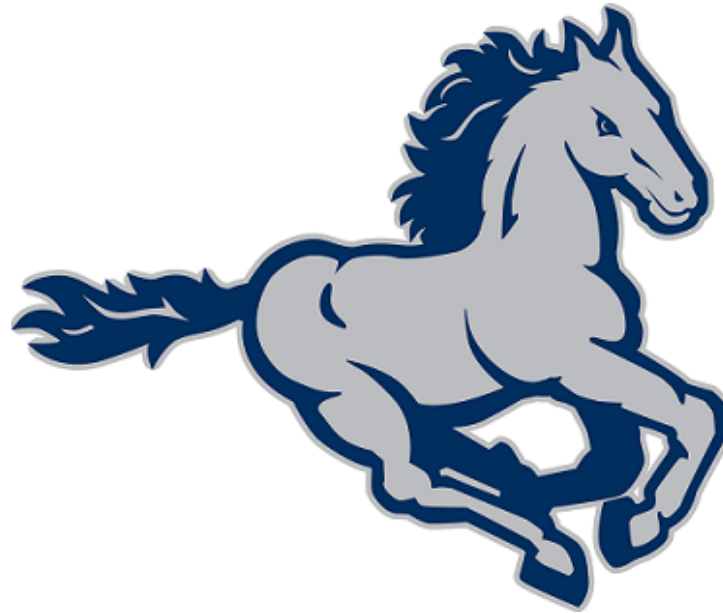


Pflugerville Independent School District

Murchison Elementary School

2025-2026

Accountability Rating: A



Board Approval Date: October 16, 2025
Public Presentation Date: September 10, 2025

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~

Comprehensive Needs Assessment

Demographics

Demographics Summary

Murchison Elementary is a 25-year-old community school situated near Hendrickson High School and Kelly Lane Middle School. All students live within two miles of the campus so there is no bus transportation to the school. The commercial area around the school is a fast-growing area. There are many businesses opening, as well as construction for new businesses.

Students

Murchison is fortunate to be a demographically diverse school. The student race/ethnicity demographics are 18% Asian, 6% African American, 44% White, 24% Hispanic, and 8% Two or More Races. Over the years, our student demographics have remained generally the same with the exception of our Asian students who have continued to grow over the last three years.

Student Demographics - Murchison Elementary School (Source: TAPR & OnDataSuite)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	858	827	780	749	699	651
African American	8.9%	8.3%	7.70%	7.61%	5.90%	6.30%
Hispanic	28.6%	30.6%	28.80%	26.17%	23.50%	22.58%
White	44.9%	41.7%	42.60%	42.59%	44.20%	44.55%
American Indian	0.1%	0.1%	0.40%	0.53%	0.30%	0.15%
Asian	11.0%	11.7%	13.10%	14.55%	17.70%	17.82%
Pacific Islander	0.3%	0.2%	0.00%	0.13%	0.10%	0.15%
Two or More Races	6.3%	7.3%	7.30%	8.41%	8.30%	8.45%

Currently, approximately 13% of our students are economically disadvantaged. Additionally, we have 21% of students that are Emergent Bilinguals, which has a steadily increased each year. Our families bring a wide range of diversity as evidenced by the fact that there are 37 languages other than English that are spoken at Murchison.

Approximately 13% of our students receive Special Education services. This number has steadily increased over the years. We have 7 students that receive intensive support through our Communications Classroom and in the inclusion setting.

Approximately 44% of students qualified as At Risk. This number has steadily risen over the years.

Student Special Program Identification/Participation - Murchison Elementary School (Source: TAPR & OnDataSuite)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	13.4%	13.8%	11.54%	12.15%	10.17%	13.36%
English Learners	9.4%	11.3%	13.08%	14.82%	19.77%	21.20%
At-Risk	32.2%	35.9%	41%	38.58%	42.70%	43.63%
Special Education	7.5%	7.3%	8.46%	9.88%	10.75%	13.36%
Gifted & Talented	3.5%	4.5%	5.13%	8.41%	8.31%	7.53%
Dyslexia	2.1%	2.5%	4.74%	4.94%	5.01%	5.68%
Section 504	5.2%	5.7%	10%	8.28%	8.17%	9.52%
Immigrant	1.4%	1.8%	2%	2.67%	3.15%	2.92%
Homeless	0.5%	0.0%	0.30%	0%	0%	0.92%
Migrant	0.0%	0.0%	0%	0%	0%	0%
Campus Mobility Rate	6.8%	not reported	9.35%	8.70%	7.70%	not yet reported

