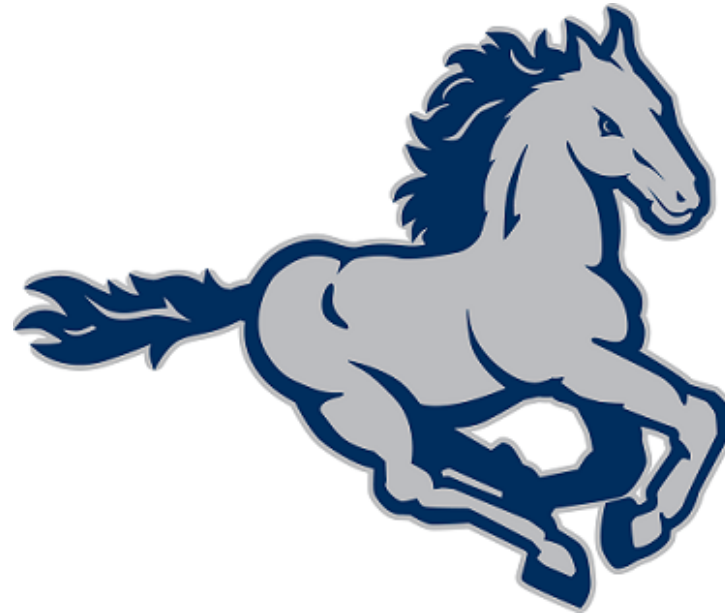


Pflugerville Independent School District

Murchison Elementary School

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 21, 2021
Public Presentation Date: September 27, 2021

Mission Statement

Our mission at Murchison Elementary School is to promote academic excellence in a safe, nurturing environment within a positive atmosphere that unites students, staff and community.

Vision

Building, Belonging, Believing

~We Are Mustangs~

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Comprehensive Needs Assessment

Demographics

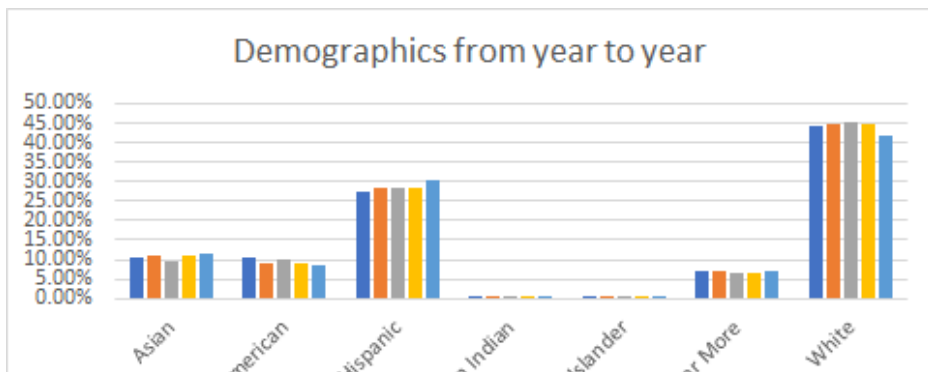
Demographics Summary

Murchison Elementary is a 21-year-old community school. All students live within two miles of the campus so there is no bus transportation to the school. As one of the largest elementary schools in the district, approximately 80 Murchison teachers and staff serve 790 students and their families, which is a decrease of 37 students from last year and a 68 student decrease from the 2019-2020.

Students

Murchison is fortunate to be growing in the area of demographic diversity. Specifically, the enrollment of students identifying as Asian, Hispanic, and Two or More Races have all increased from the prior year. The student race/ethnicity demographics are 12% Asian, 8% African American, 42% White, 31% Hispanic, and 7% Two or More Races.

