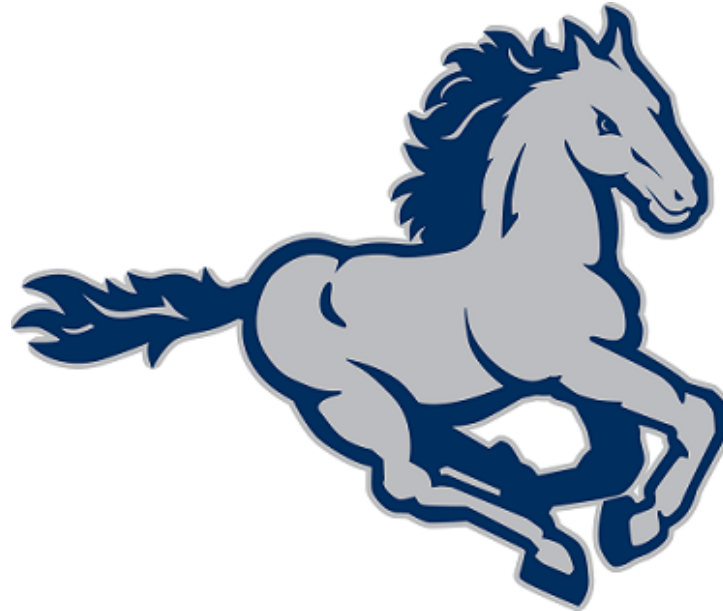


Pflugerville Independent School District

Murchison Elementary School

2023-2024 Board Approved



Board Approval Date: October 19, 2023

Mission Statement

Our mission at Murchison Elementary School is to promote academic excellence in a safe, nurturing environment within a positive atmosphere that unites students, staff and community.

Vision

Building, Belonging, Believing

~We Are Mustangs~

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Murchison Elementary is a 23-year-old community school. All students live within two miles of the campus so there is no bus transportation to the school.

Students

Murchison is fortunate to be a demographically diverse school. The student race/ethnicity demographics are 18% Asian, 6% African American, 44% White, 24% Hispanic, and 8% Two or More Races.

Student Demographics - Murchison Elementary School (Source: OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	858	827	780	749	699
African American	8.9%	8.3%	7.7%	7.6%	5.9%
Hispanic	28.6%	30.6%	28.8%	26.2%	23.5%
White	44.9%	41.7%	42.6%	42.6%	44.2%
American Indian	0.1%	0.1%	0.4%	0.5%	0.3%
Asian	11.0%	11.7%	13.1%	14.6%	17.7%
Pacific Islander	0.3%	0.2%	0.0%	0.1%	0.1%
Two or More Races	6.3%	7.3%	7.3%	8.4%	8.3%

Currently, approximately 9% of our students are economically disadvantaged. Additionally, we have 19% of students that are Emergent Bilinguals, which has a steadily increased each year. Our families bring a wide range of diversity as evidenced by the fact that there are 29 languages other than English that are spoken at Murchison. The number of students identified for Gifted and Talented, 504, and dyslexia has steadily increased over the years. We also had an increase in the campus mobility rate, likely due to the pandemic.

Approximately 22% received intervention or qualify for additional support as a student that is At Risk at some point during the school year. We have 6 students that receive intensive support through our Communications Classroom and in the inclusion setting.

Student Special Program Identification/Participation - Murchison Elementary School (Source: OnDataSuite & TAPR)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	12.1%	13.4%	13.8%	12.2%	8.7%
Emergent Bilingual	8.5%	9.4%	11.3%	14.8%	18.9%
At-Risk	22.2%	32.2%	35.9%	38.6%	22.2%
Special Education	6.6%	7.5%	7.3%	9.9%	9.7%
Gifted & Talented	3.7%	3.5%	4.5%	8.4%	8.6%
Dyslexia	1.6%	2.1%	2.5%	4.9%	4.6%
Section 504	5.7%	5.2%	5.7%	8.3%	8.3%
Immigrant	1.2%	1.4%	1.8%	2.7%	3.6%
Homeless	0.0%	0.5%	0.0%	0.0%	0.0%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	6.3%	6.8%	8.7%	Not yet reported	Not yet reported