Staff

As of the 2023-2024 school year, our staff race/ethnicity demographics are approximately 7% African American, 22% Hispanic, 67% White, and 4% Asian. Most of our teachers are female, with 96% female and 4% male. 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)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
African American	7.8%	7.50%	7.90%	7%	6.50%
Hispanic	17.5%	18.70%	13.90%	16.80%	21.60%
White	74.7%	73.80%	74.20%	72.10%	67.50%
American Indian	0%	0.00%	0%	0%	0%
Asian	0.0%	0%	4%	4.10%	4.30%
Pacific Islander	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%

Murchison is fortunate to have a number of experienced teachers so that experienced teachers are able to mentor newer to profession teachers and help lead their PLC meetings. We have 21 teachers who have received a designation under the Teacher Incentive Allotment (TIA).

Teachers by Years of Experience - Murchison Elementary School (Source: TAPR)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	0.00%	1.90%	0.00%	2.00%	0%
1-5 Years Experience	15.30%	15.50%	17.90%	20.40%	19.50%
6-10 Years Experience	17.50%	18.70%	16.30%	12.30%	13%
11-20 Years Experience	46.70%	43.30%	47.40%	48.50%	45.90%
Over 20 Years Experience	20.50%	20.60%	14.50%	8.20%	21.60%

Demographics Strengths

- Growing in diverse demographics
- Wide variety of languages spoken in the home
- Community is highly engaged and supportive of our students and teachers
- Experienced staff; majority of teachers have been teaching eleven or more years

- Strong collaboration with neighboring schools of Hendrickson High School and Kelly Lane Middle School
- Neighborhood school with all families living within a two mile radius

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our student enrollment in K-2 is half the size of 3-5, with Kindergarten being the lowest we have seen.

Root Cause: Lack of advertising of our enrichment programs, special events, and accomplishments has led to parents seeking out other school options.

Problem Statement 2: The number of at-risk students has doubled since 2019 and consistently trended up each year.

Root Cause: Staff does not have dedicated time or resources to address the needs of their at-risk students.

Student Learning

Student Learning Summary

Students in grades PK-5 are assessed with universal screeners and progress monitoring instruments in reading and math at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). This is used to identify students who are at-risk for reading and/or math readiness or who need intervention. Students in grades K-5 who are identified as Emergent Bilingual (EB) take a state assessment called TELPAS. Students in grades 3-5 also take district assessments and the state assessment STAAR. The results of these assessments are below.

2024-2025 Star 360 Results

Many grade levels take the STAR 360 assessment as a Universal Screener in Math and Reading. The data below shows how students performed at Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). The numbers represent the percent of students at each level.

Math:

STAR 360 Math	1st grade 24-25			2nd grade 24-25			3rd grade 24-25			4th grade 24-25			5th grade 24-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark	67%	71%	71%	82%	81%	89%	77%	91%	92%	86%	83%	81%	94%	95%	90%
On Watch	18%	11%	16%	5%	9%	8%	18%	4%	3%	4%	7%	9%	2%	3%	9%
Intervention	7%	12%	8%	8%	7%	2%	3%	3%	3%	4%	4%	3%	3%	1%	2%
Urgent Intervention	8%	7%	5%	4%	2%	1%	3%	3%	3%	6%	6%	7%	6%	1%	0%

Reading:

STAR 360 Reading		3rd grade 24-25			4th grade 24-25			5th grade 24-25		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark		76%	85%	79%	75%	76%	74%	79%	83%	87%
On Watch		9%	9%	12%	11%	6%	13%	13%	8%	5%
Intervention		11%	2%	6%	8%	12%	5%	5%	4%	5%
Urgent Intervention		4%	4%	3%	7%	6%	8%	3%	5%	3%

In each grade level, students trended up from up from BOY to MOY to EOY with the exception of 1st grade math where there was a slight dip from MOY to EOY.

STAR 360 Trends

3rd-5th grade students take a Universal Screener called STAR 360 in Reading. 1st-5th grade students take a Universal Screener called STAR 360 in Math. The trend data below shows the percent of students who are performing at or above grade level.

STAR 360 Reading	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025
	68%	73%	77%	76%	83%	80%

STAR 360 Math	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025
	82%	87%	89%	82%	85%	85%

According to Star360 proficiency results, students are making growth in all grade levels in both math and reading proficiency, with a slight dip in Reading in the Spring.

TX-KEA Trends

Kindergarten students take a Universal Screener called TX-KEA. There was a steady increase throughout this year in students who were on-track in literacy skills while math skills remained relatively steady.

