

Plano Independent School District

Murphy Middle School

2021-2022



Board Approval Date: November 3, 2021

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: August 3, 2021

Demographics

Demographics Summary

Economically disadvantaged (18%) and EL percentages (7.7%) have risen over the last three years. The Special Education enrollment is 10.5% of the campus enrollment.

Overall student enrollment will be slightly lower this year than last year. The mobility rate is low.

Demographics Strengths

The Murphy campus is highly diverse.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 2021 EL Growth is difficult to accurately determine. **Root Cause:** Not every EL student took TELPAS in 2021 and/or 2020 due to COVID 19.

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.

2021 STAAR Results:

Reading: 64% Meets

Math: 68% Meets

Science (8th Grade Only): 72% Meets

Social Studies (8th Grade Only): 59% Meets

Student Learning Strengths

7th and 8th grade MAP Science Scores and STAAR Science Scores (8th Grade) were a strength.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MAP Growth and STAAR performance show campus Reading scores were below expectations. **Root Cause:** There is a need to improve planning and instruction to meet the needs of students as well as incorporate increased cross curricular reading instruction.

Problem Statement 2 (Prioritized): 2021 Economically Disadvantaged, LEP and SPED Ed Math scores were below expectations on STAAR. **Root Cause:** There is a need to improve planning and intervention to meet the needs of students.

School Processes & Programs

School Processes & Programs Summary

The campus master schedule is designed for students to receive the necessary courses at the most optimal class sizes possible.

The campus leadership team meets monthly and has the ability to have a voice in decisions. There are other situations when the campus uses surveys to receive feedback from teachers.

Teacher retention is high at Murphy Middle School. All teachers are evaluated under the T-TESS evaluation system unless they are on rotation. Teachers receive feedback from their evaluation after observations and at the year end summative.

New staff are supported by the PISD new teacher mentor program and have an on site mentor.

The campus looks to support continuous improvement through the campus improvement plan, professional development for teachers, and the weekly collaborative team meetings.

The campus professional development last school year was focused on digital learning due to the COVID 19 pandemic.

Data is used to inform curriculum, instruction and assessments when teams meet in their collaborative teams as well as the campus improvement team.

School Processes & Programs Strengths

Teacher proficiency with instructional technology has seen a significant increase with the COVID 19 virtual learning.

The campus has created a new data team to evaluate student performance every 9 weeks.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some staff have stated that would like increased opportunities to provide input in campus operations. **Root Cause:** More diverse ways for staff to provide input is necessary to capture all necessary feedback.

Perceptions

Perceptions Summary

HRS Level 1 survey shows that staff perceive the school environment to be safe and orderly.

Teachers form strong relationships with students.

Perceptions Strengths

The campus is a safe, orderly and nurturing environment for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff have stated a need additional and formal recognition and appreciation. **Root Cause:** Campus administration is still looking at ways to increase formal teacher appreciation and recognition.

Priority Problem Statements

Problem Statement 1: MAP Growth and STAAR performance show campus Reading scores were below expectations.

Root Cause 1: There is a need to improve planning and instruction to meet the needs of students as well as incorporate increased cross curricular reading instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2021 Economically Disadvantaged, LEP and SPED Ed Math scores were below expectations on STAAR.

Root Cause 2: There is a need to improve planning and intervention to meet the needs of students.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

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
- (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) 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

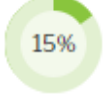





Revised/Approved: September 16, 2021





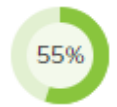
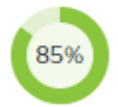




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

Performance Objective 1: The percent of Murphy students that score Meets grade level or above on STAAR ELAR 6-8 will increase from 77% in 2019 to 81% by June 2022. The SPED student group performance will increase from 32% in 2019 to 37% in 2022. The EL student group performance will increase from 50% in 2019 to 56% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress Monitoring Systems will be developed and implemented in our ELAR Classrooms. Teachers will respond to students not showing growth with intervention. Teachers will receive extended planning sub codes to review data and prepare interventions.</p> <p>Strategy's Expected Result/Impact: Teachers will understand their student's performance and growth data.</p> <p>Staff Responsible for Monitoring: Administrators, Dept Heads, Team Leads</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: sub codes for planning days - 282 ESSER III - \$3,630</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers are able to identify students not making adequate growth.</p> <p>Staff Responsible for Monitoring: Team Leaders and Department heads will monitor collaborative team meeting agendas. Walkthroughs conducted by campus administration.</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will create and implement an intervention plan for all students not showing growth on the Winter MAP test.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators & Team Leaders</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will create an advisory period and will use that time to implement a variety of academic interventions for students.</p> <p>Strategy's Expected Result/Impact: Interventions will be regularly implemented with students not making progress during advisory time.</p> <p>Staff Responsible for Monitoring: Administrators and Team Leaders</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Flocabulary - 199 State Comp Ed - \$2,250</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: MAP Growth and STAAR performance show campus Reading scores were below expectations. Root Cause: There is a need to improve planning and instruction to meet the needs of students as well as incorporate increased cross curricular reading instruction.</p>

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 2022.