Student Demographics - Murchison Elementary School (Source: TAPR & OnDataSuite)					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Enrollment	786	814	859	858	827
African American	10.7%	9.0%	9.9%	8.9%	8.3%
Hispanic	27.2%	28.1%	28.4%	28.6%	30.6%
White	44.4%	44.8%	45.3%	44.9%	41.7%
American Indian	0.3%	0.1%	0.1%	0.1%	0.1%
Asian	10.4%	10.8%	9.7%	11.0%	11.7%
Pacific Islander	0.1%	0.1%	0.3%	0.3%	0.2%
Two or More Races	6.9%	7.0%	6.3%	6.3%	7.3%





Currently, 14% of our students are economically disadvantaged which is an increase of 6% over the last four years. 11% of students are English Learners, which is a steady increase of about 1% each year for at least the past five years. Our families bring a wide range of diversity as evidenced by the fact that there are 28 languages other than English that are spoken at Murchison.

Approximately 36% received intervention or qualify for additional support as a student that is At Risk at some point during the school year. We have 4 students that receive intensive support through our Communications Classroom and in the inclusion setting.

Student Special Program Identification/Participation - Murchison Elementary School (Source: TAPR & OnDataSuite)					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Economically Disadvantaged	11.1%	8.0%	12.1%	13.4%	13.8%
English Learners	7.0%	7.7%	8.5%	9.4%	11.3%
At-Risk	28.5%	20.9%	22.2%	32.2%	35.9%
Special Education	8.3%	7.4%	6.6%	7.5%	7.3%
Gifted & Talented	3.3%	3.3%	3.7%	3.5%	4.5%
Dyslexia	1.5%	1.8%	1.6%	2.1%	2.5%
Section 504	4.6%	8.2%	5.7%	5.2%	5.7%
Immigrant	0.4%	0.3%	1.2%	1.4%	1.8%
Homeless	0.6%	0.4%	0.0%	0.5%	0.0%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	6.1%	5.8%	5.9%	6.1%	not yet reported

Staff

The staff race/ethnicity demographics are 8% African American, 18% Hispanic, and 75% White. The student population is more diverse than the staff population. Our demographic information indicates disproportionality in some areas of race between staff and students. Currently, our Asian population of students does not match that of the staff, as well as our Hispanic population.

Teacher Demographics - Murchison Elementary School (Source: TAPR)				
	2016-2017	2017-2018	2018-2019	2019-2020

Teacher Demographics - Murchison Elementary School (Source: TAPR)

Total Teachers	51.7	51.6	52.6	51.4
African American	3.9%	9.7%	7.6%	7.8%
Hispanic	13.8%	17.8%	17.1%	17.5%
White	78.5%	70.5%	75.3%	74.7%
American Indian	0.0%	0.0%	0.0%	0.0%
Asian	3.9%	1.9%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%

There is a low rate of attrition amongst teachers and many of them continue to teach in the same grade level as in previous years, allowing them to become experts in the content and the standards. Murchison does not have many new-to-profession teachers.

Teachers by Years of Experience - Murchison Elementary School (Source: TAPR)

	2016-2017	2017-2018	2018-2019	2019-2020
Beginning Teachers	1.9%	5.8%	0.0%	0.0%
1-5 Years Experience	29.1%	29.2%	26.8%	15.3%
6-10 Years Experience	20.3%	11.7%	15.2%	17.5%
11-20 Years Experience	31.3%	34.9%	36.1%	46.7%
Over 20 Years Experience	17.4%	18.4%	21.9%	20.5%

Demographics Strengths

Murchison is fortunate to be growing in diverse demographics. We have more students who are Hispanic, Two or More Races, and Asian than represented in previous years. The demographics of the staff are more closely aligned to the student population than in previous years.

The Murchison community is highly engaged and supportive of our students and teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff demographics are not aligned to student demographics in certain areas. **Root Cause:** MES staff needs to have more training in Restorative Practices and Cultural Competency.

