

Plano Independent School District

Murphy Middle School

2022-2023



Board Approval Date: September 20, 2022

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

Demographics

Demographics Summary

The percentage of Economically disadvantaged which is the same as last year but is a steady increase over the past 5 school years. The number of Emergent Bi-Lingual students is now 9.8% which is an increase of more than 2%. The Special Education enrollment has risen from the prior school year and is 11.8% of the campus enrollment

Overall student enrollment will be slightly lower this year than last year, 1,055 to 1,012. The mobility rate is low.

A larger than expected amount of teachers are new to the campus this year. 20 total new staff members were hired out of 84. This higher than 2021-2022 when the campus had 15 out of 91 new staff members,

Demographics Strengths

The Murphy Middle School campus student body is highly diverse.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Murphy Middle School campus has 24% of its positions filled with new hires compared to 16% in 2022. **Root Cause:** The nationwide teaching shortage has impacted Murphy Middle School's staff retention rate.

Student Learning

Student Learning Summary

2022 STAAR Results: (shows increase or decrease from 2021)

Reading: 77% Meets (+13%)

Math: 72% Meets (+4%)

Science (8th Grade Only): 83% Meets (+11%)

Social Studies (8th Grade Only): 76% Meets (+17%)

Student Learning Strengths

All STAAR tested areas increased by at least 4% from 2021 to 2022. The campus received distinctions from TEA in the areas of Reading, Math, Science, Social Studies and Post Secondary Readiness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6th Grade Science MAP and District Assessment Scores were below district averages **Root Cause:** There is a need to improve planning and intervention in our 6th grade Science courses.

Problem Statement 2 (Prioritized): Students who are Economically Disadvantaged scored lower on the STAAR assessments than their peers. **Root Cause:** Students who are Economically Disadvantaged may need additional academic supports inside and outside the classroom.

Problem Statement 3 (Prioritized): STAAR 7th Grade Math Scores were significantly lower than 6th and 8th grade Math Scores. **Root Cause:** There is a need to improve planning and intervention in our 7th grade Math courses.

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 implements the Collaborative Teaming Model to support the continuous teacher and learning of it's students.

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.

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.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Less monitored areas of the building had higher proportional discipline incidents according to Review 360 Data. **Root Cause:** Improved processes for monitoring less structured areas of the building is needed.

Perceptions

Perceptions Summary

HRS Level 1 survey shows that staff, student and parents 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.

Priority Problem Statements

Problem Statement 3: 6th Grade Science MAP and District Assessment Scores were below district averages

Root Cause 3: There is a need to improve planning and intervention in our 6th grade Science courses.

Problem Statement 3 Areas: Student Learning

Problem Statement 1: Students who are Economically Disadvantaged scored lower on the STAAR assessments than their peers.

Root Cause 1: Students who are Economically Disadvantaged may need additional academic supports inside and outside the classroom.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: STAAR 7th Grade Math Scores were significantly lower than 6th and 8th grade Math Scores.

Root Cause 2: There is a need to improve planning and intervention in our 7th grade Math courses.

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

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data








- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices






Goals

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 2022 to 2023.

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 2022 to 78% by June 2023. The SPED student group performance will increase from 34% in 2022 to 37% in 2023. The EL student group performance will increase from 54% in 2022 to 56% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment












Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress Monitoring Systems will be continued 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>Funding Sources: sub codes for planning days - 282 ESSER III</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 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>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will use it's advisory period 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>Funding Sources: Flocabulary - 199 State Comp Ed</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2022 to 2023.

Performance Objective 1: The percent of Murphy students that score Meets grade level or above on STAAR Math 6-8 will increase from 72% in 2022 to 73% by June 2023. The SPED student group performance will increase from 31% in 2022 to 34% in 2023. The EL student group performance will increase from 56% in 2022 to 58% in 2023.










Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress Monitoring Systems will be continued 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>Funding Sources: - 282 ESSER III</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>	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>	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 2022 to 2023.

Performance Objective 1: The percent of Murphy students that score Meets grade level or above on STAAR Science 8 will increase from 83% in 2022 to 84% by June 2023. The SPED student group performance will increase from 45% in 2022 to 48% in 2023. The EL student group performance will increase from 65% in 2022 to 67% in 2023.








Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress Monitoring Systems will be continued 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</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 2022 to 2023.

Performance Objective 1: The percent of Murphy students that score Meets grade level or above on STAAR Social Studies 8 will increase from 76% in 2022 to 77% by June 2023. The SPED student group performance will increase from 39% in 2022 to 42% in 2023. The EL student group will increase from 62% in 2022 to 65% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Progress Monitoring Systems will be continued 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</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
Non-classroom Professional	Sylvia Lansing	Counselor
Classroom Teacher	Mary Freisner	Teacher
Paraprofessional	Debbi Bowen	Office Manager
District-level Professional	Antoine Spencer	Director
Parent	Mayra Trejo	Parent
Community Representative	Sarah Ashmore	Murphy Police Officer
Parent	Janet McWhinnie	Parent
Classroom Teacher	Laura Mullen	English Teacher
Classroom Teacher	Mariah Anderson	
Administrator	Vernadeth Franco	Assistant Principal
Business Representative	Chase Beard	Business Representative
Parent	Selcuk Acar	Parent