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 83% by June 2022. The SPED student group performance will increase from 37% in 2019 to 42% in 2022. The EL student group performance will increase from 59% in 2019 to 63% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress Monitoring Systems will be developed and implemented in our Math Classrooms. Teachers will respond to students not showing growth with intervention. Teachers will receive extended planning sub codes to review data.</p> <p>Strategy's Expected Result/Impact: Teachers will understand their student's performance and growth data.</p> <p>Staff Responsible for Monitoring: Administrators, Dept Heads, Team Leads</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 282 ESSER III - \$3,630</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers are able to identify students not making adequate growth</p> <p>Staff Responsible for Monitoring: Team Leaders and Department heads will monitor collaborative team meeting agendas. Walk-throughs conducted by campus administration.</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will create and implement an intervention plan for all students not showing growth on the Winter MAP test.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators & Team Leaders</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

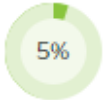












Problem Statement 2: 2021 Economically Disadvantaged, LEP and SPED Ed Math scores were below expectations on STAAR. Root Cause: There is a need to improve planning and intervention to meet the needs of students.

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 2022.

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 87% by June 2022. The SPED student group performance will increase from 35% in 2019 to 39% in 2022. The EL student group performance will increase from 42% in 2019 to 45% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective


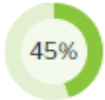











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress Monitoring Systems will be developed and implemented in our Science Classrooms. Teachers will respond to students not showing growth with intervention. Teachers will receive extended planning sub codes to review data.</p> <p>Strategy's Expected Result/Impact: Teachers will understand their student's performance and growth data.</p> <p>Staff Responsible for Monitoring: Administrators, Dept Heads, Team Leads</p> <p>Funding Sources: - 282 ESSER III - \$1,089</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers are able to identify students not making adequate growth.</p> <p>Staff Responsible for Monitoring: Team Leaders and Department heads will monitor collaborative team meeting agendas. Walkthroughs conducted by campus administration.</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will create and implement an intervention plan for all students not showing growth.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators & Team Leaders</p>	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 2022.

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 83% by June 2022. The SPED student group performance will increase from 35% in 2019 to 39% in 2022. The EL student group will increase from 35% in 2019 to 41% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress Monitoring Systems will be developed and implemented in our Social Studies Classrooms. Teachers will respond to students not showing growth with intervention. Teachers will receive extended planning sub codes to review data.</p> <p>Strategy's Expected Result/Impact: Teachers will understand their student's performance and growth data.</p> <p>Staff Responsible for Monitoring: Administrators, Dept Heads, Team Leads</p> <p>Funding Sources: - 282 ESSER III - \$1,089</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>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).</p> <p>Strategy's Expected Result/Impact: Teachers are able to identify students not making adequate growth.</p> <p>Staff Responsible for Monitoring: Team Leaders and Department heads will monitor collaborative team meeting agendas. Walkthroughs conducted by campus administration.</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will create and implement an intervention plan for all students not showing growth.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators & Team Leaders</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Matthew Conrad	Principal
Administrator	Jeffrey McDonnell	Assistant Principal
Administrator	CaSondra Ware	Assistant Principal
Non-classroom Professional	Sylvia Lansing	Counselor
Classroom Teacher	Robyn Watkins	Teacher
Classroom Teacher	Beau Hooten	Teacher
Classroom Teacher	Mary Casillas	Teacher
Classroom Teacher	Michelle Byrd	Teacher
Paraprofessional	Alicia Taylor	Counseling Clerk
District-level Professional	Antoine Spencer	Director
Parent	Mayra Trejo	Parent
Community Representative	Sarah Ashmore	Murphy Police Officer
Parent	Jill Ray	Parent
Parent	Kristi Salzman	Parent
Parent	Janet McWhinnie	Parent
Parent	Layla Pugliese	Parent
Parent	Barb Thompson	Parent

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Flocabulary		\$2,250.00
Sub-Total					\$2,250.00
Budgeted Fund Source Amount					\$2,250.00
+/- Difference					\$0.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$432.00
+/- Difference					\$432.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	sub codes for planning days		\$3,630.00
2	1	1			\$3,630.00
3	1	1			\$1,089.00
4	1	1			\$1,089.00
Sub-Total					\$9,438.00
Budgeted Fund Source Amount					\$15,450.00
+/- Difference					\$6,012.00
Grand Total Budgeted					\$18,132.00
Grand Total Spent					\$11,688.00
+/- Difference					\$6,444.00

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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