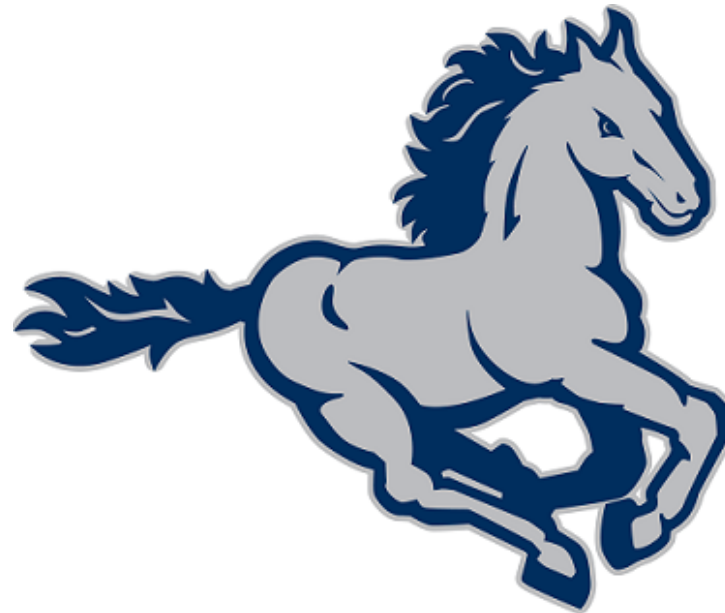


Pflugerville Independent School District
Murchison Elementary School
2018-2019 Murchison Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 18, 2018
Public Presentation Date: September 25, 2018

Mission Statement

Building, Belonging, Believing

~We are Mustangs~

Vision

Building, Belonging, Believing

~We Are Mustangs~

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics at Murchison Elementary School -

Murchison Elementary school is the largest elementary school in PfISD with over 860 students. All students live within 2 miles of our campus in two neighborhoods. The 2018-19 school year brings a larger population with the addition of an apartment complex and townhomes in our attendance zone.

227904112 - MURCHISON EL

Limited English Proficient	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Change
	%	%	%	%	%	%	%	%	%	
0 - Not LEP	91.6%	91.7%	91.7%	92.6%	93.1%	95.4%	93.3%	92.0%	90.2%	-1.4%
1 - Limited English proficient-LEP	8.0%	7.8%	7.2%	6.2%	6.5%	3.9%	5.9%	7.0%	7.7%	-0.3%
F - Student exited from LEP status - Monitored 1 (M1)	0.3%	0.4%	1.1%	0.7%	0.2%	0.6%	0.5%	0.9%	1.3%	1.0%
S - Student exited from LEP status - Monitored 2 (M2)	0.0%	0.1%	0.0%	0.5%	0.2%	0.1%	0.3%	0.1%	0.7%	0.7%
Special Education	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Change
	%	%	%	%	%	%	%	%	%	
0 - Not receiving services	94.5%	94.4%	91.9%	90.6%	90.8%	92.8%	93.5%	91.7%	92.6%	-1.9%
1 - Participant in pgm or svc	5.5%	5.6%	8.1%	9.4%	9.2%	7.2%	6.5%	8.3%	7.4%	1.9%
Economically Disadvantaged	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Change

	%	%	%	%	%	%	%	%	%	%
00 - Not identified as economically disadvantaged	82.8%	77.5%	77.9%	80.5%	80.6%	90.4%	88.9%	88.9%	92.0%	9.2%
01 - Eligible for free meals under the National School Lunch a...	10.9%	16.1%	15.8%	13.6%	13.8%	7.0%	7.3%	6.7%	4.7%	-6.3%
02 - Eligible for reduced-price meals under the National Schoo...	6.3%	6.5%	6.3%	5.9%	5.6%	2.5%	3.8%	4.3%	3.3%	-3.0%

