partner discussions, collaborative conversations, questioning protocols, and other structured talk routines that require students to use academic vocabulary and explain their thinking orally before or during written responses.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TCMPC • District Curriculum • State and local student data • Academic Vocabulary Lists - Writing Rubrics - Sentence stems and academic frames - Content specific texts - Student writing exemplars - Internalization guide	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Classroom word walls, vocabulary and common reading/writing expectations	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Academic Growth**

By May 2027, Audie Murphy Middle School will increase its STAAR Academic Growth score from 73 to 76 or higher in Reading Language Arts and Mathematics.

OBJECTIVE 1: By May 2027, the percentage of students demonstrating expected or accelerated annual growth in Reading Language Arts will increase as measured by STAAR growth measure.

Strategy 1: Establish Student Growth Targets

Timeline: September 2026 – October 2026

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- **Develop Individual Student Growth Profiles:**

Compile each student's prior-year STAAR scale score, current performance level, growth measure, benchmark/diagnostic results, and identified priority TEKS into an individual student growth profile.

- **Set Individual Annual Growth Targets:**

Establish a measurable RLA growth target for each student based on prior STAAR performance and current data, with intentional identification of students who previously earned 0 or 0.5 growth points or who did not meet grade level.

- **Monitor Progress and Document Growth:**

Review and update student profiles after each major assessment window to document progress, identify students who are on or off trajectory, and determine the next instructional response.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Curriculum • Progress Monitoring Sheets • Goal Setting Forms • Conferencing Forms • Prior-year STAAR student-level reports • STAAR scale scores and growth measures • Performance descriptors and growth-target information • Intervention/acceleration planning tools	• Completed individual student growth profiles • Student profiles showing prior and current scale scores, performance levels, growth targets, and priority TEKS • Rosters identifying students who previously earned 0 or 0.5 growth points • Instructional plans showing adjustments based on growth-profile data • Progress-monitoring documentation for students not on trajectory	• Increased percentage of students meeting or exceeding individual growth targets • Reduction in the number of students earning 0 growth points • Increase in students earning full academic growth points • Improved RLA benchmark and formative assessment performance • Increased movement from Approaches to Meets and Meets to Masters	• Formative assessments • Progress Monitoring • Results Driven accountability • STAAR

	• Lesson Internalization checklists	• Reduction in identified priority-TEKS gaps • Increased overall RLA academic growth • Improved growth among students previously identified as 0- or 0.5-growth-point students	
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Goal Area 1: Effective Teaching and Learning**Strategy 2:** Provide Timely and Targeted Acceleration Instruction in RLA**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL, Special Education Teachers**Action Steps:**

- **Diagnose Prerequisite Skill Gaps:**

Use STAAR, benchmark, i-Ready, CFA, and student work data to identify the specific prerequisite skills students have not yet mastered, while maintaining access to current grade-level RLA instruction.

- **Embed Targeted Mini-Lessons Within Tier 1 Instruction:**

Provide short, skill-specific mini-lessons immediately before or during blended learning to address prerequisite gaps.

- **Adjust the Intensity of Support Based on Student Response:**

Monitor students' progress through formative assessments and student work, and increase the frequency, duration, or level of support for students who are not demonstrating adequate growth (peers, Sped-Teacher, Classroom teacher).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Prior STAAR student-level data • Benchmark and common formative assessment data • I-Ready diagnostic reports • Student work samples • TEKS Resource System / district curriculum • Prerequisite skill diagnostics • RLA intervention and acceleration resources • Grade-level texts and scaffolded instructional materials • CLC planning documents • Progress-monitoring tools	• Diagnostic data identifying prerequisite skill gaps • Lesson plans of mini-lessons embedded within grade-level instruction • CLC agendas documenting identified skill gaps and planned acceleration • Small-group or acceleration rosters • Student work samples before and after targeted mini-lessons • Progress-monitoring records • Documentation of changes in intervention frequency or intensity for students not responding • Walkthrough evidence showing scaffolded grade-level instruction rather than replacement curriculum	• Improved mastery of identified prerequisite skills • Improved performance on grade-level RLA tasks • Increased benchmark and CFA performance • Increased percentage of students meeting or exceeding individual growth targets • Reduction in the number of students earning 0 growth points • Increased movement from Approaches to Meets • Improved performance among students previously identified as not meeting grade level • Increased overall RLA academic growth	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning

Strategy 3: Conduct Student Growth Conferences

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

• **Schedule Student Growth Conferences After Major Assessment Windows:**

Teachers will meet with students after benchmarks, interim assessments, and other major progress-monitoring checkpoints to review academic growth.

• **Review Current Performance, Growth Target, and Next Learning Step:**

During each conference, students will identify their current performance level, individual growth target, areas of strength, priority skill needs, and one specific action they will take to improve.

• **Maintain Student Growth Trackers and Reflection Documentation:**

Students and teachers will update growth trackers, goal sheets, or reflection forms after each conference and use the information to adjust instructional support, acceleration, or enrichment.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Individual student growth profiles - STAAR student-level reports and scale scores - Benchmark/interim assessment data - I-Ready diagnostic and progress-monitoring reports - Student goal sheets and growth trackers - Student reflection forms - Conference templates/protocols - CLC data-analysis documents - Student portfolios or data folders	- Completed student growth conference forms - Updated student growth trackers - Student goal sheets showing current level, target, and next action - Student reflection forms - Conference schedules/logs - Student portfolios/data folders containing assessment and growth evidence - CLC documentation showing follow-up actions based on conference data - Instructional adjustments or intervention plans connected to identified student needs	- Increased percentage of students meeting individual growth targets - Improved benchmark/interim performance following conferences - Increased student movement from Approaches to Meets and Meets to Masters - Reduction in students earning 0 growth points - Increased student awareness of individual academic goals and progress - Improved completion of identified next-step learning actions - Increased overall RLA academic growth	- Formative assessments - Progress Monitoring - Results Driven Accountability

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Academic Growth

By May 2027, Audie Murphy Middle School will increase its STAAR Academic Growth score from 73 to 76 or higher in Reading Language Arts and Mathematics.

