

Ector County Independent School District
Murry Fly Elementary
2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: September 12, 2023

Demographics

Demographics Summary

Table 1 Enrollment						
Grade/Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PreK	69	79	85	72	102	119
Kinder	142	135	165	130	148	139
Grade 1	114	134	151	148	141	153
Grade 2	114	120	152	125	151	148
Grade 3	124	114	130	132	142	158
Grade 4	124	126	132	131	154	160
Grade 5	127	116	142	125	132	159
Total	814	824	957	863	970	1036

Table 2 Ethnic Distribution										
Ethnic Distribution/ Year	2018-19	2018-19 Percent	2019-20	2019-20 Percent	2020-21	2020-21 Percent	2021-22	2021-22 Percent	2022-23	2022-23 Percent
African American	3	0.4%	9	0.9%	7	0.8%	2	0.2%	4	0.4%

Table 2 Ethnic Distribution										
Hispanic	736	89.3%	858	89.7%	796	92.2%	868	91.7%	934	93.6%
White	77	9.3%	78	8.2%	51	5.9%	66	7.0%	52	5.2%
American Indian	0	0.0%	3	0.3%	1	0.1%	1	0.1%	1	0.1%
Asian	2	0.2%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
Pacific Islander	3	0.4%	3	0.3%	1	0.1%	1	0.1%	1	0.1%
Two or More Races	3	0.4%	5	0.5%	7	0.8%	9	1%	6	0.6%
Total	824	100.0%	957	100.0%	863	100.0%	947	100.0%	998	100%

Table 3 Student Information										
Programs										
Year	2018-19	2018-18 Percent	2019-20	2019-20 Percent	2020-21	2020-21 Percent	2021-22	2021-22 Percent	2022-23	2022-23 Percent
Economically Disadvantaged	586	71.1%	684	71.5%	603	69.9%	658	69.5%	804	80.6%
Non-Educationally Disadvantaged	238	28.9%	273	28.5%	260	30.1%	289	30.5%	194	19.4%
EB Students/EL	338	41.0%	397	41.5%	392	45.4%	431	45.5%	402	40.2%
At Risk	509	61.8%	666	69.6%	557	64.5%	691	73.0%	711	71.2%
Total Mobile Students	89	13.3%	138	17.6%	137	17.4%	131	17.8%		
Section 504 Students	6	0.7%	2	0.2%	2	0.2%	2	0.2%	2	0.2%
Student with Dyslexia	40	4.9%	42	4.4%	26	3.0%	25	2.6%	23	2.3%
Student w/ Disciplinary Placements (2019-20)	2	0.2%	2	0.2%	2	0.2%	0	0.0%	5	0.5%
Foster Care			8	0.8%	0	0.0%	0	0.0%	1	0.1%
Homeless			72	7.5%	38	4.4%	64	6.8%	35	3.5%

Table 3 Student Information										
Immigrant			20	2.1%	43	5.0%	11	1.2%	77	7.7%
Migrant			4	0.4%	1	0.1%	4	0.4%	0	0.0%
Title I	824	100.0%	957	100.0%	863	100.0%	947	100.0%	998	100.0%
Military-Connected			7	0.7%	8	0.9%	5	0.5%	3	0.3%
Total Students:	824	100.0%	957	100.0%	863	100.0%	947	100.0%	998	100.0%

Demographics Strengths

The enrollment levels are consistent and often range between 900 and 1,000 students. Murry Fly has a low teacher turnover rate. At Murry Fly, 67% of the instructors have at least six years or more of classroom experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance only increased from 90.9% to 91.8% in 2022-2023. **Root Cause:** Contracts were not issued to enough students with a pattern of excessive absences from previous years. Attendance monitoring and early interventions were not conducted consistently. The campus might require an attendance lead.