TX-KEA Literacy Screener/Blending						
	BOY 2023	MOY 2024	EOY 2024	BOY 2024	MOY 2025	EOY 2025
On-Track	86%	78%	71%	60%	76%	81%
Monitor/Support	10%	17%	21%	40%	25%	19%
TX-KEA Math						
	BOY 2023	MOY 2024	EOY 2024	BOY 2024	MOY 2025	EOY 2025
On-Track	72%	73%	65%	72%	73%	73%
Monitor/Support	24%	23%	29%	28%	28%	27%

TPRI Trends

1st and 2nd grade students take a Universal Screener in Literacy called TPRI. Students who are developed in TPRI generally maintain their level from Beginning of the Year (BOY) to End of the Year (EOY) as seen in the trend data below.

1st Grade TPRI						
	BOY 2023	MOY 2024	EOY 2024	BOY 2024	MOY 2025	EOY 2025
Developed	54%	88%	82%	65.8%	87.2%	65.8%
Still Developing	46%	12%	18%	34.2%	12.8%	34.2%
2nd Grade TPRI						
	BOY 2023	MOY 2024	EOY 2024	BOY 2024	MOY 2025	EOY 2025
Developed	44%	62%	73%	78.1%	73.2%	77.3%
Still Developing	56%	38%	27%	21.9%	26.8%	22.7%

2024-2025 STAAR Results

STAAR results show an increase in both Math and RLA in 3rd grade in every category. We saw an decrease in 4th grade Math in each category and a decrease in 4th grade RLA in most categories but an increase in 4th grade RLA in Masters. 5th grade RLA and Math saw a drop or maintained their previous level while 5th grade Science saw gains in every level.

2025 STAAR RLA			
	3rd grade	4th grade	5th grade
Approaches	93%	88%	91%
Meets	75%	67%	73%
Masters	46%	42%	45%
2025 STAAR Math			
	3rd grade	4th grade	5th grade
Approaches	92%	81%	93%
Meets	75%	65%	67%
Masters	52%	45%	39%
2025 STAAR Science			
	5th grade		
Approaches	90%		
Meets	63%		
Masters	27%		

2019-2025 STAAR Trend Data

This data shows the trends of STAAR scores in grades 3-5 in Math, Reading/RLA, and Science. 3rd grade showed growth in all areas, with some of the highest results we have seen in the last six years.

3rd grade:

	2019 Math	2021 Math	2022 Math	2023 Math	2024 Math	2025 Math		2019 Reading	2021 Reading	2022 Reading	2023 RLA	2024 RLA	2025 RLA
Appr.	90%	81%	90%	91%	82%	92%		91%	77%	93%	90%	81%	93%
Meets	69%	49%	67%	69%	61%	75%		69%	57%	73%	75%	65%	75%
Masters	42%	24%	42%	36%	31%	52%		51%	39%	48%	42%	37%	46%

4th grade had trended upward each year. Last year we saw a drop in all levels in 4th grade with the exception of Masters in RLA. This may be due to the cohort of students, as this mirrors the 2024 3rd grade results in many areas.

4th grade:

	2019 Math	2021 Math	2022 Math	2023 Math	2024 Math	2025 Math		2019 Reading	2021 Reading	2022 Reading	2023 RLA	2024 RLA	2025 RLA
Appr.	93%	79%	76%	85%	91%	81%		93%	78%	85%	91%	91%	88%
Meets	73%	62%	54%	66%	73%	65%		71%	56%	68%	67%	73%	67%
Masters	59%	44%	37%	37%	51%	45%		49%	36%	53%	41%	37%	42%

5th grade did not see growth in RLA or Math in 2025. Science saw good growth in each category, with the highest scores we have seen since the test was redesigned.

5th grade:

	2019 Math	2021 Math	2022 Math	2023 Math	2024 Math	2025 Math		2019 Read	2021 Read	2022 Read	2023 RLA	2024 RLA	2025 RLA		2019 Sci.	2021 Sci.	2022 Sci.	2023 Sci.	2024 Sci.	2025 Sci.
Appr	94%	87%	90%	97%	93%	93%		92%	90%	94%	91%	94%	91%		89%	91%	90%	83%	82%	90%
Meet	83%	47%	68%	75%	74%	67%		72%	78%	82%	73%	73%	73%		72%	64%	63%	52%	46%	63%
Mast	72%	40%	45%	49%	42%	39%		49%	60%	60%	44%	51%	45%		44%	37%	36%	23%	24%	27%

2024-2025 TELPAS Results

Students who speak another language in the home are classified as Emergent Bilingual (EB) and take a state assessment called TELPAS. The chart below shows that Speaking and Writing were the most difficult area for our students overall, with Listening being the highest. 5th grade had the most students who scored in the Advanced High range overall.