OBJECTIVE 2: By May 2027, the percentage of students demonstrating expected or accelerated annual growth in Mathematics will increase as measured by STAAR growth measure.

Strategy 1: Diagnose Mathematics Prerequisite Skill Gaps

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL, Special Education Teacher, Diagnostician

Action Steps:

- **Identify Math Gaps:**

Use prior STAAR data, benchmark results, CFAs, and student work to identify specific prerequisite skills and TEKS gaps for students not demonstrating expected growth.

- **Connect Prerequisite Skills to Grade-Level Instruction:**

Determine which skills are necessary for success with upcoming grade-level TEKS and plan supports and scaffolding to implement during blended learning.

- **Create Targeted Skill Profiles:**

Document each identified student's priority skill gaps, current performance, growth target, and planned instructional response.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Prior-year STAAR Mathematics student-level reports • STAAR scale scores and growth data • District benchmark and CFA results • Student work samples • TEKS Resource System / district Mathematics curriculum • Prerequisite skill diagnostic tools (Mathia) • Student growth-profile templates • CLC data-analysis protocols • Performance Descriptors and Priority TEKS documents	• Completed prerequisite-skill diagnostics • Student growth profiles identifying priority skill gaps • CLC agendas documenting analysis of unfinished learning • Student rosters grouped by identified prerequisite skill need • Lesson plans showing prerequisite support connected to grade-level TEKS • Student work samples used to confirm skill deficits • Documentation of planned instructional responses • Updated profiles after major assessment checkpoint.	• Reduction in identified prerequisite-skill gaps • Improved performance on targeted Mathematics TEKS • Increased CFA and benchmark performance • Increased percentage of students meeting individual growth targets • Reduction in students earning 0 growth points • Increased movement from Approaches to Meets • Improved performance among students previously not meeting grade level	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Implement Effective and Targeted Accelerated Instruction**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Provide Targeted Intentional Mini-Lessons:**

Deliver short, skill-specific instruction immediately before or within grade-level lessons to address prerequisite gaps connected to current learning.

- **Use Scaffolded Grade-Level Tasks:**

Provide manipulatives, visual models, worked examples, guided questioning, and strategic scaffolds that allow students to access rigorous grade-level mathematics.

- **Intensify Support for Non-Responders:**

Increase frequency, duration, or instructional intensity for students who are not demonstrating adequate growth based on formative assessment and student work.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Mathematics curriculum and scope and sequence • TEKS Resource System • Prerequisite-skill diagnostics • Grade-level Mathematics tasks • Manipulatives and visual models • Worked examples and scaffolded problem-solving resources • Released STAAR Mathematics items • Small-group instructional materials • Student growth profiles and progress-monitoring data	• Lesson plans • Small-group rosters tied to specific skill needs • Scaffolded grade-level tasks • Use of manipulatives, visual models, and guided questioning • Walkthrough evidence of grade-level rigor with appropriate scaffolds • Student work before and after targeted acceleration • Intervention/acceleration schedules [CLL] agendas • Lesson Internalization checklists	• Student Achievement gains • Increased mastery of prerequisite skills • Increased CFA and benchmark performance • Increased percentage of students meeting expected or accelerated growth • Reduction in students requiring repeated intervention for the same skill	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Use Short-Cycle Progress Monitoring to Adjust Mathematics Instruction**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL, Special Education Teacher**Action Steps:**

- **Monitor Targeted Skills Biweekly:**
Use CFAs, exit tickets, problem-solving tasks, and student work to measure progress on identified priority skills.
- **Review Progress During CLCs:**
Analyze student growth every 2–3 weeks and regroup students based on current evidence of mastery or continued need.
- **Adjust Instructional Response:**
Modify small-group instruction, reteach, acceleration, intervention dosage, or enrichment based on student response to instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• CFAs and exit tickets • District benchmark assessments • Student work samples • STAAR released items • Campus progress-monitoring trackers • CLC data-analysis protocols • Flexible grouping templates • Student growth profiles • TEKS-aligned question banks	• Completed CFAs and exit tickets • CLC agendas showing biweekly or 2–3 week data review • Updated student progress-monitoring trackers • Flexible-group rosters showing regrouping based on current data • Reteach and enrichment plans • Student work samples showing instructional response • Lesson-plan adjustments based on assessment evidence • Documentation of intervention intensity changes for students not responding	• Improved student performance from one CFA/assessment cycle to the next • Increased mastery of targeted Mathematics TEKS • Reduction in repeated misconceptions • Increased percentage of students meeting individual growth targets • Fewer students earning 0 growth points	• Formative assessments • Progress Monitoring • Results Driven Accountability

AREA LEADS: Names



GOAL AREA 2: Student Supports**Areas Reviewed: Student Performance****Strengths**

Audie Murphy Middle School has established multiple academic and student support systems designed to respond to individual student needs. These include accelerated Reading Language Arts and Mathematics courses, targeted intervention, tutoring, Saturday academies, progress monitoring, bilingual/ESL supports, Special Education services, and opportunities for differentiated small-group instruction. The campus uses STAAR, TELPAS, benchmark, diagnostic, and classroom performance data to identify students requiring additional academic support. Curriculum practices and curriculum implementation. In addition:

- Audie Murphy earned an Academic Growth score of 73, with 989 of 1,525 evaluated RLA/Mathematics tests earning a full growth point, demonstrating that a substantial number of students are achieving expected annual growth.
- The campus earned 41 points in Accelerated Learning, with 181 of 443 previously non-proficient tests earning an accelerated learning point.
- The campus earned 100% of available points for English Language Proficiency within Closing the Gaps, indicating strength in supporting language development for Emergent Bilingual students.
- Audie Murphy has established intervention structures that include targeted small-group instruction, accelerated courses, tutoring, and progress monitoring to support students who have not yet demonstrated grade-level proficiency.
- Campus systems already include the use of student growth profiles, formative assessments, benchmark data, i-Ready, and student-level performance information to help identify instructional needs.
- The campus has identified the importance of combining academic support with social-emotional support and stronger student-teacher relationships in accelerated classes, creating an opportunity to increase student engagement, belonging, and persistence.

