Pflugerville Independent School District

Murchison Elementary School

2026-2027

Accountability Rating: A



Mission Statement

Our mission at Murchison Elementary School is to promote academic and social-emotional excellence by providing a safe, nurturing, and respectful environment in order to unite ALL students, staff, and our community, where all forms of growth are acknowledged.

Vision

Building, Belonging, Believing

~We Are Mustangs~

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Murchison Elementary is a 26-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)						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	827	780	749	699	651	616
African American	8.3%	7.7%	7.61%	5.9%	6.3%	5.03%
Hispanic	30.6%	28.8%	26.17%	23.5%	22.58%	21.59%
White	41.7%	48.6%	42.59%	44.2%	44.55%	44.16%
American Indian	0.1%	0.4%	0.53%	0.3%	0.15%	0.32%
Asian	11.7%	13.71%	14.55%	17.7%	17.82%	20.94%
Pacific Islander	0.2%	0%	0.13%	0.1%	0.15%	0%
Two or More Races	7.3%	7.3%	8.41%	8.3%	8.45%	7.95%

Currently, approximately 15% of our students are economically disadvantaged. Additionally, we have 22% 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 40 languages other than English that are spoken at Murchison.

Approximately 16% of our students receive Special Education services. This number has steadily increased over the years and is up from 13% in 2024-2025. We have 8 students that receive intensive support through our Communications Classroom and in the inclusion setting.

Approximately 41% of students qualified as At Risk, which is down slightly from 44% last year. We have approximately 7% of students served under Section 504, which is down from approximately 10% last year.

Student Special Program Identification/Participation - Murchison Elementary School (Source: TAPR & OnDataSuite)						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	13.8%	11.54%	12.15%	10.17%	13.36%	14.77%
English Learners	11.3%	13.8%	14.82%	19.77%	21.2%	22.4%
At-Risk	35.9%	41%	38.58%	42.7%	43.63%	41.4%
Special Education	7.3%	8.46%	9.88%	10.75%	13.36%	16.23%
Gifted & Talented	4.5%	5.13%	8.41%	8.31%	7.53%	7.63%
Dyslexia	2.5%	4.74%	4.94%	5.01%	5.68%	5.36%
Section 504	5.7%	10%	8.28%	8.17%	9.52%	6.98%
Immigrant	1.8%	2%	2.67%	3.15%	2.92%	1.46%
Homeless	0%	0.3%	0%	0%	.92%	0.65%
Migrant	0%	0.0%	0%	0%	0%	0%
Campus Mobility Rate	not reported	9.35%	8.7%	5.8%	not yet reported	not yet reported

Staff

As of the 2024-2025 school year, our staff race/ethnicity demographics are approximately 7% African American, 16% Hispanic, 70% White, and 7% Asian. Most of our teachers are female, with 98% female and 2% 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	2021-2022	2022-2023	2023-2024	2024-2025
African American	7.5%	7.9%	7%	3.5%	7%
Hispanic	18.7%	13.9%	16.8%	21.6%	16.2%
White	73.8%	74.2%	72.1%	67.5%	70.2%
American Indian	0%	0%	0%	0%	0%

Teacher Demographics - Murchison Elementary School (Source: TAPR)					
Asian	0%	4%	4.1%	4.3%	6.6%
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 28 teachers who have received a designation under the Teacher Incentive Allotment (TIA).

Teachers by Years of Experience - Murchison Elementary School (Source: TAPR)					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	1.9%	0%	2%	0%	2.3%
1-5 Years Experience	15.5%	17.9%	20.4%	19.5%	17.6%
6-10 Years Experience	18.7%	16.3%	12.3%	13%	21.1%
11-20 Years Experience	43.3%	47.4%	48.5%	45.9%	42.5%
Over 20 Years Experience	20.6%	14.5%	8.2%	21.6%	16.4%

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: The percent of students needing Special Education services is increasing.
Root Cause: Our Student Support Team does not have the same amount of data to analyze at younger grades so more students are being referred.

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 many of these assessments are below.

