

Plano Independent School District

Murphy Middle School

2019-2020



Board Approval Date: October 1, 2019

Mission Statement

The mission of Murphy Middle School is

MMS will cultivate a supportive environment as our students pursue their social, emotional, and cognitive potential with resilience and perseverance in the face of life's challenges.

Student Centered

We believe the best interest of all students must be at the heart of every decision.

Growth Mindset

We believe showing patience and perseverance despite challenges and mistakes is an essential part of the learning process.

Climate & Culture

We believe a safe environment based in authentic relationships fosters positive risk-taking, creates a balance between work and life, and engages students, teachers, and the community.

Teachers as Role Models

We believe teachers should model life-long learning, passion, integrity, grit, and empathy.

Equity

We believe it is our responsibility to meet all students where they are, provide them with an opportunity to thrive, and guide them to their unique destinations.

Engagement of Stakeholders

We believe partnering with students, parents, and the community will promote effective communication, collaboration, and the celebration of education.

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Comprehensive Needs Assessment

Revised/Approved: May 01, 2019

Demographics

Demographics Strengths

Department collaborates weekly to focus on learning targets and assesses students' progress. We have a low migrant population. Our reporting categories historically do well.

Problem Statements Identifying Demographics Needs

Problem Statement 1: English Language Learners growth performance is lower than the state recommended target growth. The TELPAS test growth measured was significantly lower than previous years in all four reporting categories. **Root Cause:** EL students need to speak with academic language more in the classroom.

Problem Statement 2: Need for collaborative lessons and encourage all students to be actively engaged in their learning and to self-advocate for their learning needs.

Problem Statement 3: Use strategies such as analysis and synthesis to promote students' learning at a higher level.

Student Academic Achievement

Student Academic Achievement Strengths

100% of students passed the Alg I EOC and 98% of students met Mastery. 7th grade Writing showed growth in all STAAR measurements. Murphy Middle School performs above district average on STAAR and Semester Exams.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The population of Economically Disadvantaged students is increasing each year and scores are consistently lower than other sub-populations.

Problem Statement 2: On the 2018-2019 STAAR Writing assessment 40% of student scored masters.

Problem Statement 3: The Hispanic sub-population had the highest rate of "did not meet expectations" in math on the 2018-2019 STAAR

Problem Statement 4: The African-American sub-population had the highest rate of "did not meet expectations" in Reading on the 2018-2019 STAAR.

Problem Statement 5: 26% of STAAR Test taken resulted in limited growth in comparison to the prior school year. **Root Cause:** Student data results of the 2018-2019 STAAR show results as follows: 8th Math 30%, 7th Math 26%, 6th Math 29%, 8th Reading 27%, 7th Reading 21%, 6th Reading 51%

School Processes & Programs

School Processes & Programs Strengths

Adapting curriculum for individual learners

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some teachers have limited technology proficiency in curricular areas.

Perceptions

Perceptions Strengths

- According to the survey, the staff agrees that the school is safe and orderly. The staff is knowledgeable of emergency plans and procedures
- Communication with parents is consistent and frequent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some staff members believe some specific rules are not clearly stated to their department.

Problem Statement 2: A need for the campus is PLC/Team goal setting and continuous progress with accountability throughout the year to accomplish set goals.

Priority Problem Statements

Problem Statement 1: English Language Learners growth performance is lower than the state recommended target growth. The TELPAS test growth measured was significantly lower than previous years in all four reporting categories.

Root Cause 1: EL students need to speak with academic language more in the classroom.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 26% of STAAR Test taken resulted in limited growth in comparison to the prior school year.

Root Cause 2: Student data results of the 2018-2019 STAAR show results as follows: 8th Math 30%, 7th Math 26%, 6th Math 29%, 8th Reading 27%, 7th Reading 21%, 6th Reading 51%

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Goals

Revised/Approved: August 28, 2019







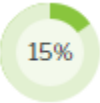


Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

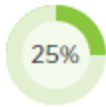








Performance Objective 1: The campus will increase English Language Proficiency growth in EL students as evidenced by a 50% increase in student growth on the 2020 TELPAS Exam in order to meet the State Measure of 36%