Challenges

Although multiple student-support systems are in place, the data indicate that some students are not yet receiving sufficient or timely support to produce the level of academic growth expected.

- Of the 1,525 RLA and Mathematics tests included in the 2026 Academic Growth calculation, 379 earned 0 growth points and 157 earned 0.5 growth points, indicating that a significant number of students did not achieve full expected annual growth.
- Accelerated Learning performance was **41**, with only 181 of 443 previously non-proficient tests earning an accelerated learning point. This indicates a need to strengthen the effectiveness of acceleration for students with unfinished learning.

Goal Area 2: Student Supports

Annual Goal 2: School Progress (Accelerated Academic Growth)

By May 2027, at least 65% of students enrolled in accelerated Reading Language Arts and Mathematics will demonstrate academic growth from 2026.

OBJECTIVE 1: By May 2027, at least 65% of students receiving accelerated instruction in Mathematics will demonstrate academic growth from their 2026 STAAR exam.

Strategy 1: Implement Individualized, Skill-Specific Acceleration

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- **Identify Individual Skill Gaps:**
Use prior STAAR data, scale scores, i-Ready diagnostics, benchmarks, CFAs, and student work to identify specific prerequisite skills and TEKS gaps for each accelerated Mathematics student.
- **Connect Acceleration to Grade-Level Instruction:**
Plan lessons and scaffolds that address prerequisite gaps immediately before or during grade-level instruction without replacing access to rigorous grade-level TEKS.
- **Develop and Maintain Student Acceleration Profiles:**
Document each student's current performance, growth target, priority skills, instructional supports, and progress, and update the profile following major assessment checkpoints.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TCMPC • Curriculum • STAAR Report • State and local student data • Campus based progress monitoring system • CLC Planning • Lesson Internalization	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • CLC agendas documenting skill-gap analysis • Student rosters grouped by specific skill need • Student Products	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Increased percentage of accelerated students meeting individual growth targets • Reduction in students earning 0 growth points	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 2: Student Supports

Strategy 2: Strengthen Student-Teacher Relationships Through SEL and Student Engagement

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL, Counselors

Action Steps:

- **Implement Intentional SEL Lessons:**
Embed regularly scheduled SEL lessons and activities in accelerated Mathematics classes focused on belonging, perseverance, self-efficacy, goal setting, responsible decision-making, and positive relationships.
- **Conduct Regular Student Check-Ins:**
Teachers will intentionally check in with accelerated students regarding academic progress, challenges, confidence, and support needs to strengthen trust and student-teacher connections.
- **Increase Student Voice and Recognition:**
Provide students opportunities to reflect on their learning, identify personal and academic goals, communicate needed supports, and receive recognition for growth, effort, persistence, and improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District-approved SEL curriculum/resources • SEL lesson plans and activity materials • Student check-in templates • Student goal-setting and reflection forms • Student engagement surveys or feedback forms • Student growth trackers • Campus counseling/student-support resources • Teacher/CLL collaboration time • Student recognition resources	• SEL lesson plans and calendars • Teacher documentation of student check-ins • Student reflection and goal-setting forms • Student engagement survey results • CLC agendas documenting student engagement concerns and supports • Student growth trackers • Records of student recognition for growth, effort, and persistence • Walkthrough evidence of relationship-building and positive classroom culture	• SEL lesson plans and calendars • Teacher documentation of student check-ins • Student reflection and goal-setting forms • Student engagement survey results • CLC agendas documenting student engagement concerns and supports • Student growth trackers • Records of student recognition for growth, effort, and persistence • Walkthrough evidence of relationship-building and positive classroom culture •	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Strategy 3: Monitor Academic Growth and Respond to Student

Need Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- Monitor Progress Every 2–3 Weeks:
Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign roles like *Speaker, Listener, Questioner, or Recorder.*)
- **Analyze Student Response During CLCs:**
Provide students with sentence starters to guide academic discussion.
- **Adjust the Intensity of Support**
Regroup students and increase, decrease, or modify intervention frequency, duration, instructional strategy, or academic support based on documented student response.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR Reports • Curriculum • CFAs and exit tickets • Benchmark assessment data • I-Ready progress-monitoring reports • Student work samples • Campus progress-monitoring trackers • Student acceleration profiles • CLC data-analysis protocols • Flexible grouping templates • Intervention schedules • TEKS-aligned question banks and instructional resources • State and local student data	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Completed CFAs and exit tickets • Updated student progress-monitoring trackers • CLC agendas showing 2–3 week progress reviews - Updated flexible-group rosters • Intervention/acceleration schedules • Documentation of changes in intervention dosage • Student work showing response to targeted instruction • Updated acceleration profiles • Lesson plans reflecting instructional adjustments	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Increased overall Mathematics academic growth	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

OBJECTIVE 2: By May 2027, at least 65% of students receiving accelerated instruction in Reading Language Arts will demonstrate academic growth from their 2026 STAAR exam.

Strategy 1: Implement Individualized, Skill-Specific RLA Acceleration

Timeline: September 2025 – May 2026

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Identify Individual Reading and Writing Gaps:**

Identify specific prerequisite skill gaps in comprehension, vocabulary, written response, and other priority RLA TEKS.

- **Connect Acceleration to Grade-Level RLA Instruction:**

Scaffold learning immediately before or during grade-level reading and writing tasks.