Staff

As of the 2021-2022 school year, our staff race/ethnicity demographics are 8% African American, 14% Hispanic, 74% White, and 4% Asian. Most of our teachers are female, with 94% female and 6% male. The student population is more diverse than the staff population. Our demographic information indicates disproportionality in some areas of race between staff and students. Currently, our Asian population of students does not match that of the staff, as well as our Hispanic population.

Teacher Demographics - Murchison Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
African American	9.7%	7.6%	7.8%	7.5%	7.9%
Hispanic	17.8%	17.1%	17.5%	18.7%	13.9%
White	70.5%	75.3%	74.7%	73.8%	74.2%
American Indian	1.9%	0.0%	0.0%	0.0%	0.0%
Asian	1.9%	0.0%	0.0%	0.0%	4.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%

Murchison is fortunate to have a number of experienced teachers. Our K-5 teams have 6 or more teachers so that experienced teachers are able to mentor newer to profession teachers and help lead their PLC meetings.

Teachers by Years of Experience - Murchison Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Beginning Teachers	5.8%	0.0%	0.0%	1.9%	0.0%
1-5 Years Experience	29.2%	26.8%	15.3%	15.5%	17.9%
6-10 Years Experience	11.7%	15.2%	17.5%	18.7%	16.3%
11-20 Years Experience	34.9%	36.1%	46.7%	43.3%	47.4%
Over 20 Years Experience	18.4%	21.9%	20.5%	20.6%	14.5%

Demographics Strengths

Murchison is fortunate to be growing in diverse demographics over the years. This year, we have more Asian students than in previous years. We also have a wide variety of languages spoken in the home, contributing to rich diversity on our campus.

The Murchison community is highly engaged and supportive of our students and teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a decrease in tenured teachers and an increase in new-to-profession teachers. **Root Cause:** Increasing demands placed on educators, to be completed during contractual hours, make it difficult for tenured teachers to keep up and support new-to-profession teachers.

Problem Statement 2 (Prioritized): Since students are not exiting, our Emergent Bilingual population is increasing and our students still need accommodations and supports related to language. **Root Cause:** Teachers are not implementing strategies and scaffolded support related to language.

Student Learning

Student Learning Summary

2022-2023 Star360 Results

STAR 360 Math	1st grade 22-23			2nd grade 22-23			3rd grade 22-23			4th grade 22-23			5th grade 22-23		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark	101	110	108	79	95	95	95	113	118	100	108	114	111	115	125
On Watch	6	2	5	14	13	11	8	4	4	12	6	4	8	8	6
Intervention	2	1	3	22	12	13	10	3	1	8	7	4	11	7	8
Urgent Intervention	0	0	1	10	6	8	5	3	1	2	3	2	2	3	0

STAR 360 Reading	3rd grade 22-23			4th grade 22-23			5th grade 22-23		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark	71	88	98	87	93	96	98	101	101
On Watch	17	14	10	14	16	16	13	13	16
Intervention	17	11	9	12	7	5	11	9	10
Urgent Intervention	12	10	8	10	8	7	10	9	10

3rd-5th grade Math and Reading had more students reach the Benchmark level at End of the Year (EOY).

STAR 360 Reading	Fall 2021	Winter 2021	Spring 2021	Fall 2022	Winter 2022	Spring 2023
	62%	64%	65%	66%	73%	68%

STAR 360 Reading	Fall 2021	Winter 2021	Spring 2021	Fall 2022	Winter 2022	Spring 2023
STAR 360 Math	Fall 2021	Winter 2021	Spring 2021	Fall 2022	Winter 2022	Spring 2023
	63%	74%	71%	80%	87%	82%

According to Star360 proficiency results, students are making growth in all grade levels in both math and reading from Fall to Spring but had a dip from Winter to Spring.