Student Achievement

Student Achievement Summary

State Assessments												
		2016-2017			2017-2018			2018-2019			2019-2020	2020-2021
Grade	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters		Approach
3	Reading	51	27	16	63	28	17	67	34	22	No	47
3	Math	66	40	18	62	33	14	65	39	17	Data	53
4	Reading	60	32	12	70	48	26	73	49	22	Due	52
4	Math	79	38	16	87	46	22	84	51	31	To	58
4	Writing	59	37	10	80	47	8	67	32	8	COVID	31
5	Reading	63	31	12	68	25	5	73	34	15		65
5	Math	76	31	13	85	38	10	95	51	29		70
5	Science	59	30	9	86	35	9	60	31	13		58

State Assessments 3rd												
		2016-2017			2017-2018			2018-2019			2019-2020	2020-2021

State Assessments 3rd												
Population	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters		Apr
All	Reading	54	17	18	62	31	19	67	35	23	No	47
Economic Disadvantage	Reading	50	25	18	55	24	15	59	30	15	Data	38
EB / EL	Reading	83	67	33	33	22	11	65	41	29	Due	47
Hispanic	Reading	52	33	22	61	33	20	70	36	25	To	46
White	Reading	60	10	5	64	9	0	64	36	18	COVID	67
Special Education	Reading	22	11	11	17	0	0	17	17	0		10
All	Math	59	39	16	60	35	16	67	43	20		53
Economic Disadvantage	Math	55	30	11	56	29	10	61	35	19		49
EB / EL	Math	83	67	67	44	33	11	65	53	41		45
Hispanic	Math	61	37	20	62	38	17	68	42	20		50
White	Math	55	45	5	36	9	9	64	18	55		83
Special Education	Math	44	22	0	17	0	0	33	17	0		20

State Assessments 4th												
		2016-2017			2017-2018			2018-2019			2019-2020	2020-2

State Assessments 4th												
Population	Subject	Approaches	Meets	Masters	Approach	Meets	Masters	Approaches	Meets	Masters		Appro
All	Reading	62	32	12	76	53	30	77	52	22	No	48
Economic Disadvantage	Reading	63	33	14	67	36	20	75	47	22	Data	47
EB /EL	Reading	62	15	4	79	58	47	67	33	15	Due	38
Hispanic	Reading	62	31	12	74	51	34	78	52	22	To	51
White	Reading	62	46	15	87	60	7	64	45	18	COVID	67
Special Education	Reading	13	13	0	25	17	8	11	11	0		31
All	Math	84	42	19	90	49	25	84	53	32		58
Economic Disadvantage	Math	86	41	19	87	41	18	82	50	32		60
EB / EL	Math	88	58	27	88	60	24	83	43	20		45
Hispanic	Math	84	41	20	88	49	26	84	52	32		58
White	Math	92	46	15	100	47	13	82	45	27		50
Special Education	Math	50	0	0	46	23	8	22	22	11		31
All	Writing	54	28	7	68	43	8	65	25	6		31
Economic Disadvantage	Writing	53	27	2	58	37	2	62	22	6		33
EB / EL	Writing				75	58	0	64	27	9		17
Hispanic	Writing	53	23	3	63	43	9	68	27	7		29
White	Writing	58	58	25	87	40	0	36	9	0		67
Special Education	Writing	13	0	0	15	8	0	11	0	0		26

State Assessments 5th												
		2016-2017			2017-2018			2018-2019			2019-2020	2020
Population	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters		App
All	Reading	53	29	11	60	22	6	59	34	17	No	65
Economic Disadvantage	Reading	51	22	9	63	25	6	50	25	13	Data	59
EB / EL	Reading	32	11	5	49	11	3	45	24	16	Due	56
Hispanic	Reading	48	23	8	57	23	7	54	33	16	To	64
White	Reading	77	62	31	79	21	0	86	43	21	COVID	75
Special Education	Reading	18	0	0	31	8	0	8	0	0		10
All	Math	68	31	13	76	37	9	83	47	29		70
Economic Disadvantage	Math	60	25	12	78	37	10	86	41	22		66
EB / EL	Math	56	17	3	71	36	7	86	50	25		80
Hispanic	Math	64	29	13	77	36	8	83	46	28		70
White	Math	85	46	15	79	36	14	86	50	36		63
Special Education	Math	24	0	0	46	8	0	57	7	7		30
All	Science	58	30	9	86	34	9	59	29	13		58
Economic Disadvantage	Science	53	24	7	86	39	9	56	25	9		51
EB / EL	Science	42	21	5	77	25	0	50	20	11		54

State Assessments 5th												
Hispanic	Science	54	22	6	84	33	7	57	28	12		59
White	Science	83	83	33	100	50	21	71	36	21		50
Special Education	Science	13	0	0	50	17	0	7	0	0		10

Student Achievement Strengths

For the 2019-2020 school year, we did not have STAAR tests due to COVID-19.