Student Learning

Student Learning Summary

2020-2021 Star360 Results

Star 360 MATH	1st grade		2nd grade		3rd grade		4th grade		5th grade	
	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY
Benchmark	96	94	76	87	82	85	85	88	82	87
On Watch	3	3	10	4	9	5	8	6	9	7
Intervention	1	1	9	7	5	9	6	5	7	5
Urgent Intervention	0	2	4	1	4	1	1	2	3	1

Star 360 READING	1st grade		2nd grade		3rd grade		4th grade		5th grade	
	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY
Benchmark	-	-	70	77	67	73	71	72	73	78
On Watch	-	-	12	11	16	4	13	13	11	8
Intervention	-	-	11	7	8	10	11	9	13	10
Urgent Intervention	-	-	6	5	10	13	6	6	3	4

According to Star 360 results, students are making growth in all grade levels in both math and reading.

Some of our 3rd-5th grade students took the STAAR test in 2020-2021. Some virtual students did not come to school to take the test so their data is not represented here.

2021 STAAR Reading			
	3rd Grade	4th Grade	5th Grade
Did Not Meet	21%	22%	10%
Approaches	79%	78%	90%
Meets	57%	56%	78%
Masters	34%	36%	60%

2021 STAAR Math			
	3rd Grade	4th Grade	5th Grade
Did Not Meet	20%	21%	10%
Approaches	80%	79%	90%
Meets	51%	62%	76%
Masters	24%	44%	56%

2021 STAAR Reading			
2021 STAAR Writing			
		4th Grade	
Did Not Meet		25%	
Approaches		75%	
Meets		55%	
Masters		16%	
2021 STAAR Science			
		5th Grade	
Did Not Meet			9%
Approaches			91%
Meets			64%
Masters			37%

In Domain 3: Closing the Gaps, there were some areas where Murchison students did not meet the targets. Only 4 out of 30 indicators were missed and include:

- Academic Achievement Status in Reading for the Asian student group (target: 74%, Asian student group performance 64%; missed target by 4 students)
- Academic Achievement Status in Math for the Asian student group (target: 82%, Asian student group performance 74%; missed target by 3 students)
- Student Success Status for the Asian and Two or More Races student groups

All other 2021 Closing the Gaps targets were met. Some areas of strength were:

- Academic Achievement Status in Reading and Math targets met for: All Students, African American, Hispanic, White, Economically Disadvantaged, English Learners, Continuously Enrolled, and Non-Continuously Enrolled student groups
- Student Success Status targets met for: All Students, African American, Hispanic, White, Economically Disadvantaged, English Learners, Special Education, English Learners, Continuously Enrolled, and Non-Continuously Enrolled student groups
- The English Language Proficiency Status target of 36% was far exceeded with 62% of ELs making TELPAS composite rating progress from 2020 to 2021

Some of our English Learners in grades K-5 also took TELPAS in 2020-2021. Some virtual students did not come to school to take the test so their data is not represented here.

2021 TELPAS Kindergarten				
	Listening	Speaking	Reading	Writing
Beg	20%	20%	20%	20%
Int	20%	33%	27%	27%
Adv	47%	33%	40%	40%
Adv H	13%	13%	13%	13%
2021 TELPAS 1st Grade				

2021 TELPAS Kindergarten				
	Listening	Speaking	Reading	Writing
Beg	0%	0%	0%	0%
Int	17%	17%	25%	17%
Adv	33%	42%	33%	50%
Adv H	50%	42%	42%	33%
2021 TELPAS 2nd Grade				
	Listening	Speaking	Reading	Writing
Beg	0%	10%	9%	13%
Int	20%	60%	36%	53%
Adv	20%	30%	9%	7%
Adv H	60%	0%	45%	27%
2021 TELPAS 3rd Grade				
	Listening	Speaking	Reading	Writing
Beg	0%	17%	17%	6%
Int	0%	25%	33%	19%
Adv	33%	42%	0%	50%
Adv H	67%	17%	50%	25%
2021 TELPAS 4th Grade				
	Listening	Speaking	Reading	Writing
Beg	0%	0%	0%	0%
Int	0%	7%	0%	35%
Adv	43%	71%	46%	41%
Adv H	57%	21%	54%	24%

Not enough 5th graders took TELPAS in 2021 for unmasked data to be reported.