2022-2023 STAAR Results

2023 STAAR Reading			
	3rd grade	4th grade	5th grade
Did Not Meet	10%	9%	9%
Approaches	90%	91%	91%
Meets	75%	67%	73%
Masters	42%	41%	44%
2023 STAAR Math			
	3rd grade	4th grade	5th grade
Did Not Meet	9%	16%	3%
Approaches	91%	85%	97%
Meets	69%	66%	75%
Masters	36%	37%	49%
2023 STAAR Science			
	5th grade		
Did Not Meet	17%		
Approaches	83%		
Meets	52%		
Masters	23%		

2019-2023 STAAR Trend Data

3rd grade	2019 Math	2019 Reading	2021 Math	2021 Reading	2022 Math	2022 Reading	2023 Math	2023 Reading
Did Not Meet	10%	9%	19%	23%	10%	7%	9%	10%

3rd grade		2019 Math		2019 Reading		2021 Math		2021 Reading		2022 Math		2022 Reading		2023 Math		2023 Reading								
Approaches		90%		91%		81%		77%		90%		93%		91%		90%								
Meets		69%		69%		49%		57%		67%		73%		69%		75%								
Masters		42%		51%		24%		39%		42%		48%		36%		42%								
4th grade		2019 Math		2019 Reading		2021 Math		2021 Reading		2022 Math		2022 Reading		2023 Math		2023 Reading								
Did Not Meet		7%		7%		21%		22%		24%		15%		16%		9%								
Approaches		93%		93%		79%		78%		76%		85%		85%		91%								
Meets		73%		71%		62%		56%		54%		68%		66%		67%								
Masters		59%		49%		44%		36%		37%		53%		37%		41%								
5th grade	2019 Math		2019 Reading		2019 Science		2021 Math		2021 Reading		2021 Science		2022 Math		2022 Reading		2022 Science		2023 Math		2023 Reading		2023 Science	
Did Not Meet	6%		8%		11%		13%		10%		9%		10%		6%		10%		3%		9%		17%	
Approaches	94%		92%		89%		87%		90%		91%		90%		94%		90%		97%		91%		83%	
Meets	83%		72%		72%		47%		78%		64%		68%		82%		63%		75%		73%		52%	
Masters	72%		49%		44%		40%		60%		37%		45%		60%		36%		49%		44%		23%	

As a result of pandemic learning loss, we saw drops in our STAAR scores across many areas in 2020-2021. However, we were able to bring many of these areas back up to pre-pandemic levels in 2021-2022 and have continued to grow in 2022-2023.

2022-2023 TELPAS Results

2023 TELPAS Ratings - Kindergarten					
	Listening	Speaking	Reading	Writing	Composite
Beginning	14%	19%	24%	29%	19%
Intermediate	48%	33%	33%	33%	38%
Advanced	33%	29%	10%	19%	24%
Advanced High	5%	19%	33%	19%	19%
2023 TELPAS Ratings - 1st grade					
	Listening	Speaking	Reading	Writing	Composite
Beginning	0%	0%	0%	0%	0%
Intermediate	19%	19%	25%	31%	19%
Advanced	44%	56%	31%	38%	44%

