

School Information

Serena Torres, Principal	210-397-4550
Laura Sheffield, AP	210-397-4550
Marisela Escobedo, Attendance	210-397-4558
Amanda Hyman, Bookkeeper	210-397-4550
vacant, Counselor	210-397-4575
Megan Chadick, Counselor	210-397-4576
Yvonne Alvarado, Nurse	210-397-4559
Maria Araujo-Barboza, Clerk	210-397-4550
Stacey Reynosa, Family Liaison	210-397-4550
Rachel Lopez, Cafetería	210-397-4585

What is a School-Parent Compact?

A School-Parent Compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach grade level standards. Parents are welcome to contribute comments to our School-Parent Compact at any time by contacting our Parent and Family Engagement Committee Chair at 210-397-4500.

Why are we a Title One Campus?

Under Every Student Succeeds Act (ESSA), campuses with high numbers of economically disadvantaged students (75% or above) must be served with federal Title 1 Funds.

Revised 2/19/25 for distribution on August 15, 2025.

Building Partnerships and Communication Skills are the Key to Success

Murnin Elementary School offers events and programs to provide parents and students with access to our staff:

- Meet the Teacher Night
- Parent Orientation
- Parent-Teacher Conferences
- Student Led Conferences
- Family Academic Nights
- Counselor Coffees
- Pillar of Character Ceremonies
- Weekly Mariner Logs
- School Messenger
- Full Day Pre-Kindergarten
- Support Staff (Science AST, Math Coach, Math Specialists, Reading AST, Literacy Leader, Gifted and Talented Teacher, Day Tutor, Counselors, Licensed Specialist in School Psychology, Speech Language Pathologist, AST IA
- Progress Monitoring Circle for PreK, TX-KEA for Kinder, TPRI for 1st grade, MAP Math for K-5 and MAP RLA for 1st-5th grade

Parent and Family Engagement

There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider being a parent volunteer (PAL), Watch D.O.G.S. or an active PTA Member.

Volunteer Background Check at www.nisd.net



School-Parent Compact

Mission: Collaborative Community that Transforms Learning

Vision: All Students will Grow in Curiosity, Capability and Confidence

Our Core Beliefs:

- Each student deserves a quality education that honors their voice and prepares them to engage, contribute and succeed.
- Students' health, safety, engagement challenge and support is directly linked to their academic achievement and future success.
- Meaningful relationships among students, families, educators and the community are vital to student success.
- We will take responsibility for all students by knowing and teaching to their individual needs.
- Public schools are essential to foster community and develop engaged citizens.

Learner Profile: Creators, Communicators, Collaborators, Critical Thinkers, Leaders, Learners, Innovators, Solution Finders

Campus Essential Standards

Pre-Kindergarten

Reading/Writing

- I can name at least 20 upper and 20 lower case letters.
- I can distinguish between elements of print including letters, words, and pictures.
- The child uses letter-like forms and actual letters to replace scribbles

Math

- The child will recognize one-digit numerals 0-9.

Science

- Observes, investigates, describes, and discusses properties and characteristics of common objects.

Social Studies

- The child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences.

Academic Achievement Goals

As a school, we will

- Care for your child's safety and well-being by establishing a supportive and caring learning environment where your child has the opportunity to achieve his/her full potential.
- Hold a teacher-parent-student conference at least twice a year.
- Promote development of character through teaching the Six Pillars of Character and Kelso's Choices.
- Provide challenging curriculum to meet your child's needs.
- Communicate regularly regarding your child's progress and school activities.
- Welcome the community as part of our school family.
- Help students and parents understand the goal setting process, and guide students to establish goals and design an action plan.

As parents, we will

- Ensure our child comes to school daily and on time (school begins at 7:45 a.m. and ends at 3:00 p.m.).
- We will abide by school rules and regulations (school and classroom behavior, uniforms).
- Read at least 20 minutes daily with our

child.

- Make sure homework is completed and that the communication folder is signed and returned.
- Encourage character development by modeling the Six Pillars of Character (Caring, Trustworthiness, Respect, Responsibility, Citizenship, and Fairness) to our child.
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- Help our child set and achieve goals. Be actively involved.

As students, we will

- Attend school regularly and be on time daily.
- Show good character by modeling the Six Pillars of Character and making the Right Choice.
- Be responsible each day for class work, homework, supplies, appropriate behavior and my school uniform.
- Take care of my school, my property, and the property of others.
- Ask for help when needed for both academics and behavior.
- Set goals and strive to achieve them.
- Take an active role in my education.

Campus Essential Standards

Kindergarten

Reading/Writing

- I can tell the sounds in a word and put sounds together to make a word.
- I can read at least 25 sight words.
- I can tell, write, or draw about a story.
- I can write uppercase and lowercase letters correctly and neatly.
- I can match my letters to sounds to write words.
- My writing includes pictures, labels and details.