Student Learning Strengths

- According to the 2021 STAAR test, our 5th grade Reading scores were 6% higher in Meets Grade Level and 11% higher in Masters Grade Level than in 2019. Our 5th grade Science scores were 1% higher on Approaches Grade Level than in 2019. Considering the fact that scores were down across the state and district due to the pandemic, these areas of gain were genuine strengths.
- Star 360 Math and Reading proficiency rates show continued growth and stability throughout the pandemic
- 26 out of 30 (87%) of 2021 Closing the Gaps targets were met. Some areas of strength were:

Academic Achievement Status in Reading and Math targets met for: All Students, African American, Hispanic, White, Economically Disadvantaged, English Learners,

- Continuously Enrolled, and Non-Continuously Enrolled student groups
- Student Success Status targets met for: All Students, African American, Hispanic, White, Economically Disadvantaged, English Learners, Special Education, English Learners, Continuously Enrolled, and Non-Continuously Enrolled student groups
 - The English Language Proficiency Status target of 36% was far exceeded with 62% of ELs making TELPAS composite rating progress from 2020 to 2021

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Universal screener data in Reading and Math show that the number of students needing academic support beyond Tier 1 has increased in these content areas. **Root Cause:** Our WIN Time structure was not adequate for addressing the needs of both remote and in-person learners.

Problem Statement 2 (Prioritized): There are learning gaps within our Tier 1 student population in Reading and Math. **Root Cause:** Many teachers are not familiar with the state standards for the grade level below them in order to adequately teach the learning progression.

Problem Statement 3 (Prioritized): 4th and 5th grade African American students performed lower than other student groups at the Approaches level of performance in Reading and Math. **Root Cause:** Due to the pandemic, there is lack of time and resources to reteach in small group and teach using best practices such as Fundamental Five.

Problem Statement 4 (Prioritized): English Learners performed lower than other student groups at the Approaches level of performance in Reading and Math. **Root Cause:** Many ELs were virtual learners in 2020-2021 and did not benefit from the support of peer interactions with non-ELs.

School Processes & Programs

School Processes & Programs Summary

Faculty and staff at Murchison Elementary are involved in Professional Learning Communities. Approximately \$27,000 has been spent in the last four years to send about 30 staff members to the PLC institutes to increase capacity in this process. Additionally, this year we contracted with Region XIII to provide on-site professional learning and individual team coaching 4 times throughout the year. Each PLC meets a minimum of two times weekly. At least one member of the administrative team attends at least one of these meetings for each grade level a week.

As part of the PLC process of analyzing data to drive instructional strategies/plans and the implementation of PSST, there is more consistent, targeted and timely intervention for students.

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

Murchison Staff members began participating in Instructional Technology training monthly during the 2018-19 school year and continued through the 2019-2020 school year. During the 2020-2021 school year, we provided technology training during faculty meetings with breakout rooms available to differentiate the training for staff that have higher levels of proficiency with those programs/applications.

As a result of a student survey of interests, a 4th special areas class, STEM, was started at MES during the 2018-19 school year. Students take part in many coding, technology, and science-based activities and lessons. This remains an extremely popular and loved specials!

Our neighboring high school, Hendrickson, partners with Murchison by providing various supports such as Ready Set Teach.

The Murchison PBIS team has worked to create consistent systems for the common areas. This year we purchased a program called PBIS Rewards so that both virtual and in-person students could receive positive reinforcement and rewards. This has created greater consistency for the students and staff members.

Many of the parent involvement programs that we usually have at Murchison, were put on hold this year due to the pandemic. We still held PTO meetings via Zoom and had the Boosterthon PTO fundraiser but were not able to have PTO events.