2023 TELPAS Ratings - Kindergarten					
Advanced High	38%	25%	44%	31%	38%
2023 TELPAS Ratings - 2nd grade					
	Listening	Speaking	Reading	Writing	Composite
Beginning	7%	13%	7%	13%	7%
Intermediate	7%	53%	47%	40%	33%
Advanced	40%	27%	13%	27%	47%
Advanced High	47%	7%	33%	20%	13%
2023 TELPAS Ratings - 3rd grade					
	Listening	Speaking	Reading	Writing	Composite
Beginning	0%	6%	6%	12%	6%
Intermediate	12%	24%	6%	18%	6%
Advanced	0%	29%	18%	47%	24%
Advanced High	88%	41%	71%	24%	65%
2023 TELPAS Ratings - 4th grade					
	Listening	Speaking	Reading	Writing	Composite
Beginning	0%	10%	10%	10%	0%
Intermediate	40%	50%	20%	70%	40%
Advanced	30%	40%	30%	20%	60%
Advanced High	30%	0%	40%	0%	0%
2023 TELPAS Ratings - 5th grade					
	Listening	Speaking	Reading	Writing	Composite
Beginning	13%	7%	0%	7%	0%
Intermediate	0%	33%	20%	40%	20%
Advanced	33%	47%	7%	53%	60%
Advanced High	53%	13%	73%	0%	20%

2022 Accountability Ratings

Murchison ES received an overall accountability rating of A for student performance on STAAR testing in the 2021-2022 school year.

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		92	A
STAAR Performance	67	92	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	84	91	A
Relative Performance (Eco Dis: 11.6%)	67	74	C
Closing the Gaps	93	88	B

2022 Closing the Gaps Outcomes

When evaluating STAAR performance across student groups in Closing the Gaps,

- In Math, Growth targets were met for all student groups, except for our Hispanic and Non-Continuously Enrolled student groups
- In Math, Meets Grade Level or above targets were met for all student groups, except for our Two or More Races student group
- In Reading, all Growth targets and all Meets Grade Level or above targets for all student groups were met
- All Student Success targets were met (the average performance for math, reading, and science STAAR tests combined) for all student groups
- The English Language Proficiency Status target of 36% was exceeded with 52% of Emergent Bilingual students making progress in their TELPAS composite rating from Spring 2022 compared to prior year

	Academic Achievement		Growth Status			
Student Group	ELA/Reading	Mathematics	ELA/Reading	Mathematics	English Language Proficiency	Student Success
% of Targets Met	95% (21 out of 22)		88% (14 out of 16)		100% (1 out of 1)	100% (11 out of 11)
All Students	✓	✓	✓	✓	n/a	✓
African American	✓	✓	n/a	n/a	n/a	✓
Hispanic	✓	✓	✓	✗	n/a	✓

Hispanic	✓	✓	✓	^	n/a	✓
White	✓	✓	✓	✓	n/a	✓
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	✓	✓	✓	✓	n/a	✓
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	✓	✗	n/a	n/a	n/a	✓
Economically Disadvantaged	✓	✓	✓	✓	n/a	✓
Emergent Bilingual (EB) / English Learners (EL)	✓	✓	✓	✓	✓	✓
Receiving Special Education Services	✓	✓	n/a	n/a	n/a	✓
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a	n/a
Continuously Enrolled	✓	✓	✓	✓	n/a	✓
Non-Continuously Enrolled	✓	✓	✓	✗	n/a	✓

n/a: Indicates data reporting is not applicable for this group or minimum size requirements were not met.

Student Learning Strengths

- STAAR performance for 2023 in grade 4 Reading, and grades 3-5 Math exceeded the performance in 2022 for students who scored in the Approaches Standard category.
- STAAR performance for 2023 in grades 3-5 Math exceeded performance in 2022 for students who scored in the Meets Standard category.
- STAAR performance for 2023 in grade 5 Math exceeded performance in 2022 for students who scored in the Masters category.
- Star 360 Math and Reading proficiency rates show continued growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Science data shows students scored lower in the Approaches, Meets, and Masters category when compared to historical data. **Root Cause:** We do not have effective systems for vertical alignment related to Science and staff are not consistently implementing inquiry-driven investigations.