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Flocabulary		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,400.00
+/- Difference					\$2,400.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$450.00
+/- Difference					\$450.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	sub codes for planning days		\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,650.00
+/- Difference					\$12,650.00
Grand Total Budgeted					\$15,500.00
Grand Total Spent					\$0.00
+/- Difference					\$15,500.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	34	28	113	0	107	1	39	51	12	42	243	55	298
2022	47	57	66		75	0	31	49	42	50	66	64	65
2023	49	59	67		76	2	34	51	43	52	67	65	66
2024	51	61	67		76	4	37	53	43	54	67	67	66
2025	53	63	68		77	6	41	55	44	57	68	69	67
2026	57	67	70		79	10	47	59	46	61	70	72	69
2027	61	71	71		80	14	54	63	47	66	71	75	70

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	32	43	135	0	123	0	36	65	13	34	298	57	355
2022	62	60	81		89		42	62	69	47	85	60	81
2023	64	62	82		90		45	64	70	49	86	61	82
2024	66	64	82		90		48	66	70	51	86	63	82
2025	68	66	83		91		52	68	71	54	87	65	83
2026	72	70	85		93		58	72	73	58	89	68	85
2027	76	74	86		94		65	76	74	63	90	71	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	25	54	162	2	122	0	32	70	10	37	334	46	380
2022	72	74	83	50	91		28	69	100	65	84	80	83
2023	74	76	84	51	92		31	71	100	67	85	81	84
2024	76	78	84	52	92		34	73	100	69	85	83	84
2025	78	80	85	53	93		38	75	100	72	86	85	85
2026	82	84	87	54	95		44	79	100	76	88	88	87
2027	86	88	88	56	96		51	83	100	81	89	91	88

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	91	125	410	2	352	1	107	186	35	113	875	158	1033
2022	59	66	78	50	85	0	34	61	69	54	79	67	77
2023	61	68	79	51	86	2	37	63	70	56	80	68	78
2024	63	70	79	52	86	4	40	65	70	58	80	70	78
2025	65	72	80	53	87	6	44	67	71	61	81	72	79
2026	69	76	82	54	89	10	50	71	73	65	83	75	81
2027	73	80	83	56	90	14	57	75	74	70	84	78	82

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	33	26	109	0	97	1	38	49	11	41	226	54	280
2022	42	54	63		81	0	26	51	73	66	65	65	65
2023	45	56	64		82	2	29	53	74	68	66	67	66
2024	48	59	66		84	4	32	56	76	70	68	69	68
2025	51	63	68		86	7	36	60	78	73	70	72	70
2026	57	67	70		88	11	41	64	80	77	72	76	72
2027	63	73	73		91	15	48	70	83	82	75	81	75

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	22	26	57	0	49	0	30	38	3	24	125	38	163
2022	14	42	42		53		23	16	33	25	46	29	42
2023	17	44	43		54		26	18	34	27	47	31	43
2024	20	47	45		56		29	21	36	29	49	33	45
2025	23	51	47		58		33	25	38	32	51	36	47
2026	29	55	49		60		38	29	40	36	53	40	49
2027	35	61	52		63		45	35	43	41	56	45	52

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	36	73	244	2	206	0	40	99	21	48	525	65	590
2022	67	68	81	50	93		42	67	81	62	84	75	83
2023	70	70	82	51	94		45	69	82	64	85	77	84
2024	73	73	84	53	96		48	72	84	66	87	79	86
2025	76	77	86	55	98		52	76	86	69	89	82	88
2026	82	81	88	57	100		57	80	88	73	91	86	90
2027	88	87	91	60	100		64	86	91	78	94	91	93

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	91	125	410	2	352	1	108	186	35	113	876	157	1033
2022	45	60	71	50	84	0	31	52	74	56	74	61	72
2023	48	62	72	51	85	2	34	54	75	58	75	63	73
2024	51	65	74	53	87	4	37	57	77	60	77	65	75
2025	54	69	76	55	89	7	41	61	79	63	79	68	77
2026	60	73	78	57	91	11	46	65	81	67	81	72	79
2027	66	79	81	60	94	15	53	71	84	72	84	77	82

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	25	54	163	2	122	0	33	71	10	37	335	46	381
2022	68	67	82	50	95		45	68	80	65	84	76	83
2023	70	69	83	51	96		48	70	81	67	85	77	84
2024	73	71	83	51	96		51	72	81	70	85	79	84
2025	76	73	84	52	97		55	75	82	73	86	81	85
2026	80	77	86	54	99		60	79	84	77	88	84	87
2027	85	81	87	55	100		67	83	85	82	89	88	88

HB3 Campus Goals - All Grades STAAR at Meets Standard

Murphy

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Social Studies 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	25	54	163	2	122	0	33	71	10	37	335	46	381
2022	60	57	74	0	90		39	62	90	62	76	76	76
2023	62	59	75	2	91		42	64	91	65	77	78	77
2024	65	62	77	4	93		45	67	93	68	79	80	79
2025	69	66	79	6	95		49	71	95	71	81	83	81
2026	74	71	81	9	97		54	76	97	77	83	87	83
2027	80	77	84	13	100		61	82	100	83	86	91	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
Principal, 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, District Coordinator K-12 Health and Physical Education, District Health Services	<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. Campus Wellness Plan ● 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> ● 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. ● 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, Human Resources	<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, Executive Director for Student and Family Services	<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 		

	<ul style="list-style-type: none">● 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		
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