The pandemic has impacted the way we provide intervention and enrichment at Murchison. We have not been able to have clubs and WIN (What I Need) Time this year because students need to stay with their homeroom cluster/pod. Additionally, due to students needing to social distance and stay with their pod, pull-out intervention groups are smaller but seen less frequently. Interventionists have virtual intervention groups, which some students attend more regularly than others.

The commercial area around the school is a fast-growing area. There are many businesses opening, including P.Terry's, which opened this year. Businesses will continue to open in the area in 2021-2022.

Eight (8) students out of the 836 have received an office referral in 2020-2021 - representing under 1% of the school population.

In order to meet the requirements of HB 4545 this year, we will be providing accelerated instruction for students in math, reading, and writing. This accelerated instruction will occur during the school day. Teachers and interventionists will provide this instruction in small groups. We will also utilize ESSER funds to help provide this instruction.

School Processes & Programs Strengths

The Murchison community actively supports our staff and students. The PTO raised \$55,270 in profit through our annual Boosterthon Dance-a-thon fundraiser to support our school

in reaching its goals.

The feedback from RegionXIII PLC coaching reinforced the great work the teams are doing and provided coaching pieces to keep them moving forward. The grade level PLCs met twice a week to bridge the instructional gap between virtual and in-person instruction. They created resources and learned technology programs to help support virtual learners and a blended classroom for in-person learners.

Systems created by the PBIS committee using the PBIS Rewards app have resulted in more positive recognition for students and staff. The staff has begun to implement restorative practices in the classroom and campus administration has modeled restorative practices during staff meetings.

We implemented procedures to keep students and staff safe during COVID. Our arrival and dismissal procedures drastically changed and resulted in a safe and efficient way to keep students and staff safe. Through district and PTO funds, we purchased desk shields and PPE for students and staff. Students were socially distanced and seating charts were utilized in classrooms and common areas such as the cafeteria. Students remain with their pod at all times, including recess and special areas.

Second through fifth grade students received district-issued Chromebooks so that students could equitably access online learning, both at home and in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of/participation in community involvement and campus activities/events are lower than in years past. **Root Cause:** Parent and staff work/life balance made campus events and community involvement feel like an added stress during an unprecedented time.

Problem Statement 2 (Prioritized): MES Focus Standards in Reading and Math have had inconsistent results throughout the year. **Root Cause:** Grade level PLCs need to consistently analyze data and the TEKS in order to see consistent results with Focus Standards.

Perceptions

Perceptions Summary

Murchison Elementary has a strong community culture built around amazing students, experienced, dedicated and professional staff members, partnerships with our feeder pattern schools, and strong campus traditions.

Teacher survey (Upbeat) - 2021 Spring Survey

- Areas of Strengths: as defined by averages in 90s-
 - Parent/Employee Communication
 - Autonomy
 - Principal/Employee Trust
 - Instructional Leadership
 - School Safety and Order
 - Appreciation
 - Collaboration
 - Resources & Facilities
 - Self-Efficacy
 - Evaluation
 - Recruitment, Hiring & On-boarding
 - Belonging and Well-Being
 - Equity
 - Inclusion
 - Care & Commitment
 - Student Engagement
 - Satisfaction & Purpose
 - All areas were above the district average.
- Areas of Need: as defined by averages below 90 % and are within our realm of control that staff chose to prioritize-
 - Professional Development
 - Work/Life Balance

*To note: we worked on Professional Development after the Fall 2020 survey results and this area was up by 12.2% in Spring 2021. We also targeted work/life balance and this area was up 6.5%.

Student survey (Panorama) -2021 Spring Survey

- Area of Strengths:
 - Classroom Student/Teacher Relationships
 - Classroom Climate

- Classroom Engagement
- Area of Need:
 - Classroom Belonging (student/student relationships)

Parent survey (Panorama) - 2021 Spring Survey

- Area of Strengths:
 - School Safety
 - School Climate
- Area of Need:
 - Family engagement

The number of students attending school in-person and virtually fluctuated every nine weeks. This meant that sometimes students were assigned a new teacher and class after each grading period. By the end of the year, approximately 57% of students were attending school in person and 43% were attending virtually. Most of the students who attended school virtually were in 3rd-5th grade. More ESL students were virtual than in-person, with approximately 63% of ESL students remaining virtual throughout the year.