2025-2026 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 25-26			2nd grade 25-26			3rd grade 25-26			4th grade 25-26			5th grade 25-26		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark	87%	83%	78%	72%	71%	73%	87%	89%	93%	92%	94%	94%	81%	86%	89%
On Watch	4%	9%	11%	11%	13%	12%	4%	8%	5%	4%	2%	3%	8%	4%	4%
Intervention	6%	6%	6%	7%	9%	9%	6%	3%	1%	2%	2%	2%	8%	4%	3%
Urgent Intervention	2%	2%	5%	10%	7%	6%	2%	0%	1%	2%	1%	1%	3%	5%	5%

Reading:

STAR 360 Reading	3rd grade 25-26			4th grade 25-26			5th grade 25-26		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Benchmark	79%	87%	89%	82%	86%	86%	70%	80%	78%
On Watch	12%	6%	3%	10%	7%	8%	14%	11%	12%
Intervention	7%	3%	3%	5%	5%	2%	8%	7%	6%
Urgent Intervention	2%	4%	5%	4%	2%	3%	8%	3%	4%

In all grade levels, students trended up on STAR 360 from Beginning of the Year (BOY) to End of the Year (EOY), with the exception of 1st grade Math.

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	Fall 2025	Winter 2026	Spring 2026
	68%	73%	77%	76%	83%	80%	76%	83%	83%

STAR 360 Math	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025	Fall 2025	Winter 2026	Spring 2026
	82%	87%	89%	82%	85%	85%	82%	85%	87%

According to Star360 proficiency results, students are making growth in all grade levels in both math and reading proficiency.

C-PALLS Trends

Pre-K 4 students take a Universal Screener called C-PALLS. Students made tremendous gains in literacy and continued to keep high standards in math.

C-PALLS Literacy (Rapid Letter Naming, Phonological Awareness, Rapid Vocabulary Naming)			
	BOY 2025	MOY 2026	EOY 2026
Making Acceptable Progress	51%	74%	87%
Needs More Assistance	49%	26%	13%
C-PALLS Math			
	BOY 2025	MOY 2026	EOY 2026
Making Acceptable Progress	100%	100%	96%
Needs More Assistance	0%	0%	4%

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 math skills. Literacy skills decreased throughout the year as the tasks became more challenging.

TX-KEA Literacy (Vocabulary, Spelling, Letter Names)						
	BOY 2024	MOY 2025	EOY 2025	BOY 2025	MOY 2026	EOY 2026
On-Track	60%	76%	81%	78%	77%	73%
Monitor/Support	14%	25%	19%	22%	23%	27%

TX-KEA Math						
	BOY 2024	MOY 2025	EOY 2025	BOY 2025	MOY 2026	EOY 2026
On-Track	72%	73%	73%	70%	74%	77%
Monitor/Support	24%	28%	27%	30%	26%	23%

TPRI/Amira Trends

1st and 2nd grade students take a Universal Screener in Literacy called TPRI Amira. In prior years, students took this test one-on-one with a teacher but this year students took it using AI called Amira. There was a drop in literacy scores in both 1st and 2nd grade on Amira from BOY to EOY.

1st Grade TPRI						
	BOY 2024	MOY 2025	EOY 2025	BOY 2025	MOY 2026	EOY 2026
Developed	66%	87%	66%	79%	72%	75%
Still Developing	34%	13%	34%	20%	28%	25%
2nd Grade TPRI						
	BOY 2024	MOY 2025	EOY 2025	BOY 2025	MOY 2026	EOY 2026
Developed	78%	73%	77%	67%	71%	64%
Still Developing	22%	27%	23%	33%	30%	36%

2025-2026 STAAR Results

STAAR results show an increase in both Math and RLA in 4th grade in every category. We saw an decrease in 5th grade Math in each category and a decrease in 5th grade RLA in Meets and Masters. 3rd grade RLA and Math saw a drop in Approaches but an increase in both Meets and Masters. In 5th grade Science, we saw a decrease in Approaches, Meets, and Masters.

2026 STAAR RLA			
	3rd grade	**4th grade**	**5th grade**
Approaches	87%	91%	91%
Meets	83%	75%	70%
Masters	52%	60%	44%
2026 STAAR Math			
	3rd grade	**4th grade**	**5th grade**
Approaches	91%	96%	83%

2026 STAAR RLA			
Meets	78%	87%	62%
Masters	54%	60%	37%
2026 STAAR Science			
	5th grade		
Approaches	78%		
Meets	40%		
Masters	20%		

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 Meets and Masters, with some of the highest results we have seen in six years.