Problem Statement 2 (Prioritized): STAAR data indicates majority of students are approaching grade level but more students need to reach Meets and Masters levels in all content areas. **Root Cause:** PLC groups do not consistently answer PLC Questions 3 and 4

School Processes & Programs

School Processes & Programs Summary

Faculty and staff at Murchison Elementary are involved in Professional Learning Communities(PLCs). A team of staff members attended the Professional Learning Conference in June and some members of the Administrative team went to visit another PfISD campus to observe their PLC processes and agendas. Each PLC meets weekly. As part of the PLC process of analyzing data to drive instructional strategies/plans and the implementation of PSST, there is more consistent, targeted and timely intervention for students.

Muchison Elementary achieved No Place for Hate designation again this year, thanks to the work of our No Place for Hate committee. We also had a Sunshine Committee and PTO Hospitality that helped promote staff morale. The administrative team had a Meaningful Monday activity for staff each week and did Reindeer Days in December.

As a result of a student survey of interests, a 4th special areas class, STEM, was started at MES during the 2018-19 school year. Students take part in many coding, technology, and science-based activities and lessons. This remains an extremely popular and loved specials!

Our neighboring high school, Hendrickson, partners with Murchison by providing various supports such as Ready Set Teach and PALS.

Although we did not participate in UIL events, we did have Math Pentathlon and Destination Imagination teams.

The Murchison PBIS team has worked to create consistent systems for the common areas. We used Mustang Money for students so they could receive positive reinforcement and rewards. This has created greater consistency for the students and staff members.

We continued to hold monthly PTO meetings via Zoom this year. The PTO also hosted the Boosterthon fundraiser and a Fall dance. We also hosted Field Day and had awards ceremonies every nine weeks, both of which had great parent participation.

The commercial area around the school is a fast-growing area. There are many businesses opening, as well as construction for new businesses.

74 students out of the 767 students have received an office referral in 2022-2023, representing about 10% of the school population. 15 of those students had 2 or more referrals. The office referrals by student groups were proportional to the overall Murchison student body. We have had a total of 166 office referrals this year.

In order to meet the requirements of HB 1416, we will be providing accelerated instruction for students in math and RLA. This accelerated instruction will occur during the school day. Teachers and interventionists will provide this instruction in small groups, with interventionists pulling students for Tier 3 intervention and classroom teachers pulling students for Tier 2 intervention.

Attendance has been an ongoing struggle. The chart below shows trends for each six weeks. The areas of greatest concern were the 2nd and 3rd six weeks.

	Attendance Trends		
	2018-2019	2021-2022	2022-2023
1st six weeks	98.08%	93.96%	96.58%
2nd six weeks	97.13%	96.02%	94.07%
3rd six weeks	95.70%	95.74%	93.20%
4th six weeks	95.95%	89.62%	96.34%

5th six weeks	96.52%	96.08%	96.26%
6th six weeks	96.13%	96.28%	96.45%

School Processes & Programs Strengths

The Murchison community actively supports our staff and students. The PTO raised \$45,015 in profit through our annual Boosterthon Fun Run fundraiser to support our school in reaching its goals. We also raised \$23,800 in sales during the Spring Book Fair, (resulting in \$5000 profit for our school library), raised over \$20,000 for the American Heart Association fundraiser, and over \$18,000 in profit for the Principal's Painless Fundraiser.

Systems created by the PBIS committee using the PBIS Rewards app have resulted in more positive recognition for students and staff. The staff has implemented resortative practices in the classroom and campus administration has modeled Restorative Practices during staff meetings. Our SWPBIS Tiered Fidelity Inventory indicates that students know and understand the school-wide expectations to be safe, respectful, and responsible.

Some of our staff members started a Girls Run Club for 3rd-5th grade girls after school, which has been very popular with the students. It focuses on running and character building and culminates with the students running a 5K.

Our students participated in after school clubs of Math Pentathlon and Destination Imagination and competed with other schools to culminate the programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance has dropped from previous years. **Root Cause:** Post-COVID perceptions and health expectations have changed family priorities related to attendance.

Problem Statement 2 (Prioritized): While our Tier 1 behavior systems are effective, we had a sharp increase in Tier 2 and Tier 3 behavior referrals to the office. **Root Cause:** We focused on Restorative Practices and PBIS systems for following the campus expectations but did not have strong systems in place to address students with more individualized behavior needs.