The student attendance rate for the 2020-21 school year was 92%. ADA this year was impacted by the pandemic. At the beginning of the year, all students started virtually. This was a struggle for some of our students. Beginning in September, parents could choose if they wanted their child to participate in-person or virtually. However, some parents chose the virtual option for health and safety reasons but their child was not able to consistently participate in school virtually. Other children struggled to participate virtually at times when they needed to be quarantined.

Perceptions Strengths

Teacher survey (Upbeat) - 2021 Spring Survey

- Areas of Strengths: Appreciation, Collaboration, Principal/Employee Trust, Parent/Employee Communication (100%), Student Engagement, Equity & Inclusion, Employee Autonomy regarding teaching practices, Communication between principal and teachers

Murchison teachers collaborate with each other and follow the PLC model, creating consistency and equity amongst classes in the grade level.

The administrative team at Murchison has been purposeful in creating opportunities for team-building amongst the staff including virtual breakout rooms, Meaningful Mondays, Staff Member of the Week, and virtual good job medal hand-off during staff meetings.

The student survey results show that, despite students changing teachers because of the pandemic, students still felt highly connected to their teacher and reported a highly positive classroom climate.

Community support is still high at Murchison, despite lack of opportunity for on-campus engagement, as shown through the Principal's Painless Fundraiser and the success of the PTO Boosterthon Fundraiser. An informal campus survey also indicated that the majority of parents are pleased with the communication they receive from the school and with their

child's academic progress.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teacher survey data from the 2020-2021 Upbeat survey shows that many teachers do not find our professional development valuable. **Root Cause:** There is a lack of prior investment in technology and blended learning professional development opportunities.

Problem Statement 2 (Prioritized): Based on the 2021 Panorama student survey, students showed low averages in the areas of Classroom Belonging, though the student/teacher relationships were high. **Root Cause:** Though there is an emphasis at Murchison on building teacher to student relationships, there needs to be a focus on student to student relationship building.

Priority Problem Statements

Problem Statement 4: Staff demographics are not aligned to student demographics in certain areas.

Root Cause 4: MES staff needs to have more training in Restorative Practices and Cultural Competency.

Problem Statement 4 Areas: Demographics

Problem Statement 1: Universal screener data in Reading and Math show that the number of students needing academic support beyond Tier 1 has increased in these content areas.

Root Cause 1: Our WIN Time structure was not adequate for addressing the needs of both remote and in-person learners.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The number of/participation in community involvement and campus activities/events are lower than in years past.

Root Cause 2: Parent and staff work/life balance made campus events and community involvement feel like an added stress during an unprecedented time.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Teacher survey data from the 2020-2021 Upbeat survey shows that many teachers do not find our professional development valuable.

Root Cause 3: There is a lack of prior investment in technology and blended learning professional development opportunities.

Problem Statement 3 Areas: Perceptions

Problem Statement 5: There are learning gaps within our Tier 1 student population in Reading and Math.

Root Cause 5: Many teachers are not familiar with the state standards for the grade level below them in order to adequately teach the learning progression.

Problem Statement 5 Areas: Student Learning

Problem Statement 8: MES Focus Standards in Reading and Math have had inconsistent results throughout the year.

Root Cause 8: Grade level PLCs need to consistently analyze data and the TEKS in order to see consistent results with Focus Standards.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Based on the 2021 Panorama student survey, students showed low averages in the areas of Classroom Belonging, though the student/teacher relationships were high.

Root Cause 9: Though there is an emphasis at Murchison on building teacher to student relationships, there needs to be a focus on student to student relationship building.