Ethnicity	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Change
	%	%	%	%	%	%	%	%	%	
A - Asian	5.7%	4.6%	4.8%	4.7%	5.1%	7.6%	8.5%	10.4%	10.8%	5.1%
B - Black or African American	11.3%	13.2%	12.1%	11.9%	11.3%	9.4%	10.1%	10.7%	8.9%	-2.3%
H - Hispanic/Latino	27.2%	31.5%	31.4%	31.9%	33.9%	28.7%	29.8%	27.2%	28.2%	1.0%
I - American Indian or Alaska Native	1.0%	0.4%	0.7%	0.7%	0.8%	0.4%	0.3%	0.3%	0.1%	-0.9%
P - Native Hawaiian or Other Pacific Islander	0.2%	0.0%	0.0%	0.1%	0.1%	0.0%	0.3%	0.1%	0.1%	-0.1%
T - Two or More Races	4.9%	5.0%	4.4%	4.6%	5.1%	6.6%	6.0%	6.9%	7.0%	2.1%
W - White	49.7%	45.3%	46.6%	46.1%	43.6%	47.2%	45.2%	44.5%	44.9%	-4.9%

referrals by Grade Level

GRADE	Count of GRADE
01	3
02	2
03	1
04	7
05	6
KG	4

Referrals by Ethnicity

TEA_DEMOGRAPHIC	Count of TEA_DEMOGRAPHIC
American Indian or Alaska Native	1

American Indian or Alaska Native, White	4
Asian	1
Asian, Black or African American, White	1
Black or African American	3
Black or African American, White	3
White	10

Murchison's Attendance rate was 97% - in the 3rd Quartile of comparative schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Murchison remains in the lower half of their comparative group in the area of attendance. **Root Cause:** High rates of absences due to illness, family vacation and international trips to visit family.

Student Academic Achievement

Student Academic Achievement Summary

STAAR	PfISD Approaches					MES Approaches					MES Masters				
3rd	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014
Reading	81	79	79	80	82	91	93	91	91	91	37	48	48	43	40
Math	78	80	80	68	74	97	92	90	79	89	48	51	42	39	38
4th	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014
Reading	78	74	79	79	76	89	84	89	92	83	38	41	38	47	25
Math	80	77	76	64	73	94	85	81	76	88	48	47	35	44	37
Writing	65	65	69	68	73	79	79	78	85	80	17	19	20	13	7
5th	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014
Reading	84	85	86	83	82	91	91	98	94	92	43	41	50	52	35
Math	88	90	90	80	95	92	96	98	95	99	57	40	38	40	35
Science	76	70	78	72	75	86	78	92	88	92	19	20	15	24	23
		*5th Grade Data based on April STAAR													

Student Academic Achievement Strengths

High percentages of Murchison students perform at the approaches and meets standard levels on the STAAR.

Science scores for the 2018 STAAR were on the rise from previous years.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Though 91% of all Murchison students pass all STAAR tests at the Approaches Level, only 39% do so at the Masters Level. **Root Cause:** Tier I, II and III instruction provides further support for students needing intervention than for students needing enrichment and deeper level

understanding to help them reach the Masters level.

School Processes & Programs

School Processes & Programs Summary

Faculty and staff at Murchison Elementary are involved in Professional Learning Communities. Approximately \$15,000 has been spent in the last two years to send almost 20 staff members to the PLC institutes to increase capacity in this process. Each PLC meets a minimum of two times weekly.

Each teacher at Murchison serves on a committee to address vertical needs through systematic methods. Committees include Technology, Literacy, Science & Math, No Place for Hate, PBIS, SHIC, Sunshine and CAAC.

Students of Murchison participate in Enrichment and Academic Clubs each Friday morning to engage them in high-interest activities and UIL/academic events.

Our neighboring high school, Hendrickson, partners with Murchison by providing various supports including PALs (mentoring), Ready Set Teach, Friday Morning Greeters (various teams/clubs), Essential Academic Volunteers, etc.