- **Develop and Maintain Student Acceleration Profiles:**

Document each student's current performance, growth target, priority skill needs, planned instructional supports, and progress; update profiles after major assessment checkpoints.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Prior STAAR RLA student-level reports and scale scores • I-Ready Reading diagnostic reports • Benchmark and CFA data • Student reading and writing samples • TEKS Resource System / district RLA curriculum • Grade-level texts and instructional resources • Prerequisite-skill diagnostic tools • Student acceleration profile templates • Writing rubrics and constructed-response exemplars • CLC data-analysis protocols	• Curriculum documents • Lesson plans • Walkthrough documents • Lesson Internalization • Completed prerequisite-skill diagnostics • Individual RLA acceleration profiles • CLC agendas documenting identified skill gaps • Student rosters grouped by reading/writing skill need • Student work samples before and after targeted instruction • Updated student acceleration profiles • Documentation of instructional adjustments	• Increased mastery of identified RLA prerequisite skills • Improved comprehension and written-response performance • Improved CFA and benchmark results • Increased percentage of accelerated RLA students meeting individual growth targets • Reduction in students earning 0 growth points • Increased movement from Approaches to Meets • Improved performance on grade-level RLA tasks • Increased overall RLA academic growth	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 2:** Strengthen Student-Teacher Relationships Through SEL and Student Engagement**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Implement Intentional SEL Lessons:**

Incorporate regularly scheduled SEL lessons and relationship-building activities in accelerated RLA classes focused on belonging, perseverance, self-efficacy, goal setting, and positive classroom relationships.

- **Conduct Regular Student Check-Ins:**

Teachers will hold brief individual or small-group check-ins to discuss academic progress, confidence, challenges, engagement, and support needs.

- **Increase Student Voice and Recognition:**

Provide opportunities for students to reflect on their progress, identify personal and academic goals, communicate needed supports, and receive recognition for growth, effort, persistence, and improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District-approved SEL curriculum/resources • SEL lesson plans and activity materials • Student check-in templates • Student goal-setting and reflection forms • Student engagement surveys • Student growth trackers • Campus counseling/student-support resources • Student journals or reflection notebooks • Teacher/CLL collaboration time • Student recognition resources	• SEL lesson plans and implementation calendar • Teacher-student check-in logs • Completed student reflection and goal-setting forms • Student engagement survey data • CLC agendas documenting student engagement/support needs • Student journals or reflection documentation • Student growth trackers • Walkthrough evidence of positive classroom culture and relationship-building practices	• Increased student engagement and participation in accelerated RLA • Improved student perception of belonging and teacher support • Improved attendance and assignment completion • Increased persistence with challenging reading and writing tasks • Reduction in disengagement • Increased percentage of accelerated RLA students meeting growth targets • Improved academic performance for students receiving relationship/SEL supports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 3:** Monitor RLA Academic Growth and Respond to Student Need**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Monitor Progress Every 2–3 Weeks:**

Use CFAs, exit tickets, reading responses, constructed responses, student work, and i-Ready data to determine whether accelerated RLA students are progressing toward identified skill and growth targets

- **Analyze Student Response During CLCs:**

Review individual student progress during CLC/data meetings and identify students who are responding to current supports and those who require instructional adjustments.

- **Adjust the Intensity of Support:**

Regroup students and increase, decrease, or modify intervention frequency, duration, scaffolds, texts, or instructional strategies based on documented student response.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum • State and local student data • Campus based progress monitoring system • Reading By Design • SuccessEd program • I-Ready Reading progress-monitoring reports • Student reading and writing samples • Constructed-response rubrics	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Improved performance from one assessment cycle to the next • Increased mastery of targeted RLA TEKS • Improved quality of constructed responses • Increased percentage of accelerated RLA students meeting growth targets • Reduction in repeated reading/writing skill gaps • Fewer students requiring intensified intervention	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

AREA LEADS:



GOAL AREA 3: Leadership Growth**Areas Reviewed: Student Performance****Strengths**

Audie Murphy Middle School has an established instructional leadership structure that includes administrators, CLLs, department leaders, and district support. Campus teams utilize CLCs, lesson internalization, walkthroughs, data meetings, and teacher feedback to support instruction. 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.

Challenges

- Lesson internalization and data-driven planning require consistent implementation across all departments.
- Walkthrough evidence and student-performance data must be more intentionally connected to coaching decisions.
- Feedback must be timely, actionable, and followed by subsequent monitoring.
- CLCs must move beyond discussing data to document and evaluate the effectiveness of instructional responses.
- Leadership monitoring must remain focused on the instructional practices most closely connected to campus achievement and growth goals.

Goal Area 3: Leadership Growth

Annual Goal 1: Instructional Leadership and Teacher Development

By May 2027, Audie Murphy Middle School will strengthen instructional leadership and teacher capacity through consistent monitoring, coaching, feedback, and teacher-led professional learning to improve the quality of Tier 1 instruction across all classrooms.

OBJECTIVE 1: By May 2027, 100% of teachers will participate in ongoing instructional monitoring, feedback, and coaching cycles aligned to campus instructional priorities.

Strategy 1: Implement Focused Walkthrough and Feedback Cycles

September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Conduct scheduled walkthroughs aligned to campus instructional look-fors.
- Provide timely, actionable feedback tied to rigor, differentiation, student engagement, formative assessment, and student evidence.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus walkthrough tool / instructional look-fors • Lesson internalization rubric/checklist • District curriculum and TEKS Resource System • Blended Learning Rubric • Student-performance data • Walkthrough calendar • Feedback templates • T-TESS instructional framework • Campus instructional priorities	• Completed walkthrough forms • Weekly/biweekly walkthrough schedules • Feedback documentation • Teacher feedback conference logs • Walkthrough trend reports • Lesson plans/internalization artifacts • Documentation of identified strengths and areas for growth • Follow-up walkthrough records	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Progress and report cards	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Provide Targeted Coaching and Follow-Up Support

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Identify one or two high-leverage areas for teacher growth based on walkthrough and student-performance data.
- Provide modeling, co-planning, observation, and follow-up walkthroughs to monitor implementation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Coaching-cycle templates • Walkthrough/observation data • Student-performance data • Instructional Rounds Documentation • Feedback Forms • Lesson plans and student work • CLL/administrator coaching time	• Walkthrough documents • Individual coaching plans • Coaching logs • Teacher growth goals • Co-planning documentation • Modeling or demonstration lesson records • Follow-up walkthroughs • Teacher reflection forms • Professional learning attendance/documentation	• Improvement in identified teacher growth areas • Increased implementation of targeted instructional practices • Improved walkthrough ratings/trends • Increased teacher confidence and instructional capacity • Improved student work and formative assessment results • Improved achievement and growth in classrooms receiving coaching	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 3: Leadership Growth

OBJECTIVE 2: *Develop Teachers as Instructional Leaders*

By May 2027, Audie Murphy Middle School will build teacher leadership capacity by identifying and developing teacher exemplars who model high-impact instructional practices and support peer learning across the campus.