Problem Statement 9 Areas: Perceptions

Problem Statement 6: 4th and 5th grade African American students performed lower than other student groups at the Approaches level of performance in Reading and Math.

Root Cause 6: Due to the pandemic, there is lack of time and resources to reteach in small group and teach using best practices such as Fundamental Five.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: English Learners performed lower than other student groups at the Approaches level of performance in Reading and Math.

Root Cause 7: Many ELs were virtual learners in 2020-2021 and did not benefit from the support of peer interactions with non-ELs.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Performance Objective 1: Murchison staff will continue to collaborate around effective strategies and practices by increasing student achievement of all student groups at all grade levels at Meets Grade Level performance to show an increase of 3% by May 2022.

Evaluation Data Sources: Common Assessments and STAAR results, professional development plan; PLC action plans, power walks, T-TESS data

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: There are learning gaps within our Tier 1 student population in Reading and Math. Root Cause: Many teachers are not familiar with the state standards for the grade level below them in order to adequately teach the learning progression.
School Processes & Programs
Problem Statement 2: MES Focus Standards in Reading and Math have had inconsistent results throughout the year. Root Cause: Grade level PLCs need to consistently analyze data and the TEKS in order to see consistent results with Focus Standards.

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

Performance Objective 2: By May 2022, Murchison will provide differentiated professional development, team building and supports which will increase effective teaching, promote confidence of staff and maintain retention of current staff at a 90% rate.

Evaluation Data Sources: Surveys, retention rates

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Staff demographics are not aligned to student demographics in certain areas. Root Cause: MES staff needs to have more training in Restorative Practices and Cultural Competency.
School Processes & Programs
Problem Statement 1: The number of/participation in community involvement and campus activities/events are lower than in years past. Root Cause: Parent and staff work/life balance made campus events and community involvement feel like an added stress during an unprecedented time.
Perceptions
Problem Statement 1: Teacher survey data from the 2020-2021 Upbeat survey shows that many teachers do not find our professional development valuable. Root Cause: There is a lack of prior investment in technology and blended learning professional development opportunities.

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

Performance Objective 3: Murchison will improve systems of support for English Learners at all grade levels resulting in increases of the achievement of ELs by increasing scores on Common Assessments and/or STAAR by at least 10% in Math and Reading at the Approaches level by May 2022.

Evaluation Data Sources: STAAR, Star 360, TPRI, TX-KEA

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: English Learners performed lower than other student groups at the Approaches level of performance in Reading and Math. Root Cause: Many ELs were virtual learners in 2020-2021 and did not benefit from the support of peer interactions with non-ELs.
Perceptions
Problem Statement 1: Teacher survey data from the 2020-2021 Upbeat survey shows that many teachers do not find our professional development valuable. Root Cause: There is a lack of prior investment in technology and blended learning professional development opportunities.

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

Performance Objective 1: By the end of the 2021-2022 school year, MES will meet the Reading and Math needs of all students and each student group through high-quality classroom instruction and varied interventions ensuring at least one year's academic growth for a minimum of 85% of students, as measured by Star360, TPRI, TX-KEA and STAAR.

HB 3 Reading Goals:

The percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading will increase to 72% by June 2022 and to 74% by June 2024.

The percent of PreK students that score on grade level or above in Reading (Emergent Literacy) on the Ready, Set, K! assessment will increase to 51% by June 2022 and to 54% by June 2024.

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase to 84% by June 2022 and to 86% by June 2024.

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI, Star 360, and STAAR Reading assessments will increase to 76% by June 2022 and to 78% by June 2024.

HB3 Math Goals:

The percent of 3rd grade students that score Meets Grade Level or above on STAAR Math will increase to 70% by June 2022 and to 72% by June 2024.

The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase to 83% by June 2022 and to 85% by June 2024.

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase to 65% by June 2022 and to 67% by June 2024.