For the 2018-2019 school year, our campus strength was our Academic Achievement in the areas of Reading and Math for all grade levels 3 – 5. Students were able to show accomplishments in the three areas of Approaches, Meets, and Masters.

Murry Fly was awarded a distinguished designation for comparative academic growth in 2019 and 2022.

For the 2021-2022 school year Ninety-two percent of our students met or exceeded their STAAR progress measure.

2022-2023 STAAR scores:

The composite (Reading and Math) percent of third grade students achieving the meets or exceeds standard in both reading and math on STAAR was 32%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Kinder through second grade did not meet the goal of 55% MAP growth in reading. **Root Cause:** Kinder through second grade teachers need training to teach foundational skills and increased training to implement intervention plans. Kinder through second grade struggling readers did not get enough small group tutorials.

School Culture and Climate

School Culture and Climate Summary

Murry Fly Elementary encourages positive working relationships in which teachers feel encouraged and uphold each other to high standards.

Murry Fly Elementary follows the ECISD curriculum for all core content areas. Students take Short Cycle Assessments, which are established by the district and TRS to track student development. Each of these tests are TEKS and STAAR aligned to meet the needs of students. Teachers use this data to tailor their lessons in order to meet the needs of all students. In addition, students complete MAP examinations three times per school year to track their progress. Teachers utilize this information to modify their instruction.

Staff at Murry Fly Elementary meet 1-2 per week for PLC's, instructional planning, Professional Development, and data analysis. The DDI process is our focus for all PLC's.

School Culture and Climate Strengths

The Murry Fly community has a strong family feel and staff work together to meet the needs of individual students. Teachers have a strong sense of the needs of individual students and take steps to assist students when struggling. RtI meetings are scheduled to identify needs and develop goals to assist students in making progress. Speech, dyslexia, and SPED referrals are submitted when the teacher and committee determine that an individual student needs additional support. Teachers participate in weekly PLC meetings and plan together weekly to support each member of the grade level in planning lessons that will support students.

PLC teams meet on a weekly basis. These meetings consist of an MCL and their grade level team. Murry Fly has MCLs in First Grade, Second Grade, Third Grade, and Fifth Grade. An MCL assists teachers with data analysis, instructional strategies, and instructional planning. Each MCL has a Reach Associate that provides release time for the MCL to observe their team members, assist with instructional planning, coaching, model lessons and provide feedback to their team-level teachers as needed.

Murry Fly provides many opportunities for parent involvement: Title 1 meetings, Meet the Teacher, Open House, Reading-Math-Science Nights, etc.

The panorama survey shows that 69% of our students feel connected and 91% feel that they have supportive relationships at Murry Fly.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Murry Fly Elementary collaborates with Human Resources to recruit Highly Qualified candidates for our open positions. Murry Fly Elementary will have two Instructional Facilitator and fifty-two certified classroom teachers who are highly qualified instructors at the start of the 2023-2024 school year. We use TalentED and lists provided by the Human Resource office from job fairs and other recruitment activities when considering candidates for our school.

Murry Fly Elementary will begin the 2023-2024 school year with a staff of 23 bilingual teachers, 30 monolingual teachers, and 50 out of 52 teachers being fully certified.

Staff Quality, Recruitment, and Retention Strengths

A strength for retaining teachers at Murray Fly Elementary is found in our Panorama survey data. The survey shows that 80% of our staff feel a sense of belonging and 70% feel a sense of well-being.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There are two instructional facilitators and class sizes are increasing. **Root Cause:** There is a teacher shortage and not enough instructional aides were hired.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus utilizes the district-approved curriculum to provide meaningful instruction to students in order to receive a well-rounded education that covers the state TEKS. Identified students receive Dyslexia, GT, and SPED services. Students in 4th and 5th grade utilize AVID strategies. IStation for Reading and I-Ready for Math, MAP, CLI, Short Cycle Assessments, CogAT, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress.

Murry Fly grade levels meet weekly in PLC's for the DDI process and data analysis. Murry Fly grade levels also meet weekly for instructional planning.

Teachers have an intervention/RTI time designed into their day to provide small group instruction where needed.