Strategy 1: Identify and Utilize Teacher Exemplars

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use walkthrough, student-performance, and CLC evidence to identify teachers demonstrating strong instructional practices.
- Provide opportunities for identified teachers to model lessons, instructional routines, lesson internalization, and other high-impact practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walkthrough and observation data • Student achievement/growth data • Teacher leadership criteria • CLC evidence and lesson artifacts • Student work samples • Instructional rubrics • Lesson internalization tools • Campus/district instructional resources	• Identified teacher exemplar list • Teacher-leader assignments • Demonstration lesson schedules • Model lesson plans • Student work exemplars • CLC agendas showing teacher-led modeling • Documentation of exemplar instructional practices	• Increased number of teachers serving as instructional leaders • Increased replication of effective instructional practices across classrooms • Improved walkthrough trends campus-wide • Increased teacher collaboration • Increased consistency in instructional rigor and student engagement • Improved student achievement and academic growth	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 3: Leadership Growth

Strategy 2: Establish Peer Learning and Teacher-Led Professional Development

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use peer observations, demonstration classrooms, CLCs, department meetings, and campus professional learning to share effective practices.
- Develop a campus repository of exemplar lessons, student work, questioning strategies, and instructional resources created by Murphy teachers.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Peer-observation protocols • Professional learning calendar • CLC/department meeting time • Teacher-led presentation materials • Exemplar lesson plans • Student-work samples • Coaching/reflection templates	• Teacher-led PD agendas/sign-in sheets • Peer-observation schedules and reflection forms • CLC agendas documenting shared practices • Demonstration classroom records • Campus repository of exemplar lessons/resources • Teacher facilitator rosters • Co-planning documentation	• Increased teacher participation in peer learning • Increased use of campus-based exemplars • Greater consistency of effective instructional practices • Improved teacher confidence and leadership capacity • Increased collaboration across departments • Improved student engagement, achievement, and growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability

Goal Area 3: Leadership Growth

Annual Goal 2: Data-Driven Collaborative Leadership

By May 2027, Audie Murphy Middle School will strengthen collaborative leadership systems so that instructional decisions, professional learning, and student supports are consistently driven by student-performance and growth data.

OBJECTIVE 1: By May 2027, 100% of content-area CLCs will consistently analyze student-performance data and use the results to plan, implement, and monitor instructional responses.

Strategy 1: Implement a Consistent CLC Data-Analysis Process

September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Analyze CFAs, benchmarks, STAAR, TELPAS, i-Ready, student work, and growth data using a common campus protocol.
- Identify priority TEKS, student groups, and students requiring reteach, acceleration, intervention, or enrichment.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus CLC data-analysis protocol • STAAR student-level data • Benchmark/CFA data • I-Ready reports • TELPAS/Summit K12 data as applicable • Student work samples • TEKS Resource System • Campus data dashboards • Growth profiles • CLC agendas/templates	• Completed CLC agendas • Data-analysis protocols • Priority TEKS lists • Student-group rosters • Student growth profiles • Flexible grouping plans • Reteach/acceleration/enrichment plans • Documented instructional next steps	• Increased mastery of priority TEKS • Improved CFA/benchmark performance • Increased percentage of students meeting growth targets • Reduced performance gaps among student groups • Improved STAAR achievement and growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 3: Leadership Growth

Annual Goal 2: Data-Driven Collaborative Leadership

By May 2027, Audie Murphy Middle School will strengthen collaborative leadership systems so that instructional decisions, professional learning, and student support are consistently driven by student-performance and growth data.

OBJECTIVE 1: By May 2027, 100% of content-area CLCs will consistently analyze student-performance data and use the results to plan, implement, and monitor instructional responses.

Strategy 2: Monitor the Effectiveness of Instructional Responses

September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Facilitate Instructional Response Reviews
- Connect Results to Coaching and Support
- Scale Effective Practices and Adjust Ineffective Responses

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• CFA/benchmark results • Student work • Progress-monitoring tools • Intervention/acceleration rosters • Walkthrough data • CLC protocols • Coaching templates • Student growth profiles • Intervention dosage/attendance records	• Leadership-facilitated instructional response reviews • Pre/post student data • CLC documentation of instructional adjustments • Reassessment results following reteach • Coaching/support plans developed from data • Updated grouping/intervention rosters • Documentation of strategies continued, modified, or discontinued • Sharing of successful instructional practices	• Improved student performance after reteaching/intervention • Reduction in repeated misconceptions • Increased effectiveness of targeted interventions • Increased percentage of students meeting growth targets • Fewer students requiring intensified support • Increased consistency of effective practices across classrooms • Improved campus benchmark/STAAR performance	• Formative assessments • Benchmarks [BM's] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 3: Leadership Growth

Annual Goal 2: Data-Driven Collaborative Leadership

By May 2027, Audie Murphy Middle School will strengthen collaborative leadership systems so that instructional decisions, professional learning, and student supports are consistently driven by student-performance and growth data.

OBJECTIVE 2: By May 2027, administrators, CLLs, department leaders, and teacher leaders will assume clearly defined instructional leadership responsibilities and collaboratively monitor progress toward campus achievement and growth goals.