2025 TELPAS Ratings - Kindergarten

	Listening	Speaking	Reading	Writing	Composite
Beginning	16%	32%	21%	26%	11%
Intermediate	42%	26%	37%	42%	47%
Advanced	37%	32%	42%	26%	37%
Advanced High	5%	11%	0%	5%	5%

2025 TELPAS Ratings - Kindergarten**2025 TELPAS Ratings - 1st grade**

	Listening	Speaking	Reading	Writing	Composite
Beginning	0%	6%	0%	0%	0%
Intermediate	19%	13%	19%	31%	13%
Advanced	31%	44%	44%	31%	50%
Advanced High	50%	38%	38%	38%	38%

2025 TELPAS Ratings - 2nd grade

	Listening	Speaking	Reading	Writing	Composite
Beginning	0%	44%	0%	6%	0%
Intermediate	0%	44%	31%	69%	56%
Advanced	56%	6%	31%	13%	38%
Advanced High	44%	6%	38%	13%	6%

2025 TELPAS Ratings - 3rd grade

	Listening	Speaking	Reading	Writing	Composite
Beginning	0%	16%	0%	0%	0%
Intermediate	0%	53%	11%	68%	21%
Advanced	11%	26%	16%	26%	69%
Advanced High	89%	5%	74%	5%	11%

2025 TELPAS Ratings - Kindergarten**2025 TELPAS Ratings - 4th grade**

	Listening	Speaking	Reading	Writing	Composite
Beginning	8%	0%	8%	8%	0%
Intermediate	50%	25%	25%	50%	33%
Advanced	0%	75%	25%	42%	42%
Advanced High	42%	0%	42%	0%	25%

2025 TELPAS Ratings - 5th grade

	Listening	Speaking	Reading	Writing	Composite
Beginning	11%	11%	0%	0%	0%
Intermediate	22%	11%	22%	44%	33%
Advanced	22%	33%	11%	44%	11%
Advanced High	44%	44%	67%	11%	56%

In order to meet the requirements of HB 1416, we will be providing accelerated instruction for students in math and RLA who did not meet standard on the STAAR test. This accelerated instruction will occur during the school day. Teachers and interventionists will provide this instruction in small groups, with interventionists pulling students for Tier 3 intervention and classroom teachers pulling students for Tier 2 intervention. Additionally, some of our teachers have received a TIA designation; students in these teachers' classes receive their required HB 1416 minutes by being in that class.

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		92	A	70%
STAAR Performance	68	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	0%
Academic Growth	76	86	B	✓
Relative Performance (Eco Dis: 13.4%)		77	C	
Closing the Gaps	79	92	A	30%

Missed Closing the Gaps Targets

- None - all Closing the Gaps Targets were met or exceeded during the 2024-2025 school year

Student Learning Strengths

- STAAR performance for 2025 in grade 3 Math exceeded the performance in 2024 for students who scored in the Approaches Standard category by 10%, at Meets Grade Level or above by 14% and at the Masters level by 39%.
- STAAR performance for 2025 in grade 3 RLA exceeded the performance in 2024 for students who scored in the Approaches Standard category by 12%, at Meets Grade Level or above by 10% and at the Masters level by 9%.
- STAAR performance for 2025 in grade 4 RLA exceeded the performance in 2024 for students who scored at the Masters level by 5%.
- STAAR performance for 2025 in grade 5 Science exceeded the performance in 2024 for students who scored in the Approaches Standard category by 8%, at Meets Grade Level or above by 20% and at the Masters level by 3%.
- Star 360 Math proficiency rates show growth over the course of the year.
- TX-KEA literacy screening showed growth over the course of the year.
- It is anticipated that all TEA Interim Targets were met for Closing the Gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The number of students getting to the Masters level in RLA on District Assessments and Advanced High on TELPAS Writing has decreased.

Root Cause: ELA instruction is focused more on reading comprehension and foundational skills instead of writing as part of the cycle or integrated into content.

Problem Statement 2: According to STAR 360, our students are not growing at the same rate as other PflSD schools

Root Cause: We do not have consistent and effective progress monitoring systems in place.

School Processes & Programs

School Processes & Programs Summary

Faculty and staff at Murchison Elementary are involved in Professional Learning Communities (PLCs). A team of staff members attended the Professional Learning Conference in the summer of 2022 and 2023. Each PLC meets at least one time per week. We also had a PLC+ time two times per year in 2024-2025, where teachers were able to delve deeper into data and curriculum. 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.