Curriculum, Instruction, and Assessment Strengths

Curriculum and Instruction:

Murry Fly Elementary will implement Saxon phonics for grades kinder through second for the 2023-2024 school year. For the 2023-2024 school year we will have 1st, 2nd, 3rd, and 5th-grade MCLs. MCLs provide coaching for their respective grade levels based on teacher needs. MCLs lead the DDI process and instructional planning for their grade level.

For the 2023-2024 school year we will continue to implement grade-level teacher leads to help with the DDI process and instructional planning for their grade level.

School Context and Organization:

Our Pre-k through 5th-grade campus implements school-wide routines and procedures which helps ensure a safe and secure environment.

Murry Fly Elementary uses early release days to allow vertical planning sessions for ELAR and Math among grade levels.

Recruit/Support/Retain:

Murry Fly Elementary will begin the 2023-2024 school year with 51 out of 53 classroom teachers that are highly qualified.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Murry Fly did not improve on the percentage of meets on the STAAR assessment. **Root Cause:** Lack of quality intervention and timely use of supplemental resources to better close learning gaps.

Problem Statement 2 (Prioritized): PLC meetings and SCA data on some grade levels show teachers' inability to collect, analyze, and use student data trends to plan a reteach lesson for tutoring/intervention. **Root Cause:** Lack of MCLs on certain grade levels. Some require teacher leads.

Parent and Community Engagement

Parent and Community Engagement Summary

Murry Fly provides many opportunities for parent involvement: Title 1 meetings, Meet the Teacher, Open House, Reading-Math-Science Nights, etc.

Murry Fly re-established the PTO last year to help with parent involvement.

This will be the third year that Murry Fly has Communities in Schools.

Parent and Community Engagement Strengths

Murry Fly will continue to improve parent and community engagement through the PTO and Communities in Schools.

Communities in Schools helps our at risk students and helps engage community partners.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The PTO is not completely running and parent involvement has not increased. **Root Cause:** The campus needs a parent engagement lead.

School Context and Organization

School Context and Organization Summary

Murry Fly is a PK-5th grade school.

All teachers have grade level PLCs and grade level planning meetings weekly.

All grade levels have MCLs or teacher leads to help with and lead the DDI process.

We have a principal, two administrative interns, one counselor, 53 teachers, SPED teacher, 1 Dyslexia teacher, 5 bilingual aides, and 3 flex aides.

School Context and Organization Strengths

The master schedule has been redesigned to allow for 55 minutes of conference/planning instead of 45 minutes.

We will continue to have one day for PLCs and another day for grade level planning weekly.

We will pay for after school tutoring with Title 1 funds.

MCLs and teacher leads will continue to provide teacher support in the area of the DDI process, planning, instructional strategies, and modeling.

Technology

Technology Summary

Murry Fly has a 1:1 ratio for student and teacher devices. Every classroom has a Promethean Board.

Technology Strengths

Teachers incorporate digital learning through Seesaw and Schoology.

Teachers incorporate digital learning through I-station reading, I-ready math, and Lonestar math.

The teachers work closely with and benefit from our assigned instructional technology specialist.

Priority Problem Statements

Problem Statement 1: Kinder through second grade did not meet the goal of 55% MAP growth in reading.

Root Cause 1: Kinder through second grade teachers need training to teach foundational skills and increased training to implement intervention plans. Kinder through second grade struggling readers did not get enough small group tutorials.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Attendance only increased from 90.9% to 91.8% in 2022-2023.

Root Cause 2: Contracts were not issued to enough students with a pattern of excessive absences from previous years. Attendance monitoring and early interventions were not conducted consistently. The campus might require an attendance lead.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Murry Fly did not improve on the percentage of meets on the STAAR assessment.

Root Cause 3: Lack of quality intervention and timely use of supplemental resources to better close learning gaps.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: The PTO is not completely running and parent involvement has not increased.

Root Cause 4: The campus needs a parent engagement lead.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: PLC meetings and SCA data on some grade levels show teachers' inability to collect, analyze, and use student data trends to plan a reteach lesson for tutoring/intervention.

Root Cause 5: Lack of MCLs on certain grade levels. Some require teacher leads.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: There are two instructional facilitators and class sizes are increasing.