Evaluation Data Source(s) 1: TELPAS Growth measure

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to the COVID 19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monthly Professional Development for all campus teachers from district multilingual department.	<p>Campus Administration will monitor compliance of attendance and gathering feedback.</p> <p>Campus Administrative team will conduct classroom walkthroughs to ensure strategy implementation</p>	<p>Teachers will implement strategies from professional development provided by the district multi-lingual department.</p> <p>*QSSSA *Flip Grid *Chat Stations *Simon Says *Quizlet *Lesson Cut *Quick Speak *Graphic Organizer/Manipulative *They say/I say *T-Chart *Stems for thinking/writing/speaking *What I Wonder *Language Anticipation Guide *My PAT List</p>			
	Problem Statements: Demographics 1				
2) Utilize the collaborative teaming process to design lessons that target strategies to help EL students.	<p>Classroom observations by Campus Administrative team.</p> <p>Team leaders and department heads will provide collaborative team meeting agendas. Campus Administration and Academic Team leaders will monitor teacher lesson plans.</p>	The use of academic language and speaking opportunities for students will increase in the classroom.			
	Problem Statements: Demographics 1				
3) Implement Social and Emotional Supports for English Learner Students that include mentoring and relationship building programs.	Administration and SEL team leader will track the level of involvement of EL students in student groups on campus using surveys and student activity data.	Develop staff/student mentoring relationships and increase EL student engagement in school community.			
	Problem Statements: Demographics 1				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Teachers will use EL strategies learned from professional development to increase academic conversations in the classroom.	Team Leaders and Department heads will monitor collaborative team meeting agendas. Walkthroughs conducted by campus administration.	EL students will gain confidence and proficiency in using academic vocabulary.			
Problem Statements: Demographics 1					
5) EL Students will participate in pull out days to focus on English language acquisition skills.	Administrators and EL Department Head will monitor.	November February 7, 21, 28 EL Students will increase understanding of the TELPAS test (listening, speaking, reading, writing) and learn strategies to use for the test sections.			
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: English Language Learners growth performance is lower than the state recommended target growth. The TELPAS test growth measured was significantly lower than previous years in all four reporting categories. Root Cause 1: EL students need to speak with academic language more in the classroom.




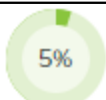


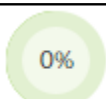
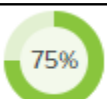
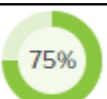
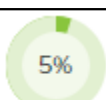
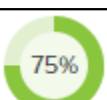
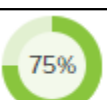
Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: The campus will increase student growth as evidenced by 78% of students achieving expected or accelerated growth for 2020 Math and Reading STAAR exams.

Evaluation Data Source(s) 2: 2020 STAAR results

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to the COVID 19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Educating campus staff on understanding student growth measures.	Administrators will ensure that teachers will attend training on student growth data.	Teachers will understand their students performance and growth data.			
Problem Statements: Student Academic Achievement 5					
2) In collaborative teams, teachers will evaluate student scores on MAP from the Fall to Winter (6th)/ Winter to Winter (7th & 8th) administrations and use the data to identify students that are not showing adequate growth.	Teachers will provide a list of students not showing growth to their team leader and department head.	To identify students not showing adequate growth and provide intervention.			
Problem Statements: Student Academic Achievement 5					
3) Teachers will create an intervention plan for all students not showing growth on the Winter MAP test.	Intervention plans will be created and shared in academic teams by the teachers.	Students that are not showing growth will have a differentiated intervention plan created by their teacher.			
Problem Statements: Student Academic Achievement 5					
4) Teachers will implement intervention plans for students not showing growth which may include tutorials, re-teaching, and conferencing.	Teachers will document using assessment, tutorial rosters, conference notes, and lesson plans on the progress of the student interventions.	Students not showing growth will receive specific intervention from their teachers to improve their rate of academic growth.			
Problem Statements: Student Academic Achievement 5					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>					

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 5: 26% of STAAR Test taken resulted in limited growth in comparison to the prior school year. Root Cause 5: Student data results of the 2018-2019 STAAR show results as follows: 8th Math 30%, 7th Math 26%, 6th Math 29%, 8th Reading 27%, 7th Reading 21%, 6th Reading 51%

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

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Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Level Improvement Committee

Committee Role	Name	Position
Administrator	CaSondra Ware	Assistant Principal
Administrator	Jeffrey McDonnell	Assistant Principal
Administrator	Matthew Conrad	Principal
Classroom Teacher	Laura Mullen	ELA Department Chair
Non-classroom Professional	John Neumann	SPED Team Leader
Non-classroom Professional	Terri Azcarate	Counselor
Classroom Teacher	Karyn Collins	6th ELA Teacher
Classroom Teacher	Carina Tran	EL Department Chair
Classroom Teacher	Cat Scherr	7th ELA Teacher
Parent	Jolene Leask	PTA President
Parent	Brooke Herron	Parent
Parent	Billy Long	Parent
Paraprofessional	Debbi Bowen	Office Manager
District-level Professional	Sharon Bradley	Director Family Services
Parent	Cathleen Enos Bauer	Parent
Parent	Ami Phillips	Parent
Community Representative	Jennifer Ryan	Community Representative
Business Representative	Jains McNeely	Manager, Country Burger
Non-classroom Professional	Inge Stovall	Assistant Principal, Williams HS
Community Representative	Fred Mancias	SRO
Classroom Teacher	Robyn Watkins	Classroom Teacher

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d)</p> <p>Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	