Murchison Elementary achieved No Place for Hate designation again during the 2024-2025 school year, thanks to the work of our No Place for Hate committee. We received our initial Unified Champions designation in 2022-2023 and received it again in 2024-2025, with a culminating event of the Young Athletes Showcase. We also had a Sunshine Committee and PTO Hospitality that helped promote staff morale. The administrative team had a Meaningful Monday activity for staff two times per month and did Reindeer Days in December. We also had weekly staff shout-outs in the staff newsletter and medal pass off amongst during monthly staff meetings.

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 and PALS.

Our students participated in enrichment clubs one Friday afternoon a month. Students got to select their club based on their interests. The newspaper club started a school newspaper and got to take a field trip to Community Impact to see the process of printing a newspaper!

Our students participated extracurriculars including Girl Start, Run Clubs, Math Pentathlon, and Destination Imagination. The Run Clubs focused on character building and culminating in students running a 5K! For the first time in 2024-2025, our students also prepared and put on a musical program, Seussical. Students auditioned for Seussical then practiced one day after school for six months in order to prepare for their performance in April!

The Murchison MTSS Culture and Climate team has worked to create consistent systems for the common areas. We used Mustang Money for students so they could receive positive reinforcement and rewards. This has created greater consistency for the students and staff members.

We continued to hold monthly PTO meetings this year via Google Meet. The PTO also held spirit nights and events such as the Boosterthon fundraiser, school dance, movie night, and Holiday Marketplace. The staff also hosted XSTREAM Night, Diversity Night, Field Day, and awards ceremonies every nine weeks, all of which had great parent participation. We also had music programs for grades 1, 3, and 5 that were widely attended by parents, with standing room only! Our music teacher also hosted a choir concert, percussion performance, and Talent Show for our students and families. The percussion performance was from an extracurricular group called the Rhythm Riders who practiced before school for months in preparation!

49 students out of the 660 students have received an office referral in 2024-2025, representing about 7% of the school population, which is the same percentage as in 2023-2024. 26 of those students had 2 or more referrals. We have had a total of 160 office referrals this year, up from 149 the prior year. Most office referrals were for physically aggressive behavior. Most happened in classrooms. Fifth grade had the most referrals of the grade levels. The number of referrals indicates that students need continued social skills instruction in order to increase their Social Emotional Learning skills.

Referrals by Location:

	Classroom	Playground	Cafeteria	Hallways	School Grounds	Gym	Bathroom
% of referrals by location	33%	16%	10%	8%	3%	2%	2%

Referrals by Grade Level:

	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
% of referrals by grade level	17%	5%	4%	21%	19%	34%

Referrals by Offense

	Physically Aggressive Behavior	Roughhousing/ Horseplay	Inappropriate Language/ Gestures	Disruptive Classroom Behavior	Disrespect/ Rude Comments/ Actions	Violation of Safety Rules	Verbal Abuse/ Threatening Physical Abuse	Theft-Non Felony
% of referrals by offense	28%	14%	13%	5%	5%	4%	2%	2%

Referrals by Ethnicity and Race:

	Hispanic	Non-Hispanic/ White	Non-Hispanic/ Black	Non-Hispanic/ Multi Race
% of referrals by Ethnicity and Race	19%	33%	22%	26%

Attendance:

The chart below shows trends for each six weeks. The 4th six weeks had the lowest attendance rate but was considerably higher than 2023-2024. The overall attendance for 2024-2025 was 96.1%, which was up 1.1% from 95% in 2023-2024. Chronic absenteeism was down by 4.2% during the 2024-2025 school year compared to the 2023-2024 school year.

	Attendance Trends. Source: On Data Suite and TAPR		
	2022-2023	2023-2024	2024-2025
1st six weeks	96.6%	96.8%	96.9%
2nd six weeks	94.1%	96.5%	96.2%
3rd six weeks	93.2%	94.1%	96.1%
4th six weeks	96.3%	91.5%	94.8%
5th six weeks	96.3%	96.1%	96.3%
6th six weeks	96.5%	95.5%	96.4%
Overall	95.4%	95.0%	96.1%

Chronic Absenteeism. Source: On Data Suite and TAPR	
2022-2023	7.4%
2023-2024	10.4%
2024-2025	6.3%