Family and community involvement is vital in educating our students. Murchison families are welcomed on campus or in class as school volunteers. Additionally, we provide the following opportunities to build involvement include but are not limited to:

- PTO
- Kinder Camp
- Meet the Teacher
- Open House
- Literacy Night
- Science Night
- Grade level Music Performances
- Hot Shots Performances
- Trifecta

- Book Fairs
- Grandparent's Day

School Processes & Programs Strengths

Student and community involvement is a great contributor to the rich culture of Murchison Elementary.

Murchison Elementary added a 4th special areas for the 2018-19 school year due to the results of a survey conducted with all students. When given options, students chose STEM as the additional elective time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on STAAR accountability School Progress Measure Domain, Murchison Elementary scored an 85. **Root Cause:** Murchison needs focus on meeting the needs of high average students to ensure a minimum of a years growth.

Problem Statement 2: Student survey indicated interest in additional Science and Technology opportunities in addition to their exposure in the classroom. **Root Cause:** Student special areas included only Fine Arts and Physical Education

Perceptions

Perceptions Summary

Murchison Elementary has a strong community culture built around amazing students, experienced, dedicated and professional staff members, high rates of volunteerism, an extremely supportive and active PTO, partnerships with our feeder pattern schools and strong campus traditions.

Based on the TASB Climate Survey, Murchison shows many strengths and a few areas of focus to continue progress towards our goals.

Perceptions Strengths

Based on the TASB Climate Survey -

100% of teachers feel held to a high professional standard

There was a 10% increase from the previous year of teachers feeling encouraged involved in decision making.

Up 33% to a strong 96% of teachers feel satisfied with the leadership of the administrative staff on campus.

98% of staff feel their work is aligned with the campus vision.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 79% of staff members feel they receive sufficient useful feedback on their job performance/work outcomes. **Root Cause:** Teachers need more consistent feedback for reinforcement, to provide clarity of purpose and expectations, the opportunity to analyze instructional trends and to further identify coach opportunities

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: During the 2018-19 School year, Murchison administrators will use at least 10 weekly walkthroughs, T-TESS observations and weekly PLC participation as means of providing feedback to teachers.

Performance Objective 2: By May of 2019, Murchison Staff will be provided at least 5 Professional Development opportunities based on need as determined through observation, survey information, data analysis.

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

Performance Objective 1: MES will meet the Reading and Math needs of all students through high-quality classroom instruction and varied interventions ensuring at least one year's academic growth for a minimum of 87% of students, during the 2018-19 school year as measured by STAR360 and STAAR.

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

Performance Objective 1: During the 2018-19 school year, Murchison will increase their attendance rate to at least 97.2%.

Performance Objective 2: MES will meet the Reading needs of all students through high-quality classroom instruction and varied interventions and enrichment opportunities to ensure that at least a 5% gains of students scoring at the Masters level in Reading, during the 2018-19 school year as measured by STAAR.

Performance Objective 3: MES will meet the Math needs of all students through high-quality classroom instruction and varied interventions and enrichment opportunities to ensure that at least a 5% gains of students scoring at the Masters level in Math, during the 2018-19 school year as measured by STAAR.

Performance Objective 4: Murchison will create a healthy environment for students, staff and families during the 2018-19 school year qualifying us as a Mayor's Healthy School acknowledgment as per the Mayor's Health and Fitness Council Rubric.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Murchison Elementry will partner with Hendrickson High School to provide academic and social/emotional support to at least 150 students during the 2018-19 school year through PALS/Ready, Set, Teach/Mentoring/etc.

Performance Objective 2: MES will address the need to systematically improve writing skills through the implementation of a consistent writing and revising/editing processes. In turn, the MES students will show at least 84% of students reaching the Approaches performance level on the 2019 STAAR.

Performance Objective 3: MES will address the need to systematically improve science skills through implementation of focused Science instruction based on hands-on activities. In turn, at least %27 of 5th graders will reach the Master's Level on Science STAAR.