The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and Star 360 Mathematics assessments will increase to 84% by June 2022 and to 86% by June 2024.

HB3 Goal

Evaluation Data Sources: Evaluations will be based on the comparison between beginning and end of year assessment data collected in May 2022, including Ready Set K, Star360, TX-KEA, TPRI, DRA for students in PK - 3rd and STAAR Progress Measure for 4th - 5th graders.

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Universal screener data in Reading and Math show that the number of students needing academic support beyond Tier 1 has increased in these content areas. Root Cause: Our WIN Time structure was not adequate for addressing the needs of both remote and in-person learners.</p>
<p>Problem Statement 2: There are learning gaps within our Tier 1 student population in Reading and Math. Root Cause: Many teachers are not familiar with the state standards for the grade level below them in order to adequately teach the learning progression.</p>
<p>Problem Statement 3: 4th and 5th grade African American students performed lower than other student groups at the Approaches level of performance in Reading and Math. Root Cause: Due to the pandemic, there is lack of time and resources to reteach in small group and teach using best practices such as Fundamental Five.</p>

School Processes & Programs

Problem Statement 2: MES Focus Standards in Reading and Math have had inconsistent results throughout the year. **Root Cause:** Grade level PLCs need to consistently analyze data and the TEKS in order to see consistent results with Focus Standards.

Perceptions

Problem Statement 1: Teacher survey data from the 2020-2021 Upbeat survey shows that many teachers do not find our professional development valuable. **Root Cause:** There is a lack of prior investment in technology and blended learning professional development opportunities.

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

Performance Objective 1: By May 2022, Murchison will focus on increasing the percentage of students scoring at least Satisfactory Writing on the district writing inventory by at least 5% and maintain levels of Meets and Masters on the 5th grade Science STAAR.

Evaluation Data Sources: 2022 STAAR science results

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: 4th and 5th grade African American students performed lower than other student groups at the Approaches level of performance in Reading and Math. Root Cause: Due to the pandemic, there is lack of time and resources to reteach in small group and teach using best practices such as Fundamental Five.
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Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: By the end of the 2021-22 school year, Murchison Elementary will increase the campus attendance rate by a minimum of .25% above the 2020-2021 school year.

Evaluation Data Sources: Comparison of attendance rates year to year

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Based on the 2021 Panorama student survey, students showed low averages in the areas of Classroom Belonging, though the student/teacher relationships were high. Root Cause: Though there is an emphasis at Murchison on building teacher to student relationships, there needs to be a focus on student to student relationship building.

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

Performance Objective 3: MES will engage families consistently, though a variety of methods, resulting in a 5% increase in family support and engagement on the Spring 2022 Panorama Survey.

Evaluation Data Sources: Staff, student, and parent surveys

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: The number of/participation in community involvement and campus activities/events are lower than in years past. Root Cause: Parent and staff work/life balance made campus events and community involvement feel like an added stress during an unprecedented time.
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Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the end of the 2021-2022 school year, Murchison will continuously create a healthy environment for students, staff and families, qualifying us as a Mayor's Healthy School acknowledgement as per the Mayor's Health and Fitness Council Rubric.

Evaluation Data Sources: Mayor's Health and Fitness Council Rubric

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Staff demographics are not aligned to student demographics in certain areas. Root Cause: MES staff needs to have more training in Restorative Practices and Cultural Competency.
Perceptions
Problem Statement 2: Based on the 2021 Panorama student survey, students showed low averages in the areas of Classroom Belonging, though the student/teacher relationships were high. Root Cause: Though there is an emphasis at Murchison on building teacher to student relationships, there needs to be a focus on student to student relationship building.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: According to the Panorama student survey, Special Education students will feel increased levels of self-efficacy by at least 10 points by April 2022.

Evaluation Data Sources: Panorama student survey results

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Staff demographics are not aligned to student demographics in certain areas. Root Cause: MES staff needs to have more training in Restorative Practices and Cultural Competency.