Root Cause 6: There is a teacher shortage and not enough instructional aides were hired.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: By May 2024, the percentage of all K-5 students meeting their projected MAP reading score will increase to 58%.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: EOY MAP Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data-driven instruction.</p> <p>Strategy's Expected Result/Impact: More effective planning and focused instructional delivery to insure all students meet their progress goals.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will conference with students monthly to set goals and chart those goals in a data folder. Data folders will go home every month for parents to review and discuss with their student.</p> <p>Strategy's Expected Result/Impact: Students aware of their goals and progress will achieve their goals. MAP reading score will increase to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will work on I-station reading 2-3 times per week for a minimum of 30 minutes daily.</p> <p>Strategy's Expected Result/Impact: 58% of students will achieve their progress goal. After MAP testing, I-Station puts students on a pathway to meet their MAP progress goals.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will hire part-time and after-school tutors to help develop foundational reading skills.</p> <p>Strategy's Expected Result/Impact: 58% of students will achieve their progress goal.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will hire 2 bilingual aides, a flex aide, and Title I aides to help teachers with small group and individual foundational skills building.</p> <p>Strategy's Expected Result/Impact: 58% of students will achieve their progress goal.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: By May 2024, the percentage of all K-5 students meeting their projected MAP math score will increase from 60% to 70%.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: EOY MAP Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: More effective planning and focused instructional delivery to insure all students meet their progress goals.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will conference with students monthly to set goals and chart those goals in a data folder. Data folders will go home every month for parents to review and discuss with their student.</p> <p>Strategy's Expected Result/Impact: Students will focus and monitor their individualized goal to ensure achievement. In result, MAP math scores will increase from 70% to 75%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will work on I-Ready Math 2-3 times per week for a minimum of 30 minutes daily.</p> <p>Strategy's Expected Result/Impact: 70% of students will achieve their progress goal. After MAP testing, I-Ready Math puts students on a pathway to meet their MAP progress goals.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will purchase kinesthetic math games to be used during math night.</p> <p>Strategy's Expected Result/Impact: MAP math scores will increase from 70% to 75%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.

High Priority

HB3 Board Goal





Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: 2024 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Murry Fly will follow the district math curriculum and scope and sequence to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Murry Fly Math Teachers will incorporate Number Talks into their daily lessons to build math fluency and ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. Teachers will analyze unit testing data as well as MAP reports.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize Lonestar math which targets the TEKS on a daily basis.</p> <p>Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Murry Fly will have qualified teacher leads that will</p> <ol style="list-style-type: none"> 1. Help coordinate grade level PLC agendas 2. Plan and lead Knows/Shows & create exemplars for weekly DDI PLC I meeting 3. Plan and lead DDI PLC II meetings after the SCA's 4. Ensure grade level team schedules include reteach/reassess on calendar 5. Maintain a log of attendance and agendas of weekly meetings 6. Assist teachers with the development and the use of the school-wide instructional priorities and strategies to improve instruction and serve as a resource person for accessing C&I resources in Schoology 7. Plan & coordinate activities with vertical team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units. <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: MCLs and Campus Administrators</p> <p>Funding Sources: - Title One School-wide - \$24,500</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Supplemental resources such as Forde and Ferrier and Think Up will be utilized for both classroom and small group targeted interventions in 3rd-5th grade.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: MCLs, teachers, and Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: The campus will purchase C-Pens in order to help students develop their reading fluency.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: MCLs, teachers, and Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.

High Priority

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: 2024 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Murry Fly will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Murry Fly Math Teachers will conduct fluency checks and guided reading groups into their daily lessons to build reading fluency and comprehension to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. Teachers will analyze unit testing data as well as MAP reports.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Murry Fly will have qualified teacher leads that will</p> <ol style="list-style-type: none"> 1. Help coordinate grade level PLC agendas 2. Plan and lead Knows/Shows & create exemplars for weekly DDI PLC I meeting 3. Plan and lead DDI PLC II meetings after the SCA's 4. Ensure grade level team schedules include reteach/reassess on calendar 5. Maintain a log of attendance and agendas of weekly meetings 6. Assist teachers with the development and the use of the school-wide instructional priorities and strategies to improve instruction and serve as a resource person for accessing C&I resources in Schoology 7. Plan & coordinate activities with vertical team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units. <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Supplemental resources such as Forde and Ferrier and Think Up will be utilized for both classroom and small group targeted interventions in 3rd-5th grade.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: The campus will purchase C-Pens in order to help students develop their reading fluency.</p> <p>Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, MCLs, leadership team



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% to 58%.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: EOY MAP test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: By May 2024, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 35% to 58%.