Math

- I can read, write, count and show numbers 0-20.
- I can solve word problems using objects and drawings to find sums up to 10 and differences within 10.
- I can compare two objects to describe differences.

Science

- I can see, record and explain about objects.
- I can recognize patterns around me.
- I can explain the difference between living and nonliving.

Social Studies

- I can use words to describe locations.
- I can explain where, how and why people live.
- I can explain why we have rules.

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Campus Essential Standards

1st Grade

Reading/Writing

- I can use letter-sound relationships to decode words.
- I can identify and read at least 100 high-frequency words.
- I can retell the beginning, middle and end of the story including the problem and solution.
- I can write a composition with complete sentences about a topic I choose.
- I can capitalize the correct words in different parts of sentences in my writing.
- I can use correct punctuation marks at the end of sentences.

Math

- I can compare whole numbers using comparative language.
- I can use objects, pictures and different forms (expanded/standard) to represent numbers up to 120.
- I can solve word problems using number sentences with and without pictures and words.

Science

- I can record and organize data using pictures, numbers, and words.
- I can communicate observations and provide reasons for explanations from investigations.
- I can sort objects by their properties.

Social Studies

- I can create and use simple maps such as maps of the home, classroom, school, and community.

- I can identify characteristics of good citizenship.
- I can sequence and categorize information.

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Campus Essential Standards

2nd Grade

Reading/Writing

- I will use my knowledge of syllable types to decode words.
- I will retell a story in the correct order using my own words. (B-M-E)
- I will apply learned phonic patterns to spell unknown words.
- I will write a complete sentence using a subject and verb.
- I will use proper punctuation in my writing.
- I will use details to support my writing.

Math

- I can use standard, word, and expanded forms to represent numbers up to 1,200.
- I can compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or).
- I can solve one-step and multi-step word problems involving addition and subtraction within 1,000.

Science

- I can classify matter by its physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid.
- I can identify the basic needs of plants and animals.

Social Studies

- I can identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend.

- I can identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes.

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Campus Essential Standards

3rd Grade

Reading/Writing

- I can use context clues to determine the meaning of unfamiliar and multiple meaning words.
- I can make inferences and use the evidence to support understanding.
- I can explain the author's purpose and message within a text.
- I can edit drafts using standard English conventions, complete simple and compound sentences with subject-verb agreement.
- I can edit drafts using standard English conventions, punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.
- I can revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

Math

- I can solve one and two step addition & subtraction, multiplication and division problems.
- I can represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.
- I can represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.

Science

- I can measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float.
- I can plan and conduct a descriptive investigation to demonstrate and explain how position can be changed by pushing and pulling objects.

- I can explore and explain how external structures and functions of animals enable them to survive in their environment.
- I can identify the order of the planets in Earth's solar system in relation to the Sun.

Social Studies

- I can describe how individuals, events, and ideas have changed communities, past and present.
- I can describe the basic structure of government in local communities, state, and nation.
- I can gather information, including historical and current events and geographic data, about the community using a variety of resources.

Academic Achievement Goals

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Campus Essential Standards

4th Grade

Reading/Writing

- I can use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
- I can make inferences and use the evidence to support understanding.
- I can write responses that demonstrate understanding of text including comparing and contrasting ideas across a variety of sources.
- I can edit drafts using standard English conventions, punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.
- I can revise drafts to improve sentence structure and word choice by adding, deleting, combining and rearranging ideas for coherence and clarity.

Math

- I can represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.
- I can add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.
- I can represent multi-step problems involving the 4 operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.

Science

- I can measure, compare, and contrast physical properties of matter including mass, volume, states (solid, liquid, gas)

temperature, magnetism, and the ability to sink or float.

- I can observe and identify changes to the earth caused by weathering, erosion and deposition.
- I can explore how structures and functions enable organisms to survive in their environment.

Social Studies

- I can compare the ways of life of American Indians groups in Texas.
- I can analyze the causes, major events and effects of the Texas Revolution.

Academic Achievement Goals

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Campus Essential Standards

5th Grade

Reading/Writing

- I can use context clues to figure out the meaning of unknown words.
- I can use my background knowledge and information from the text to draw a conclusion.
- I summarize the text to include a beginning, middle and end.
- I can develop drafts into a focused, structured, and coherent piece of writing.
- I can revise drafts to improve coherence & clarity.
- I can construct a complete sentence with correct capitalization and punctuation.

Math

- I can compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$.
- I can solve for products of decimals to the hundredths.
- I can divide decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors.
- Graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.

Science

- I can classify matter based on measurable, testable and observable physical properties.
- I can demonstrate that light travels in a straight line until it strikes an object and is reflected or travels through one material to another and is refracted.

- Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components.

Social Studies

- I can explain the 3 G's of the colonization of the US.
- I can explain the geographic factors that affect the ways people settle in the United States.
- I can explain my rights as an American citizen under the first, second, and fifth Amendments.

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