School Processes & Programs Strengths

- PTO raised over \$40,000 in profit through our annual Boosterthon Fun Run fundraiser to support our school in reaching its goals.
- We raised \$24,046 in sales in the Fall Book Fair and \$13,214 in sales during the Spring Book Fair, resulting in a large profit for our school library. We also had a small winter Book Fair during the Holiday Marketplace that resulted in \$3500 in sales and \$1500 in profile.
- We raised over \$20,000 in profit for the Principal's Painless Fundraiser.
- The staff has implemented restorative practices in the classroom and campus administration has modeled Restorative Practices during staff meetings.
- We recognized a Student of the Month in every grade level every month by announcing their name on announcements, giving them an Inchy book coin, and posting their picture on the bulletin board in the main hallway.
- Students participated in after school activities including Girl Start, Boys and Girls Run Club, Math Pentathlon, and Destination Imagination.
- Attendance rates improved by 1.1% over the last year and chronic absenteeism was down by 4.2%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many students with office referrals are male and have more than one referral.

Root Cause: Our current SEL practices do not adequately meet the needs of our diverse population.

Problem Statement 2: While the attendance rate has increased, it is still not back up to pre-COVID levels.

Root Cause: Some parents are not understanding the educational impact of absenteeism in elementary school.

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. Our campus slogans that embody our school include, "It's a great day to be a Mustang!", "Other people dream of success, Mustangs work hard to achieve it!", and "Mustangs have SPIRIT!"

The building was renovated during the summer of 2024 with new walls and flooring in the classrooms and hallways. The playgrounds were also renovated within the last year.

We communicate regularly with families through our campus Facebook page and a weekly principal newsletter called the Mustang Message. We have regular volunteer opportunities and a highly involved community,

Teacher survey (Upbeat) - 2025 Spring Survey

Areas of Strengths, as defined by averages in 90s included:

- Parent/Teacher Communication
- Autonomy
- Instructional Leadership
- Recruitment, Hiring & Onboarding
- Equal Opportunities
- Inclusive Practices
- Care & Commitment
- Satisfaction & Purpose
- Future Commitment

Areas of targeted growth for the coming school year focused on the categories of:

- Professional Development
- School Safety & Order
- Work/Life Balance
- Compensation & Career Path

Perceptions Strengths

- Teacher survey (Upbeat) - 2025 Spring Survey indicated strengths in Parent/Teacher Communication, Autonomy, Instructional Leadership, Recruitment, Hiring & Onboarding, Equal Opportunities, Inclusive Practices, Care & Commitment, Satisfaction & Purpose, Future Commitment
- 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 incorporating Restorative Practices and "good job medal" hand-off during staff meetings and Meaningful Mondays.
- Community support is high at Murchison as shown through the success of the Principal's Painless Fundraiser, PTO Boosterthon Fundraiser, and Book Fairs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to Spring 2025 Upbeat data, campus Professional Development does not adequately improve teaching practices.

Root Cause: Many PD opportunities are geared towards specific groups instead of being aimed at veteran teachers looking to refine their practices.

Goals

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

Performance Objective 1: By May 2026, 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

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

Performance Objective 1: Murchison staff will continue to collaborate around effective strategies and practices by increasing student achievement in both Growth and Achievement on STAAR Reading Language Arts (RLA) across grades 3-5 for all student groups to meet all Closing the Gaps targets, including English Language Proficiency Status/TELPAS, by June 2026.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 78% to 83%
- Approaches from 91% to 93%
- Meets from 73% to 75%
- Masters from 45% to 47%

To meet HB3 Early Childhood Literacy Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 75% in June 2025 to 76% by June 2026 and to 77% by June 2030.

HB3 Goal

Evaluation Data Sources: Evaluations will be based on the comparison between beginning and end of year assessment data collected in May 2025, including C-PALLS+, Star360, TX-KEA, TPRI, Common Assessments, District Assessments, STAAR and STAAR Progress Measure for 4th - 5th graders. Professional development plan, PLC agendas, and T-TESS data can also be used.

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

Performance Objective 2: Through high-quality classroom instruction and varied interventions, Murchison staff will increase student achievement in both Growth and Achievement on STAAR Math across grades 3-5 for all student groups to meet Closing the Gaps targets, including English Language

Proficiency Status/TELPAS, by June 2026.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 71% to 76%
- Approaches from 90% to 93%
- Meets from 71% to 73%
- Masters from 43% to 45%

To meet HB3 Early Childhood Math Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 75% in June 2025 to 76% by June 2026 and to 80% by June 2030 (the long-term 2030 goal was met in June 2025, so 1% increase each year is expected).

HB3 Goal

Evaluation Data Sources: Evaluations will be based on the comparison between beginning and end of year assessment data collected in May 2025, including C-PALLS+, Star360, TX-KEA, TPRI, Common Assessments, District Assessments, STAAR and STAAR Progress Measure for 4th - 5th graders.