High Priority

HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: EOY MAP test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 35% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 35% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: By May 2024, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 31% to 58%.





High Priority

HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: EOY MAP Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 31% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 31% to 58%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: EOY MAP Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will purchase C-Pens in order to help students develop their reading fluency.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%.

High Priority





HB3 Board Goal

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: EOY STAAR Test

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth.</p> <p>Strategy's Expected Result/Impact: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Murry Fly will employ a dyslexia teacher to implement the Take Flight Program. Strategy's Expected Result/Impact: Increased reading fluency and better reading scores. Staff Responsible for Monitoring: Campus administration/Dyslexia Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Supplemental resources such as Forde and Ferrier, Mentoring Minds, Step up to the TEKS, and STAAR READY will be utilized for both classroom and small group targeted interventions in 2nd-5th grade. Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests. Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: An after-school tutoring program will be implemented in order to move students from approaches to meets grade level. Strategy's Expected Result/Impact: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%. Staff Responsible for Monitoring: Campus administration/Small group tutors</p> <p>TEA Priorities: Build a foundation of reading and math Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 1: School-wide Panorama data in the area of student School Connectedness will increase from 69% to 80%.

High Priority

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Each classroom teacher will incorporate daily SEL using the 7 Mindsets. Classroom discussions and activities will be conducted daily to build rapport and increase positive mindsets for students and staff.</p> <p>Strategy's Expected Result/Impact: School Connectedness will increase from 74%-80%</p> <p>Staff Responsible for Monitoring: Classroom teachers, aides, counselor, administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Student and parent engagement and activities will increase. Activities such as parent nights, student involvement, and student/teacher monthly recognition will be implemented monthly. The campus will hire a Title I parent engagement lead.</p> <p>Strategy's Expected Result/Impact: School Connectedness will increase from 69%-80%</p> <p>Staff Responsible for Monitoring: Classroom teachers, aides, counselor, administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School-wide Panorama data in the area of student Supportive relationships will increase from 91%-92%.





High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Reduced student referrals
increased attendance
increased student engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will schedule a designated time to implement 5-10 minutes of the 7 Mindsets. Resources will be provided by the counselor as well as walk-throughs.</p> <p>Strategy's Expected Result/Impact: implement The 7 Mindsets SEL curriculum daily.</p> <p>Staff Responsible for Monitoring: Classroom teachers and counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Evidence that 7 Mindsets will be posted throughout the school such as displaying student activities and journals.</p> <p>Strategy's Expected Result/Impact: implement The 7 Mindsets SEL curriculum daily.</p> <p>Staff Responsible for Monitoring: Classroom teachers and counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Murry Fly will employ a part-time SAS counselor to address students' social-emotional learning needs.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and attendance.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Murry Fly will house a full time social worker from Communities in Schools. The social worker will work with at risk students and their families to address attendance and academic issues. The social worker will also help with basic necessities, such as food, clothing, and hygiene products.</p> <p>Strategy's Expected Result/Impact: Increase attendance/ increased academic achievement/ increased sense of belonging</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: 100% of students will be prepared for college coursework through the implementation of AVID strategies in 4th-5th grade.

High Priority





Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Planners

interactive notebooks

lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: All 4th-5th grade students will take home communication planners every day. Students will use interactive notebooks in their ELAR and Math classes.</p> <p>Strategy's Expected Result/Impact: Students will increase their organizational and note taking skills.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs, leadership team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage all staff members to participate in college awareness days by discussing the importance of post-secondary education.</p> <p>Strategy's Expected Result/Impact: Students are exposed to the importance of and made aware of all the options that they have for their post-secondary education.</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 4: Fly student attendance rate will increase from 91.8% to 95% by May 2024.

