

Plano Independent School District

Murphy Middle School

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

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.

Table of Contents

Student Centered	2
Growth Mindset	2
Climate & Culture	2
Teachers as Role Models	2
Equity	2
Engagement of Stakeholders	2
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.	11
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.	13
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.	14
Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.	15
20-21 SBIC Committee	16
Addendums	17

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary 1. What are the trends in enrollment over the last three years by ethnicity and programs (EL, SPED, At-Risk, CTE, Fine Arts, etc.)? Ethnicity enrollment: EL is increasing; SPED has stayed consistent; At-risk is increasing; GT is consistent; CTE/ Fine arts is consistent; Low SES is increasing - over all ethnicity is slowly increasing 1. What are the trends over time by programs (EL, SPED, At-Risk, etc.)? What does the data reflect regarding students who exit the programs? EL - Less students were exited this year due to the new TELPAS Listening & Speaking tests being online in spring of 2018. Only 1 student was exited in August because not all potential students who could have exited scored Advanced High in Speaking AND Advanced High in Speaking. 1. Who are our at-risk students? What is their at-risk category? STAAR failures; ELs, low SES, retention 1. Who are our Migrant students? What area of the community do these students come from? None 1. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for migrant students? 0% mobility; 100% stability; no migrant students 1. What are the teacher/student ratios? How do these ratios compare to performance? 1 to 21 English 1 to 25 Mathematics Murphy Middle School Generated by Plan4Learning.com 6 of 34 October 1, 2020 10:48 am 1. 1 to 25 Science 1 to 25 Social Studies Have more collaborative lessons and encourage all students to be actively engaged in their learning and to self-advocate for their learning needs. Encourage English Learners to speak with academic language using complete sentences. Use strategies such as analysis and synthesis to promote students' learning at a higher level. Overall, we are increasing in enrollment with EL, at-risk, and low SES subgroups. ELs performance is lower. Overall, we are increasing in enrollment with ethnicity and programs.

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 (Prioritized): 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.

Student Learning

Student Learning Summary

Murphy Middle Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Student Academic Achievement Summary Ethnicity: Hispanic population had highest rate of “did not meet expectations,” in math African American had highest rate of “did not meet expectations,” in reading Gender: in Approaches and above, females performed better in mathematics. In reading male and female were comparable in their performance. Economically disadvantaged: 13% “masters” in math vs. 32% in reading Improve categorical scores in STAAR (Approaching, Met Expectations, Masters). Improve ESL speaking in class using academic language--using sentences, giving details.

Student Learning Strengths

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 Learning Needs

Problem Statement 1 (Prioritized): 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 Summary

School Processes & Programs Summary Academic connections was a success! Curriculum is helping at risk students to succeed. 2. Admin listens to teacher feedback and revises policies accordingly. 3. Unit assessments are created as a team. State and district assessments are not teacher choice. 4. We rock! Summative conference feedback and scores on district and state tests. 5. Mentor program being remodeled for next year. 6. TTess, professional development monthly with admin and semester with curriculum 7. Surveys, test data, SEL, English focus on ELL, STAAR scores improved 8. Low areas from STAAR data (Edugence) focused curriculum writing on pull-out day 9. Pull-out day, adjustments through the year, formative assessments 10. District curriculum is not aligned to individual needs, campus must adjust curriculum, without alterations, we would not meet the needs of at-risk, ELL, SPED learners 11. Yes, students are successful on STAAR 12. Inconsistent - beginning stages, need more training 13. Lack of knowledge (not enough chromebooks) 14. used sporadically depending on teacher ability

School Processes & Programs Strengths

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 Summary

Perceptions Summary -Many believe procedures and specific rules are not clear -information provided to teachers to justify decisions/data -School is safe and orderly -knowledge of emergency plan and procedure Communication with parents -some questions are open to interpretation -clarification of terminology is needed (PLC and leadership “notes”)

Perceptions Strengths

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.

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 Learning

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- 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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals



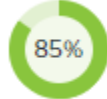



Revised/Approved: October 2, 2020



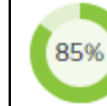




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: The percent of Murphy students that score Meets grade level or above on STAAR Reading 6-8 will increase from 77% in 2019 to 79% by June 2021. The SPED student group performance will increase from 32% in 2019 to 35% in 2021. The EL student group performance will increase from 50% in 2019 to 54% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Train campus staff on understanding and using student growth measures in Reading to collaboratively plan lessons. Strategy's Expected Result/Impact: Teachers will understand their student's performance and growth data. Staff Responsible for Monitoring: Administrators, Dept Heads, Team Leads	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: In collaborative teams, teachers will evaluate student scores on MAP testing from the Fall to Winter administrations and use the data to identify students that are not showing adequate growth. Strategy's Expected Result/Impact: Teachers are able to identify students not making adequate growth. Staff Responsible for Monitoring: Team Leaders and Department heads will monitor collaborative team meeting agendas. Walkthroughs conducted by campus administration.	Formative		
	Nov	Feb	June
			














Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create and implement an intervention plan for all students not showing growth on the Winter MAP test. Strategy's Expected Result/Impact: Intervention plans will be created and shared in academic teams by the teachers. Teachers will document using assessment, tutorial rosters, conference notes, and lesson plans on the progress of the student interventions. Staff Responsible for Monitoring: Administrators & Team Leaders	Formative		
	Nov	Feb	June
	 0%	 50%	 85%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Murphy students that score Meets grade level or above on STAAR Writing 7 will increase from 73% in 2019 to 75% by June 2021. The SPED student group performance will increase from 33% in 2019 to 35% in 2021. The EL student group will increase from 43% in 2019 to 46% in 2021. The Eco Dis student group performance will increase from 44% in 2019 to 49% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective




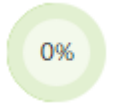

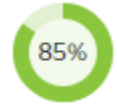







Strategy 1 Details	Formative Reviews		
Strategy 1: Train campus staff on understanding and using student growth measures in Writing to collaboratively plan lessons. Strategy's Expected Result/Impact: Teachers will understand their student's performance and growth data. Staff Responsible for Monitoring: Administrators, Dept Heads, Team Leads	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: In collaborative teams, teachers will evaluate student scores on assessments and use the data to identify students that are not showing adequate growth. Strategy's Expected Result/Impact: Teachers are able to identify students not making adequate growth. Staff Responsible for Monitoring: Team Leaders and Department heads will monitor collaborative team meeting agendas. Walkthroughs conducted by campus administration.	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create and implement an intervention plan for all students not showing growth. Strategy's Expected Result/Impact: Intervention plans will be created and shared in academic teams by the teachers. Teachers will document using assessment, tutorial rosters, conference notes, and lesson plans on the progress of the student interventions. Staff Responsible for Monitoring: Administrators & Team Leaders	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: The percent of Murphy students that score Meets grade level or above on STAAR Math 6-8 will increase from 81% in 2019 to 82% by June 2021. The SPED student group performance will increase from 37% in 2019 to 40% in 2021. The EL student group performance will increase from 59% in 2019 to 61% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective





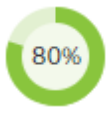
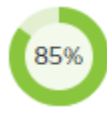







Strategy 1 Details	Formative Reviews		
Strategy 1: Train campus staff on understanding and using student growth measures in Math to collaboratively plan lessons. Strategy's Expected Result/Impact: Teachers will understand their student's performance and growth data. Staff Responsible for Monitoring: Administrators, Dept Heads, Team Leads	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: In collaborative teams, teachers will evaluate student scores on MAP testing from the Fall to Winter administrations and use the data to identify students that are not showing adequate growth. Strategy's Expected Result/Impact: Teachers are able to identify students not making adequate growth Staff Responsible for Monitoring: Team Leaders and Department heads will monitor collaborative team meeting agendas. Walk-throughs conducted by campus administration.	Formative		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create and implement an intervention plan for all students not showing growth on the Winter MAP test. Strategy's Expected Result/Impact: Intervention plans will be created and shared in academic teams by the teachers. Teachers will document using assessment, tutorial rosters, conference notes, and lesson plans on the progress of the student interventions. Staff Responsible for Monitoring: Administrators & Team Leaders	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Murphy students that score Meets grade level or above on STAAR Science 8 will increase from 84% in 2019 to 86% by June 2021. The SPED student group performance will increase from 35% in 2019 to 37% in 2021. The EL student group performance will increase from 42% in 2019 to 44% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective






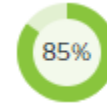







Strategy 1 Details	Formative Reviews		
Strategy 1: Train campus staff on understanding and using student growth measures in Science to collaboratively plan lessons. Strategy's Expected Result/Impact: Teachers will understand their student's performance and growth data. Staff Responsible for Monitoring: Administrators, Dept Heads, Team Leads	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: In collaborative teams, teachers will evaluate student scores on MAP testing from the Fall to Winter administrations and use the data to identify students that are not showing adequate growth. Strategy's Expected Result/Impact: Teachers are able to identify students not making adequate growth. Staff Responsible for Monitoring: Team Leaders and Department heads will monitor collaborative team meeting agendas. Walkthroughs conducted by campus administration.	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create and implement an intervention plan for all students not showing growth. Strategy's Expected Result/Impact: Intervention plans will be created and shared in academic teams by the teachers. Teachers will document using assessment, tutorial rosters, conference notes, and lesson plans on the progress of the student interventions. Staff Responsible for Monitoring: Administrators & Team Leaders	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.