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

Performance Objective 3: By June 2025, there will be increases in Achievement at all performance levels on Grade 5 STAAR Science tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 91% to 93%
- Meets from 64% to 66%
- Masters from 27% to 30%

Evaluation Data Sources: STAAR Results, walkthrough data

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

Performance Objective 1: By the end of the 2025-26 school year, Murchison Elementary will increase the campus attendance rate by .5%, from 96.1% to 96.6% and decrease chronic absenteeism by .5%, from 6.3% to 5.8%.

Evaluation Data Sources: Six week attendance data

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

Performance Objective 2: During 2025-2026, to ensure coordinated school health, 100% of Murchison students will participate in daily physical activity in a physical education class, recess, and through school-wide activities.

Evaluation Data Sources: Fitness Gram data

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Murchison will involve stakeholders and boost parent, family, and community engagement to increase student enrollment by 5% from 650 to 683 by May of 2026.

Evaluation Data Sources: MTSS culture and climate tiered fidelity tool

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: 2026 A-F campus accountability ratings for overall and each domain will improve or maintain from the prior year as follows:

- Overall Rating will remain an A
- Domain 1 Rating will remain an A
- Domain 2 Rating will increase from a B to an A
- Domain 3 Rating will remain an A

Evaluation Data Sources: Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By the end of the 2025-2026 school year, Murchison will decrease disciplinary referrals by 10%, from 160 referrals to 144 referrals.

Evaluation Data Sources: Skyward office referrals

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025

Addendums

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 65% in Spring 2024 to 77% by June 2030.

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
65%	67%	69%	71%	73%	75%	77%
Outcomes	75%					

[illegible]

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 64% in Spring 2024 to 76% by June 2030.

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
64%	66%	68%	70%	72%	74%	76%
Outcomes	71%					

[illegible]

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested

Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Murchison ES													
The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 56% in Spring 2024 to 68% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
56%	58%	60%	62%	64%	66%	68%							
Outcomes	48%												
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	33%	57%	n/a	62%	n/a	n/a	n/a	n/a	n/a	50%	n/a	n/a
2024-2025	n/a	35%	59%	n/a	64%	n/a	n/a	n/a	n/a	n/a	52%	n/a	n/a
Outcomes: 2024-2025	n/a	50%	52%	n/a	42%	n/a	n/a	n/a	n/a	n/a	28%	n/a	n/a
2025-2026	n/a	37%	61%	n/a	66%	n/a	n/a	n/a	n/a	n/a	54%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	39%	63%	n/a	68%	n/a	n/a	n/a	n/a	n/a	56%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	41%	65%	n/a	70%	n/a	n/a	n/a	n/a	n/a	58%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	43%	67%	n/a	72%	n/a	n/a	n/a	n/a	n/a	60%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	45%	69%	n/a	74%	n/a	n/a	n/a	n/a	n/a	62%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view) Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated) Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

Early Childhood Literacy Progress Measure 3 - Murchison ES													
The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI and STAAR Reading assessments will increase from 73% in Spring 2024 to 85% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
73%	75%	77%	79%	81%	83%	85%							
Outcomes	76%												
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	44%	71%	71%	n/a	87%	n/a	78%	31%	56%	n/a	83%	n/a	n/a
2024-2025	46%	73%	73%	n/a	89%	n/a	80%	33%	58%	n/a	85%	n/a	n/a
Outcomes: 2024-2025	54%	65%	79%	n/a	80%	n/a	89%	29%	59%	n/a	83%	n/a	n/a
2025-2026	48%	75%	75%	n/a	91%	n/a	81%	35%	60%	n/a	87%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	50%	77%	77%	n/a	93%	n/a	82%	37%	62%	n/a	89%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	52%	79%	79%	n/a	95%	n/a	83%	39%	64%	n/a	91%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	54%	81%	81%	n/a	97%	n/a	84%	41%	66%	n/a	93%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	56%	83%	83%	n/a	99%	n/a	85%	43%	68%	n/a	95%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Texas LEE results - All students tested (where they were view) Of all students, number of students at "No Intervention Needed" in either TPRI or Texas LEE (unduplicated) + Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance in either English or Spanish (unduplicated) - All students tested (where they were view)													
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