Strategy 1: Establish Clear and Instructional Leadership Roles

September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Assign content areas, student groups, or instructional priorities to members of the instructional leadership team.
- Establish consistent expectations for classroom monitoring, CLC support, data review, and follow-up.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Roles and responsibilities documents • Campus improvement goals • TIP/CIP action plans • Leadership meeting calendar • Data dashboards • Walkthrough schedules • Department/CLC assignments • Student-group monitoring rosters	• Documented leadership assignments • Content/student-group ownership charts • Leadership meeting agendas • Walkthrough schedules • CLC support assignments • Data-monitoring responsibilities • Follow-up/action logs • Evidence of administrator/CLL/teacher-leader participation	• Increased consistency in instructional monitoring • Increased accountability for identified content areas/student groups • Faster response to instructional concerns • Improved implementation of campus priorities • Improved student performance in assigned areas • Increased leadership capacity among administrators, CLLs, department leaders, and teacher leaders	• Formative assessments • Benchmarks [BM's] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 3: Leadership Growth

Annual Goal 2: Data-Driven Collaborative Leadership

By May 2027, Audie Murphy Middle School will strengthen collaborative leadership systems so that instructional decisions, professional learning, and student supports are consistently driven by student-performance and growth data.

OBJECTIVE 2: By May 2027, administrators, CLLs, department leaders, and teacher leaders will assume clearly defined instructional leadership responsibilities and collaboratively monitor progress toward campus achievement and growth goals.

Strategy 2: Conduct Leadership Data and Instructional Reviews

September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Conduct regular leadership meetings to review walkthrough trends, student-performance data, intervention progress, and campus goals.
- Identify and monitor specific instructional actions to be implemented before the next data-review cycle.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus achievement dashboard • STAAR/benchmark/CFA data • Academic growth data • TELPAS data • Walkthrough trend reports • Intervention/acceleration data • CLC documentation • Leadership meeting protocols • Campus goal-monitoring tools	• Scheduled leadership data-review meetings • Leadership meeting agendas/minutes • Updated campus dashboards • Department/student-group progress reports • Documented instructional action steps • Follow-up monitoring records • Walkthrough trend reviews • Intervention progress reviews	• Increased progress toward campus achievement/growth goals • Improved alignment between classroom evidence and leadership decisions • Improved STAAR Meets/Masters performance • Increased academic growth • Improved TELPAS progress • Reduction in subgroup performance gaps • Increased effectiveness of intervention and acceleration systems	• Formative assessments • Benchmarks [BM's] • STAAR/TELPAS • Results Driven Accountability • I-Ready

AREA LEADS:



GOAL AREA 4: Family Community**Areas Reviewed:** Student Performance**Strengths**

Audie Murphy Middle School has established multiple opportunities for family engagement, communication, and participation through school events, parent meetings, academic activities, conferences, and access to district and community resources. The campus is positioned to build stronger family partnerships by aligning these opportunities to student achievement, academic growth, and identified student needs.

In addition:

- Families have opportunities to participate in campus and district events throughout the school year.
- The campus uses multiple methods to communicate information to families, including the campus website, meetings, school events, conferences, and other district-approved communication tools.
- Audie Murphy can build on existing academic events and family meetings to provide parents with information related to STAAR, TELPAS, accelerated learning, academic growth, attendance, and student supports.
- The district's Family Engagement Plan emphasizes equipping families with resources, information, and tools that extend learning beyond the classroom, which provides a strong framework for Murphy's family engagement efforts.
- District guidance also supports the use of family-teacher collaboration tools, home-learning resources, family conferences, and parent educator presentations to help families better support student learning.
- The campus has an opportunity to strengthen partnerships by connecting families to district and community resources that address academic, social-emotional, health, and family support needs. The district plan identifies a broad network of community partnerships and resource supports available to families.
- Families are expected to have a voice in campus planning and decision-making. The district plan promotes family participation in goal setting, problem solving, policy review, and shared decision-making.
- The district also emphasizes culturally and linguistically responsive family engagement, including bilingual communication, which supports meaningful access for Murphy families.

Challenges

Family and community engagement efforts need to be more intentionally aligned to campus academic priorities, consistently documented, and evaluated for effectiveness. Families also need increased opportunities to understand student data, support learning at home, participate in campus decision-making, and provide feedback that informs continuous improvement.

- Family engagement activities need to be more intentionally connected to Murphy's identified campus priorities, including STAAR achievement, academic growth, accelerated learning, TELPAS progress, attendance, and student support.
- Families need more consistent opportunities to understand student performance data, growth targets, intervention placement, and ways they can support learning at home.
- Parent participation in the planning, review, and continuous improvement of the PFE Policy, School-Parent Compact, and Campus Improvement Plan must be intentionally scheduled and documented.
- Family participation should move beyond attendance at events and include meaningful opportunities for parents to provide feedback, help solve problems, and contribute to campus goal setting and decision-making.
- The campus needs to monitor participation data, survey results, and family feedback to determine which engagement activities are effective and which need to be revised.

Goal Area 4: Family Community

Annual Goal 1: Build Family Capacity to Support Student Learning and Success.

By May 2027, Audie Murphy Middle School will strengthen family capacity to support student achievement, academic growth, attendance, and student success by providing relevant, accessible, and culturally and linguistically responsive learning opportunities, resources, and communication aligned to identified campus needs.