Perceptions

Perceptions Summary

Murchison Elementary has a strong community culture built around amazing students, experienced, dedicated and professional staff members, partnerships with our feeder pattern schools, and strong campus traditions.

Teacher survey (Upbeat) - 2023 Spring Survey

- Areas of Strengths: as defined by averages in 90s-
 - Parent/Teacher Communication
 - Autonomy
 - Principal/Teacher Trust
 - Instructional Leadership
 - Self-Efficacy
 - Recruitment, Hiring & On-boarding
 - Equity
 - Inclusion
 - Care & Commitment
 - Student Engagement
 - Satisfaction & Purpose
 - 19 out of 23 were above the district average
- Areas of Need:
 - Professional Development
 - Work/Life Balance
 - Compensation & Career Path
 - Cultural Competence
 - School Safety & Order

Student survey (Panorama) -2023 Spring Survey

- Area of Strengths:
 - Classroom Teacher/Student Relationships
- Area of Need:
 - Pedagogical Effectiveness

*To note: on the 3-5 survey that compares Murchison to schools nationally, we scored above the 60th percentile in 4 out of 5 categories.

Parent survey (Panorama) - 2023 Spring Survey

- Area of Strengths:

- School Safety
- School Climate
- Area of Need:
 - Family engagement

Perceptions Strengths

Teacher survey (Upbeat) - 2023 Spring Survey

- Areas of Strengths (score of 95 or higher): Parent/Teacher Communication, Autonomy, Principal/Teacher Trust, Instructional Leadership, Equity, Inclusion, Care & Commitment, Student Engagement

Murchison teachers collaborate with each other and follow the PLC model, creating consistency and equity amongst classes in the grade level.

The administrative team at Murchison has been purposeful in creating opportunities for team-building amongst the staff including incorporating Restorative Practices and "good job medal" hand-off during staff meetings, Meaningful Mondays, and Staff Member of the Week.

The student survey results show that students felt highly connected to their teacher and reported a highly positive classroom climate.

Community support is still high at Murchison as shown through the Principal's Painless Fundraiser and the success of the PTO Boosterthon Fundraiser.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Spring 2023 Family Panorama survey, only 14% of respondents stated that they are involved with and interact with their child's school. **Root Cause:** Student learning gaps, safety issues, and SEL needs caused a lack of emphasis on parent and community involvement on campus.

Problem Statement 2 (Prioritized): According to the Upbeat data, staff do not feel they have enough relevant Professional Development opportunities. **Root Cause:** We need campus-aligned, differentiated, consistent, purposeful, and teacher-driven Professional Development.

Priority Problem Statements

Problem Statement 1: Since students are not exiting, our Emergent Bilingual population is increasing and our students still need accommodations and supports related to language.

Root Cause 1: Teachers are not implementing strategies and scaffolded support related to language.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR Science data shows students scored lower in the Approaches, Meets, and Masters category when compared to historical data.

Root Cause 2: We do not have effective systems for vertical alignment related to Science and staff are not consistently implementing inquiry-driven investigations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: STAAR data indicates majority of students are approaching grade level but more students need to reach Meets and Masters levels in all content areas.

Root Cause 3: PLC groups do not consistently answer PLC Questions 3 and 4

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student attendance has dropped from previous years.

Root Cause 4: Post-COVID perceptions and health expectations have changed family priorities related to attendance.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: According to the Spring 2023 Family Panorama survey, only 14% of respondents stated that they are involved with and interact with their child's school.

Root Cause 5: Student learning gaps, safety issues, and SEL needs caused a lack of emphasis on parent and community involvement on campus.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: According to the Upbeat data, staff do not feel they have enough relevant Professional Development opportunities.