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance contracts will be done on all students reaching the 90% or less threshold on absences.</p> <p>Strategy's Expected Result/Impact: Improved rate of attendance</p> <p>Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/campus administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Murry Fly will have attendance incentives per grade level. The campus will have good attendance prizes every 9 weeks to promote good attendance.</p> <p>Strategy's Expected Result/Impact: Improved rate of attendance</p> <p>Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/campus administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Murry Fly will focus on contacting parents to discuss absenteeism and find solutions to improve student attendance.</p> <p>Strategy's Expected Result/Impact: Improved rate of attendance</p> <p>Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/campus administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will have a Title I attendance lead.</p> <p>Strategy's Expected Result/Impact: Improved rate of attendance</p> <p>Staff Responsible for Monitoring: campus administration</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$24,500.00
2	5	3			\$75,000.00
2	5	4			\$0.00
2	5	5			\$0.00
Sub-Total					\$99,500.00

Addendums



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Ector County ISD

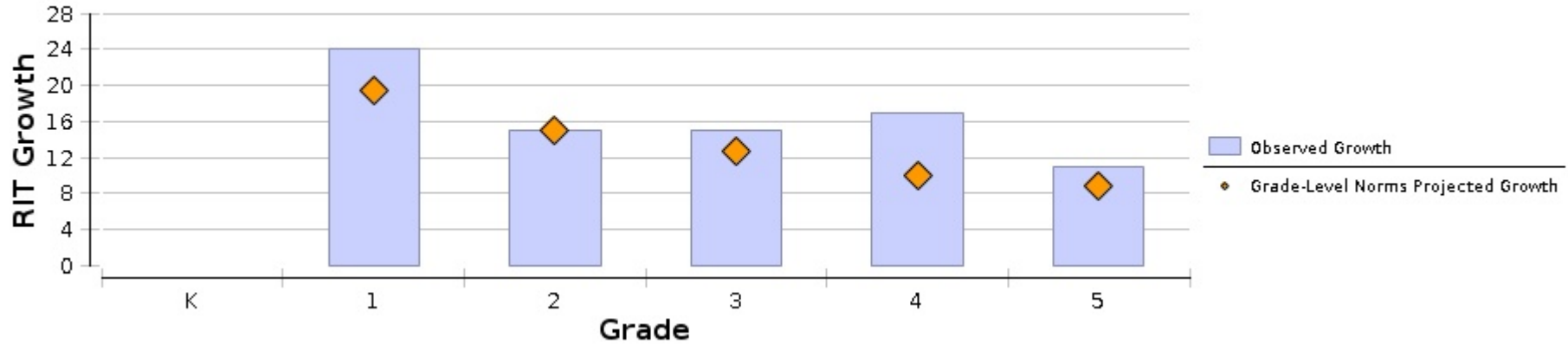
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Spring 2021 - Spring 2022
 Weeks of Instruction: Start - 28 (Spring 2021)
 End - 30 (Spring 2022)
 Grouping: None
 Small Group Display: No

FLY ELEMENTARY SCHOOL

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Spring 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	114	155.6	12.9	56	180.0	13.1	77	24	1.2	19.4	2.28	99	114	85	75	79	
2	129	171.6	14.1	32	186.7	14.3	38	15	0.9	15.1	0.01	50	129	74	57	56	
3	114	183.3	14.6	23	198.7	14.4	40	15	0.9	12.6	1.33	91	114	81	71	73	
4	128	192.0	14.6	12	208.8	16.5	45	17	0.7	10.1	3.26	99	128	106	83	82	
5	113	204.5	13.1	26	215.1	13.9	36	11	0.7	8.9	0.78	78	113	66	58	56	