OBJECTIVE 1: Equip Families with Academic Knowledge and Tools

Strategy 1: Provide Targeted Family Academic Learning Opportunities

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Identify family-learning topics based on campus data and student needs, including STAAR, academic growth, TELPAS, accelerated instruction, attendance, and student goal setting.
- Develop and schedule family sessions throughout the year in collaboration with the Parent Educator, counselors, teachers, CLLs, and campus leadership.
- Provide practical take-home resources and next steps during each session so families can reinforce learning and student success at home.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters • Class Dojo	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 2: Equip Families with Tools to Extend Learning at Home

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Provide families with grade-appropriate strategies and resources to support reading, writing, mathematics, language development, study habits, and organization at home.
- Model how families can use district and campus learning platforms, Home Access Center, and other available academic tools to monitor and support student progress.
- Share home-learning resources through family conferences, academic events, campus communication platforms, and parent workshops.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters • Class Dojo	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat - One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 3: Increase Family Understanding of Student Data and Growth

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Provide families with clear explanations of STAAR performance levels, benchmark results, TELPAS progress, academic growth measures, and intervention needs.
- Use parent conferences and academic meetings to review individual student strengths, growth targets, priority skills, and instructional next steps.
- Provide families with opportunities to ask questions, review progress, and identify ways they can support the student's academic goals at home.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters • Class Dojo	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

OBJECTIVE 2: By the end of the 2025–2026 school year, the campus will **increase and maintain an average daily student attendance rate of 96% or higher**, supported by **targeted family outreach, community partnerships, and student engagement strategies**, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Establish Consistent Two-Way Academic Communication

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Establish regular communication checkpoints following progress reports, benchmarks, major assessments, and intervention reviews.
- Provide families with timely information regarding student progress, attendance, academic concerns, intervention supports, and upcoming opportunities.
- Create opportunities for families to respond, ask questions, share concerns, and communicate needed supports through conferences, meetings, calls, and district-approved communication platforms.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program • Class Dojo	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to **promote the value of daily attendance**, address barriers to attendance, and create a shared responsibility for student success.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Family Nights:**
Host family nights focus on building attendance habits and routines to increase awareness of how attendance impacts academic achievement.
- **Communication Plan:**
Include attendance updates and tips in monthly newsletters, social media, texts, phone calls to keep parents informed and engaged.
- **Attendance Ambassadors program:**
This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program • Class Dojo	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 3: Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Attendance Data Tracking:**

Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.

- **Weekly data:**

Review attendance data weekly to flag students below 96%.

- **Intervention Plans:**

Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 96% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program • Class Dojo	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance

ADDENDUM:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	Audie Murphy Middle School is committed to our vision: Every Audie Murphy student is empowered to reach their highest potential, guided by core values, and inspired to work diligently toward their goal and academic success. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education.

	Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Campus administrators and Parent Educators work collaboratively to plan and implement the Annual Title I Meetings. The principal or principal's designee leads the required Title I information, while the Parent Educator assists with coordination, parent outreach, logistics, and documentation. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
Ways Parents and Families Can Get Involved	Parents and family members are encouraged to become active partners in their child's education by volunteering, participating in campus events, attending trainings, and serving on campus committees. Parents interested in volunteering may complete the required volunteer forms and attend a volunteer orientation. They, along with parents who are not volunteers, are invited to participate in family trainings, activities, and campus events throughout the school year. A variety of communication methods are used to invite families to meetings and activities, including, but not limited to, • personal phone calls • ClassDojo • Mass Messenger • personal invitations • email • the campus website • social media • other campus communication platforms. Parents are encouraged to actively participate in the planning, review, and continuous improvement of the • Campus Parent & Family Engagement Policy • School-Parent Compact, the Campus Improvement Plan • other Title I programs Parent input is valued and carefully considered when making decisions that support student achievement, strengthen family partnerships, and improve campus programs. If the Campus Improvement Plan is not satisfactory to parents, parent comments will be documented and submitted to the district when the plan is provided, in accordance with the Every Student Succeeds Act (ESSA).

Family Trainings/ Activities	Family engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (September 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Adult Literacy Courses for Parents (GED, English as a Second Language, Computer and Citizenship} (September 2026-May 2027) • High Skill Courses for Parents (Welding, Forklift, Phlebotomy, CPR, HVAC, Substitute Course, Etc.) • Cultural Family Night (December 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • District Conference Showcase (October 2026) • Altar Showcase (November 2026) • National Parent Involvement Day (November 2026) • School Health Advisory Meetings (November 2026, March 2027, May 2027) • Special Education Parent Conference (September 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2026) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027)} • Attendance Meetings (October 2026) • Curriculum Meetings (November 2026, February 2027) • Understanding Assessment Meetings (January 2027)
Curriculum	Audie Murphy Middle School utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Summit K-12 Science • Bluebonnet • Beanstack • Vocaroo

	• Study Sync • I-Ready • Blended Learning • Lowmann • Unique • Reading By Design			
Forms of Academic Assessments	At Audie Murphy Middle School all students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.			
Expected Achievement levels on academic assessments	The State’s Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Audie Murphy Middle School tracks each child’s growth throughout the year via local assessments (mentioned above). Each child has a folder and or a digital file where teachers help them track their own learning growth.			
Ways to Request regular meetings	Audie Murphy Middle School values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Audie Murphy Middle School welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	Audie Murphy Middle school values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.			
School-Parent Compact	The School’s Responsibilities	The Guardian’s Responsibilities	The Student’s Responsibilities	On-Going Communication
	Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a	Provide a dedicated learning space at home for studying, completing homework, and using technology.	Be open to new ideas and learn from others. Attend school daily and be punctual.	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through:

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	consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. Allow parents to participate in academic and extracurricular decisions affecting their children. Engage parents through varied family engagement activities: Implement team-oriented sessions offering literacy strategies for all parents. Host meetings covering a variety of relevant topics,	Support their child's learning through ongoing dialogue, homework assistance, and active listening. Attend parent meetings where educational and extracurricular decisions are discussed. Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	Behave responsibly and follow all school rules. Always strive to improve academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	The PSJA District Website, Parent Website, and Campus Websites Parent–Teacher conferences and phone calls Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks
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Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family.

This policy is also available in Spanish. (Esta política también está disponible en español.)