Performance Objective 1: The percent of Murphy students that score Meets grade level or above on STAAR Social Studies 8 will increase from 79% in 2019 to 81% by June 2021. The SPED student group performance will increase from 35% in 2019 to 37% in 2021. The EL student group will increase from 35% in 2019 to 38% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Train campus staff on understanding and using student growth measures in Social Studies to collaboratively plan lessons. Strategy's Expected Result/Impact: Teachers will understand their student's performance and growth data. Staff Responsible for Monitoring: Administrators, Dept Heads, Team Leads	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: In collaborative teams, teachers will evaluate student scores on Reading MAP testing from the Fall to Winter administrations and use the data to identify students that are not showing adequate growth (using Reading MAP data). Strategy's Expected Result/Impact: Teachers are able to identify students not making adequate growth. Staff Responsible for Monitoring: Team Leaders and Department heads will monitor collaborative team meeting agendas. Walkthroughs conducted by campus administration.	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create and implement an intervention plan for all students not showing growth. Strategy's Expected Result/Impact: Intervention plans will be created and shared in academic teams by the teachers. Teachers will document using assessment, tutorial rosters, conference notes, and lesson plans on the progress of the student interventions. Staff Responsible for Monitoring: Administrators & Team Leaders	Formative		
	Nov	Feb	June
			
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20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Matthew Conrad	Principal
Administrator	CaSondra Ware	Assistant Principal
Administrator	Jeffrey McDonnell	Assistant Principal
Classroom Teacher	Laura Mullen	Teacher
Classroom Teacher	Robyn Watkins	Teacher
Non-classroom Professional	Sylvia Lansing	Lead Counselor
Classroom Teacher	Beau Hooten	Teacher
Classroom Teacher	Karyn Collins	Teacher
Classroom Teacher	Cat Scherr	Teacher
Non-classroom Professional	Debbi Bowen	Office Manager
District-level Professional	Sharon Bradley	Director of Family & Social Servies
Parent	Jolene Leask	Parent
Parent	Layla Pugliese	Parent
Parent	Barb Thompson	Parent
Parent	Jill Ray	Parent
Parent	Janet McWhinnie	Parent
Parent	Kristi Salzman	Parent
Community Representative	Brooke Herron	Community Representative
Community Representative	Jennifer Ray	Community Representative
Business Representative	Janis McNeely	Business Representative
Non-classroom Professional	Travis Ragsdale	Assistant Principal- other campus

Addendums

Murphy - STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 79% in 2019 to 81% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
80% 2019 Baseline: 79%	81%	83%	85%	87%

Closing the Gaps Student Groups Yearly Targets

	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	All
2019 Baseline	67	60	79	*	89	*	77	35	43	100	35	81	68	79
2020	68	62	79	*	89	*	78	36	45	101	36	81	69	80
2021	71	64	80	*	90	*	79	37	48	103	38	82	71	81
2022	74	68	80	*	90	*	81	39	52	105	41	82	73	83
2023	78	72	81	*	91	*	83	42	57	108	44	83	76	85
2024	83	78	83	*	93	*	86	45	63	111	49	85	79	87
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Murphy - STAAR Grade 7 Writing

The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 73% in 2019 to 75% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
74% 2019 Baseline: 73%	75%	77%	79%	81%

Closing the Gaps Student Groups Yearly Targets

	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	All
2019 Baseline	58	67	70	*	82	*	79	33	44	62	43	75	60	73
2020	59	69	70	*	82	*	80	34	46	63	44	75	61	74
2021	62	71	71	*	83	*	81	35	49	65	46	76	63	75
2022	65	75	71	*	83	*	83	37	53	67	49	76	65	77
2023	69	79	72	*	84	*	85	40	58	70	52	77	68	79
2024	74	85	74	*	86	*	88	43	64	73	57	79	71	81
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Murphy - STAAR Grade 8 Science

The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 84% in 2019 to 86% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
85% 2019 Baseline: 84%	86%	87%	88%	89%

Closing the Gaps Student Groups Yearly Targets

	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	All
2019 Baseline	71	62	89	*	91	*	85	35	57	89	42	87	71	84
2020	72	63	89	*	91	*	85	36	58	90	43	87	72	85
2021	75	66	89	*	91	*	86	37	61	91	44	87	73	86
2022	78	68	90	*	92	*	87	39	64	93	45	88	75	87
2023	82	72	90	*	92	*	89	42	68	95	47	88	77	88
2024	87	77	91	*	93	*	91	45	73	98	50	89	80	89
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

Murphy - Algebra 1

The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will maintain at 100% in 2019 to June 2021.

Closing the Gaps Student Groups Yearly Targets

	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	All
2019 Baseline	100	96	100	*	100	*	100	*	100	100	100	100	100	100
2021	108	103	101	*	102	*	101	*	108	109	104	101	109	103
2019-2021	8	7	1	8	2	*	1	2	8	9	4	1	9	3

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	64	64	78		83		79	32	59	86	50	79	65	77
2020	66	66	78		83		80	33	61	87	52	79	66	78
2021	68	69	79		84		82	35	64	89	54	80	68	79
2022	71	72	80		85		83	37	68	91	56	81	70	81
2023	75	77	81		86		86	39	73	94	60	82	73	83
2024	80	82	82		87		89	42	79	98	64	83	77	85

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	76	69	76		92		85	37	63	83	59	83	72	81
2020	78	71	76		92		86	38	65	84	60	83	73	82
2021	80	73	77		93		87	40	67	85	61	84	74	82
2022	83	76	77		93		88	42	70	87	63	84	76	83
2023	87	80	78		94		89	44	74	89	65	85	78	85
2024	92	85	79		95		91	47	79	92	68	86	81	86

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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