Root Cause 6: We need campus-aligned, differentiated, consistent, purposeful, and teacher-driven Professional Development.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: While our Tier 1 behavior systems are effective, we had a sharp increase in Tier 2 and Tier 3 behavior referrals to the office.

Root Cause 7: We focused on Restorative Practices and PBIS systems for following the campus expectations but did not have strong systems in place to address students with more individualized behavior needs.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a decrease in tenured teachers and an increase in new-to-profession teachers.

Root Cause 8: Increasing demands placed on educators, to be completed during contractual hours, make it difficult for tenured teachers to keep up and support new-to-profession teachers.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 1: Murchison staff will continue to collaborate around effective strategies and practices by increasing student achievement of all student groups at all grade levels at Meets Grade Level performance to show an increase of 3% and students of Two or more Races by 7% in Math, by May 2024. We will also increase Math growth by 2% for Hispanic students and students who are non-continuously enrolled by May 2024.

Evaluation Data Sources: Common Assessments and STAAR results, professional development plan; PLC agendas, T-TESS data

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 2: By May 2024, Murchison will provide differentiated professional development, team building and supports which will increase effective teaching, promote confidence of staff and maintain retention of current staff at a 90% rate.

Evaluation Data Sources: Surveys, retention rates

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 1: By the end of the 2023-2024 school year, MES will meet the Reading and Math needs of all students and each student group through high-quality classroom instruction and varied interventions ensuring at least one year's academic growth for a minimum of 85% of students, as measured by Star360, TPRI, TX-KEA and STAAR.

HB 3 Reading Goals:

The percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading will increase to 76% by June 2024.

The percent of PreK students that score on grade level or above in Reading (Emergent Literacy) on the C-PALLS+ assessment will increase to 54% by June 2024.

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase to 86% by June 2024.

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI, Star 360, and STAAR Reading assessments will increase to 78% by June 2024.

HB3 Math Goals:

The percent of 3rd grade students that score Meets Grade Level or above on STAAR Math will increase to 72% by June 2024.

The percent of PreK students that score on grade level or above in math on the C-PALLS+ assessment will increase to 85% by June 2024.

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase to 67% by June 2024. The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and Star 360 Mathematics assessments will increase to 86% by June 2024.

HB3 Goal

Evaluation Data Sources: Evaluations will be based on the comparison between beginning and end of year assessment data collected in May 2024, including C-PALLS+, Star360, TX-KEA, TPRI, DRA for students in PK - 3rd and STAAR Progress Measure for 4th - 5th graders.

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: By May 2024, Murchison will focus on increasing the percentage of students scoring at Masters level on the 5th grade Science STAAR by at least 5%. We will also increase the percentage of students scoring at Meets level of the Writing Reporting Category of the RLA STAAR test in grades 3-5, by at least 5%.

Evaluation Data Sources: 2024 STAAR science and RLA results and district assessments

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: By the end of the 2023-24 school year, Murchison Elementary will increase the campus attendance rate by .25% each six weeks.

Evaluation Data Sources: Comparison of attendance rates year to year

Goal 3: PfISD will connect high school to career and college.

Performance Objective 3: MES will engage families consistently, though a variety of methods, resulting in a 5% increase in family engagement on the Spring 2024 Panorama Survey.

Evaluation Data Sources: Staff, student, and parent surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the end of the 2023-2024 school year, Murchison will continuously create a healthy and inclusive environment for students, staff, and families and will continue to receive our Unified Champions designation.