2025-2026 Programa de Participación de Padres y Familias (PFE)

¿Qué es?	Audie Murphy Middle School está comprometida con nuestra visión: Cada estudiante de Audie Murphy tiene la capacidad de alcanzar su máximo potencial, guiado por valores fundamentales e inspirado a trabajar con dedicación para lograr sus metas y su éxito académico. Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.
Fondos	Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes.
Revisión	Esta Política de Participación de los Padres y las Familias ha sido desarrollada conjuntamente con los padres y aprobada por ellos, de conformidad con la Ley Cada Estudiante Triunfa (Every Student Succeeds Act - ESSA), Sección 1116. La política será revisada cada año junto con los padres para evaluar su eficacia y realizar las modificaciones necesarias con base en: • Los comentarios y sugerencias de los padres. • Las necesidades del plantel. • Los datos del rendimiento académico de los estudiantes.
Distribución de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica • Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.
Reuniones de	Además de las reuniones de Título I, los planteles llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y

Familias	fortalecer a las familias, brindándoles información valiosa y promoviendo una mayor participación en la educación de sus hijos. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que la información importante sea compartida y que los padres sean reconocidos como socios fundamentales en la educación de sus hijos. Las reuniones para padres se llevan a cabo mensualmente. Durante el mes de agosto, el personal del plantel se reúne con el Educador(a) de Padres y los padres voluntarios para dialogar sobre la importancia de la familia y revisar los requisitos de Título I. En este mismo periodo, los maestros y el personal reciben información sobre la importancia de las contribuciones de los padres y las familias, así como estrategias para comunicarse y colaborar eficazmente con ellos como socios en la educación de sus hijos. En septiembre, cada plantel deberá realizar dos Reuniones Anuales de Título I, programadas en diferentes días y horarios. Los administradores del plantel y el Educador(a) de Padres trabajan en conjunto para planificar y llevar a cabo estas reuniones. El director o la persona designada por el director presentará la información requerida de Título I, mientras que el Educador(a) de Padres apoyará en la coordinación, invitación a los padres, organización, logística y documentación correspondiente.
Cómo Participar	Se invita a los padres de familia a participar como padres voluntarios completando la solicitud correspondiente y asistiendo a una orientación para voluntarios. Tanto los padres voluntarios como aquellos que no participan en el programa de voluntariado son invitados a formar parte de las capacitaciones para familias, actividades y eventos escolares que se llevan a cabo durante todo el ciclo escolar. Para mantener informadas a las familias e invitarlas a participar, el plantel utiliza diversos medios de comunicación, entre ellos: • Llamadas telefónicas personales • ClassDojo • Mass Messenger • Invitaciones personales • Correo electrónico • Sitio web del plantel • Redes sociales • Otras plataformas de comunicación utilizadas por la escuela Se anima a los padres a participar activamente en la planeación, revisión y mejora continua de: • La Política de Participación de los Padres y las Familias del plantel. • El Acuerdo entre la Escuela y los Padres. • El Plan de Mejoramiento Escolar. • Otros programas de Título I. La opinión de los padres es valorada y tomada en cuenta al tomar decisiones que apoyan el aprovechamiento académico de los estudiantes y fortalecen la colaboración entre la escuela y las familias. Si el Plan de Mejoramiento Escolar no es satisfactorio para los padres, sus comentarios serán documentados y enviados al distrito junto con el plan, de conformidad con la Ley Cada Estudiante Triunfa (ESSA).
Entrenamientos/ Actividades Para	Mantenga solo aquellas que aplican a su plantel, elimine las que no correspondan e incluya actividades adicionales que involucren a los padres o a la comunidad.

Familias	Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche para Conocer al Maestro / Casa Abierta en escuelas primarias y secundarias (agosto de 2025 y marzo de 2026). • Conferencias entre Padres y Maestros (todos los niveles escolares, de agosto de 2025 a mayo de 2026). • Cursos de alfabetización para adultos, incluyendo: ○ GED ○ Inglés como Segundo Idioma (ESL) ○ Computación ○ Ciudadanía (septiembre de 2026 a mayo de 2027). • Cursos de capacitación laboral para padres, como: ○ Soldadura ○ Montacargas ○ Flebotomía ○ RCP (CPR) ○ HVAC ○ Curso para Sustitutos ○ Entre otros. • Noche Cultural Familiar (septiembre de 2026). • Evento Familiar de Halloween (Trunk or Treat) (octubre de 2026). • Desfile del Listón Rojo (octubre de 2026). • Exposición Distrital de Programas (octubre de 2026). • Día Nacional de la Participación de los Padres (noviembre de 2026). • Reuniones del Comité Consultivo de Salud Escolar (SHAC) (noviembre de 2026, marzo de 2027 y mayo de 2027). • Conferencia para Padres de Educación Especial (septiembre de 2026). • Cafecitos con los Consejeros Escolares (septiembre de 2026 a mayo de 2027). • Posada Navideña Familiar (diciembre de 2026). • Reuniones del Consejo Consultivo del Distrito para Oficiales de Padres de todos los planteles (octubre y diciembre de 2026, y marzo de 2027). • Reuniones de Título I del Plantel (septiembre de 2026). • Reuniones para Revisar la Política del Plantel (noviembre de 2026). • Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (febrero de 2027). • Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2027). • Reuniones sobre Asistencia Escolar (octubre de 2026). • Reuniones sobre el Currículo (diciembre de 2026).
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	Reuniones para Comprender las Evaluaciones Académicas (enero de 2027)
Currículo	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. Audie Murphy Middle School utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares - TEKS (Texas Essential Knowledge and Skills) Resource System - Summit K-12 - Summit K-12 Science - Carnegie - Beanstack - Vocaroo - Study Sync - I-Ready - Blended Learning - Bluebonnet - Reading By Design - Unique
Formas de Evaluación Académica	Audie Murphy Middle School Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Audie Murphy Middle School da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. Audie Murphy Middle School valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.

Apoyo Adicional para los Padres y las Familias	Audie Murphy Middle School reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.			
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
	- Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. - Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. - Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). - Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres. - Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	- Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. - Reportes de progreso cada tres semanas. - Boletas de calificaciones cada seis semanas.
Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA! Esta política también está disponible en inglés.				

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils' services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.