EC Literacy Targeted Professional Development Plan
Strategies are included in the Campus Improvement Plan: Through PLC and Lesson Planning, teachers will plan strategic opportunities for student partner talk and collaboration during lessons. Within these meetings, teachers will consistently analyze data related to specific student groups to ensure all are successful and meeting Closing the Gaps targets. Students will participate in hands-on learning experiences through labs, augmented reality, and virtual field trips. Murchison teachers will do a Data Dig using cumulative folders, Skyward, and Eduphoria to understand each students' individual needs and historical data. Teachers will use this information in conversations during PLC to plan instruction that supports all learners. Kindergarten-5th grade teachers will utilize different Tier 2 intervention strategies, progress monitor student growth, and record the data in an individual Action Plan. Murchison vertical teams will meet monthly to support alignment across grade levels in Reading and Math. During the 2024-2025 school year, Murchison Elementary will provide students with high-quality instructional materials that support academically focused instruction, including but not limited to the Lead4Ward Instructional Strategies playlist. Kindergarten-5th grade teachers will incorporate Reading and Writing into Science and Social Studies lessons in order to align with STAAR RLA nonfiction text related to Science and Social Studies content.

Early Childhood Math Plan Campus Goal - Murchison ES The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 61% in Spring 2024 to 73% by June 2030.
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The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 61% in Spring 2024 to 73% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
61%	63%	65%	67%	69%	71%	73%	
Outcomes	75%						

Yearly Target Goals -- by Student Group									
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[illegible]

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Murchison ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will maintain at 100% in Spring 2024 to June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
100%	100%	100%	100%	100%	100%	100%	
Outcomes	100%						

Yearly Target Goals -- by Student Group

[illegible]

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested

Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Murchison ES													
The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 65% in Spring 2024 to 77% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
65%	67%	69%	71%	73%	75%	77%							
Outcomes	73%												
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	42%	70%	n/a	69%	n/a	n/a	n/a	n/a	n/a	64%	n/a	n/a
2024-2025	n/a	44%	72%	n/a	71%	n/a	n/a	n/a	n/a	n/a	66%	n/a	n/a
Outcomes: 2024-2025	n/a	83%	77%	n/a	83%	n/a	n/a	n/a	n/a	n/a	72%	n/a	n/a
2025-2026	n/a	46%	74%	n/a	73%	n/a	n/a	n/a	n/a	n/a	68%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	48%	76%	n/a	75%	n/a	n/a	n/a	n/a	n/a	70%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	50%	78%	n/a	77%	n/a	n/a	n/a	n/a	n/a	72%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	52%	80%	n/a	79%	n/a	n/a	n/a	n/a	n/a	74%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	54%	82%	n/a	81%	n/a	n/a	n/a	n/a	n/a	76%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated) (English version results (966 students On Track) + Spanish version results (114 students On Track; out of 1926 total students) Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

Early Childhood Math Progress Measure 3 - Murchison ES													
The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 77% in Spring 2024 to 89% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
77%	79%	81%	83%	85%	87%	89%							
Outcomes	79%												
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	50%	78%	79%	n/a	83%	n/a	69%	53%	54%	n/a	72%	n/a	n/a
2024-2025	52%	80%	81%	n/a	85%	n/a	71%	55%	56%	n/a	74%	n/a	n/a
Outcomes: 2024-2025	54%	63%	84%	n/a	85%	n/a	82%	49%	53%	n/a	85%	n/a	n/a
2025-2026	54%	82%	83%	n/a	87%	n/a	73%	57%	58%	n/a	76%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	56%	84%	85%	n/a	89%	n/a	75%	59%	60%	n/a	78%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	58%	86%	87%	n/a	91%	n/a	77%	61%	62%	n/a	80%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	60%	88%	89%	n/a	93%	n/a	79%	63%	64%	n/a	82%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	62%	90%	91%	n/a	95%	n/a	81%	65%	66%	n/a	84%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)													
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

EC Math Targeted Professional Development Plan
Strategies are included in the Campus Improvement Plan: Through PLC and Lesson Planning, teachers will plan strategic opportunities for student partner talk and collaboration during lessons. Within these meetings, teachers will consistently analyze data related to specific student groups to ensure all are successful and meeting Closing the Gaps targets. Students will participate in hands-on learning experiences through labs, augmented reality, and virtual field trips. Murchison teachers will do a Data Dig using cumulative folders, Skyward, and Eduphoria to understand each students' individual needs and historical data. Teachers will use this information in conversations during PLC to plan instruction that supports all learners. Kindergarten-5th grade teachers will utilize different Tier 2 intervention strategies, progress monitor student growth, and record the data in an individual Action Plan. Murchison vertical teams will meet monthly to support alignment across grade levels in Reading and Math. During the 2024-2025 school year, Murchison Elementary will provide students with high-quality instructional materials that support academically focused instruction, including but not limited to the Lead4Ward Instructional Strategies playlist.