Addendums

Early Childhood Literacy Progress Measure 2 - Murchison ES													
The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase from 83% to 86% by June 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
83%	83%			84%			85%			86%			
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	n/a	85%	82%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	85%	82%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	86%	83%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	n/a	87%	84%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	n/a	88%	85%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Data Source: MOY Star Early Literacy At/Above Benchmark level averaged with TejasLEE Band 1 or 2 levels pulled for Eduphoria - All students tested (where they were view)													
Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"													

Early Childhood Literacy Progress Measure 3 - Murchison ES													
The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI, Tejas LEE, Star 360, and STAAR Reading assessments will increase from 75% to 78% by June 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
75%	75%			76%			77%			78%			
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	68%	75%	76%	n/a	76%	n/a	85%	n/a	67%	n/a	58%	n/a	n/a
2021	68%	75%	76%	n/a	76%	n/a	85%	n/a	67%	n/a	58%	n/a	n/a
2022	69%	76%	77%	n/a	77%	n/a	86%	n/a	68%	n/a	59%	n/a	n/a
2023	70%	77%	78%	n/a	78%	n/a	87%	n/a	69%	n/a	60%	n/a	n/a
2024	71%	78%	79%	n/a	79%	n/a	88%	n/a	70%	n/a	61%	n/a	n/a
Data Source: Eduphoria - Grade 3 Reading STAAR, Eng & Sp versions combined, campus accountability subset - Grade 1 & 2 MOY Star 360 Reading, all students tested - Grade 1 & 2 MOY TejasLEE, all students tested (where they were view)													
Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"													

EC Literacy Targeted Professional Development Plan
This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.
PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 69% to 72% by June 2024.

2020	2021	2022	2023	2024
69%	69%	70%	71%	72%

[illegible]

Data Source: TAPR 2018-19 Campus STAAR Performance Report - Grade 3 Mathematics at Meets Grade Level or Above - Campus accountability subset

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 82% to 85% by June 2024.

2020	2021	2022	2023	2024
82%	82%	83%	84%	85%

[illegible]

Data Source: Ready, Set, K! 2019-20 3rd Nine Weeks Assessment - Mathematics Domain - Average Score per Domain - Raw Score of 3 and above meets competency - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase from 64% to 67% by June 2024.

2020	2021	2022	2023	2024
64%	64%	65%	66%	67%

[illegible]

Data Source: MOY Star Early Literacy (Early Numeracy) averaged with TEMI-PM levels pulled for Eduphoria - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and Star 360 Mathematics assessments will increase from 83% to 86% by June 2024.

2020	2021	2022	2023	2024
83%	83%	84%	85%	86%

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	77%	81%	86%	n/a	78%	n/a	88%	69%	70%	n/a	76%	n/a	n/a
2021	77%	81%	86%	n/a	78%	n/a	88%	69%	70%	n/a	76%	n/a	n/a
2022	78%	82%	87%	n/a	79%	n/a	89%	70%	71%	n/a	77%	n/a	n/a
2023	79%	83%	88%	n/a	80%	n/a	90%	71%	72%	n/a	78%	n/a	n/a
2024	80%	84%	89%	n/a	81%	n/a	91%	72%	73%	n/a	79%	n/a	n/a

Data Source: Eduphoria - Grade 3 Math STAAR, Eng & Sp versions combined, campus accountability subset - Grade 1 & 2 MOY Star 360 Math, all students tested - Grade 1 TEMP-PM, all students tested (2nd Grade did not take the TEMP-PM. They took Star 360 in English for Math) (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

Policies, Procedures, and Requirements

[Bullying Prevention](#) – page 33

[Coordinated Health Program](#)

[Disciplinary Alternative Education Program \(DAEP\)](#) campus website

[Disciplinary Alternative Education Program \(DAEP\)](#) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

[Dropout Prevention](#) – PACE

[Dyslexia Treatment Program](#)

[Title I, Part C Migrant](#)

[Pregnancy Related Services](#) – page 6

[Post-Secondary Preparedness](#)

[Recruiting Teachers & Paraprofessionals](#)

[Sexual Abuse & Maltreatment of Children](#) – page 61

[Student Welfare: Crisis Intervention Programs & Training](#) – page 70

[Student Welfare: Discipline/Conflict/Violence Management](#) – page 47

[Texas Behavior Support Initiative \(TBSI\)](#)

[Technology Integration](#)

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

[Security Officer](#)

[Police Department Positions](#) (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)