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Ector County ISD

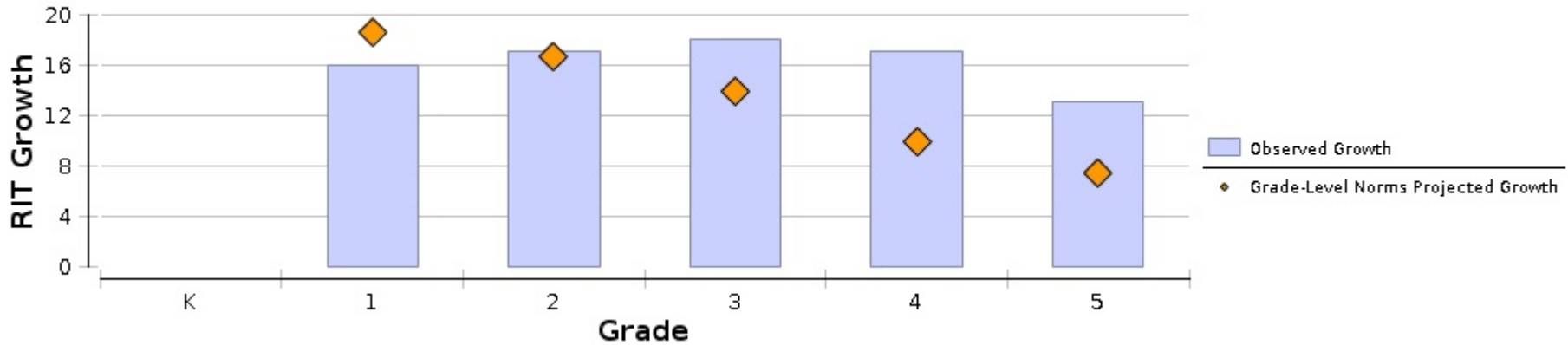
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Spring 2021 - Spring 2022
 Weeks of Instruction: Start - 28 (Spring 2021)
 End - 30 (Spring 2022)
 Grouping: None
 Small Group Display: No

FLY ELEMENTARY SCHOOL

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
		Spring 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	111	146.3	12.3	19	162.0	13.9	9	16	1.0	18.6	-1.13	13	111	39	35	32	
2	121	156.4	13.6	2	173.1	15.4	5	17	1.0	16.7	0.01	51	121	63	52	48	
3	112	170.4	15.4	2	188.7	15.3	13	18	1.1	13.9	2.27	99	112	81	72	71	
4	128	181.9	17.5	2	198.6	19.0	20	17	1.0	9.8	4.15	99	128	95	74	87	
5	113	196.9	16.4	15	209.8	14.6	45	13	1.0	7.4	3.13	99	113	70	62	65	

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Ector County ISD

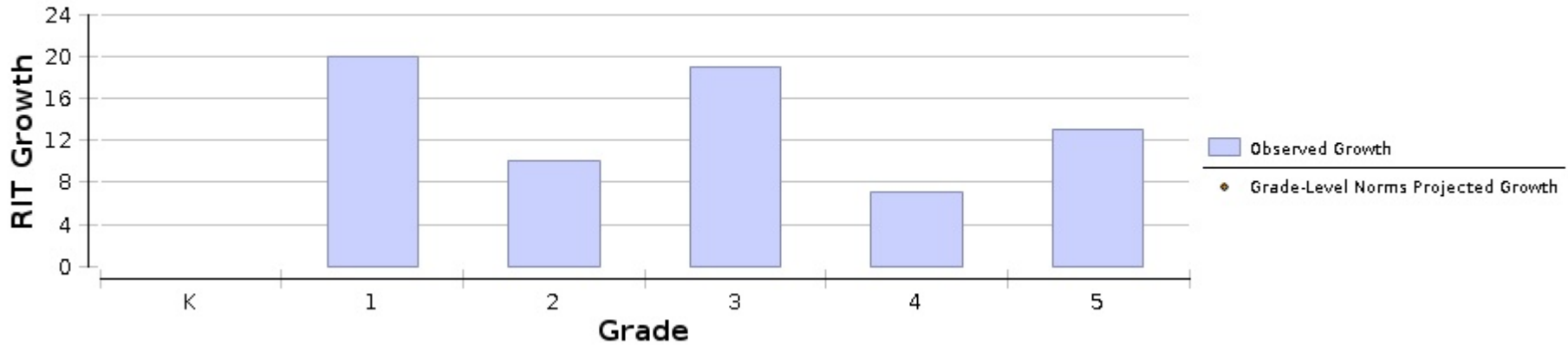
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Spring 2021 - Spring 2022
 Weeks of Instruction: Start - 28 (Spring 2021)
 End - 30 (Spring 2022)
 Grouping: None
 Small Group Display: No

FLY ELEMENTARY SCHOOL

Language Arts:
 Reading (Spanish)

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Spring 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**				**						**	
1	55	154.4	13.0		173.9	15.3		20	1.7						0	
2	61	167.3	15.7		176.9	12.7		10	1.6						0	
3	47	176.4	13.8		195.2	14.1		19	1.4						0	
4	50	190.6	13.0		197.5	13.4		7	1.1						0	
5	41	193.2	12.3		206.6	12.4		13	1.4						0	

Language Arts: Reading (Spanish)



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.