3rd grade:

	2021 Math	2022 Math	2023 Math	2024 Math	2025 Math	2026 Math		2021 Reading	2022 Reading	2023 Reading	2024 RLA	2025 RLA	2026 RLA
Appr.	81%	90%	91%	82%	92%	91%		77%	93%	90%	81%	93%	87%
Meets	49%	67%	69%	61%	75%	78%		57%	73%	75%	65%	75%	83%
Masters	24%	42%	36%	31%	52%	54%		39%	48%	42%	37%	46%	52%

4th grade showed growth in all areas, with some of the highest results we have seen in the last six years.

4th grade:

	2021 Math	2022 Math	2023 Math	2024 Math	2025 Math	2026 Math		2021 Reading	2022 Reading	2023 Reading	2024 RLA	2025 RLA	2026 RLA
Appr.	79%	76%	85%	91%	81%	96%		78%	85%	91%	91%	88%	91%
Meets	62%	54%	66%	73%	65%	87%		56%	68%	67%	73%	67%	75%
Masters	44%	37%	37%	51%	45%	60%		36%	53%	41%	37%	42%	44%

5th grade did not see growth in RLA, Math, or Science in 2026.

5th grade:

	2021 Math	2022 Math	2023 Math	2024 Math	2025 Math	2026 Math		2021 Read	2022 Read	20223 Read	20234 RLA	2025 RLA	2025 RLA		2021 Sci.	2022 Sci.	2023 Sci.	2024 Sci.	2025 Sci.	2026 Sci.
Appr.	87%	90%	97%	93%	93%	83%		90%	94%	91%	94%	91%	91%		91%	90%	83%	82%	90%	78%
Meet	47%	68%	75%	74%	67%	62%		78%	82%	73%	73%	73%	70%		64%	63%	52%	46%	63%	40%
Mast	40%	45%	49%	42%	39%	37%		60%	60%	44%	51%	45%	44%		37%	36%	23%	24%	27%	20%

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.

2025-2026 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, particularly in grades 1-5. 1st grade had the most students who scored in the Advanced High range overall.

2026 TELPAS Ratings - Kindergarten					
	Listening	**Speaking**	**Reading**	**Writing**	**Composite**
Beginning	0%	0%	11%	0%	0%
Intermediate	37%	42%	37%	53%	42%
Advanced	42%	32%	32%	21%	32%
Advanced High	21%	26%	21%	26%	26%
2026 TELPAS Ratings - 1st grade					
	Listening	**Speaking**	**Reading**	**Writing**	**Composite**
Beginning	5%	5%	11%	5%	5%
Intermediate	21%	32%	26%	32%	26%
Advanced	32%	26%	11%	37%	26%
Advanced High	42%	37%	53%	26%	42%
2026 TELPAS Ratings - 2nd grade					
	Listening	**Speaking**	**Reading**	**Writing**	**Composite**
Beginning	19%	31%	38%	44%	25%
Intermediate	6%	44%	31%	25%	38%
Advanced	19%	19%	6%	25%	25%
Advanced High	56%	6%	25%	6%	13%

2026 TELPAS Ratings - Kindergarten					
2026 TELPAS Ratings - 3rd grade					
	Listening	**Speaking**	**Reading**	**Writing**	**Composite**
Beginning	0%	11%	11%	11%	11%
Intermediate	11%	26%	21%	47%	5%
Advanced	16%	42%	32%	42%	53%
Advanced High	74%	21%	37%	0%	32%
2026 TELPAS Ratings - 4th grade					
	Listening	**Speaking**	**Reading**	**Writing**	**Composite**
Beginning	10%	14%	5%	5%	5%
Intermediate	5%	48%	10%	62%	19%
Advanced	52%	29%	24%	29%	62%
Advanced High	33%	10%	62%	5%	14%
2026 TELPAS Ratings - 5th grade					
	Listening	**Speaking**	**Reading**	**Writing**	**Composite**
Beginning	9%	0%	0%	18%	0%
Intermediate	27%	45%	27%	55%	45%
Advanced	55%	36%	9%	0%	27%
Advanced High	9%	18%	64%	27%	27%

2026 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**90**	**A**	
Student Achievement		**92**	**A**	**70%**
STAAR Performance	68	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**89**	**B**	**0%**
Academic Growth	79	89	B	✓
Relative Performance (Eco Dis: 14.8%)		79	C	
Closing the Gaps	**68**	**86**	**B**	**30%**

Missed Closing the Gaps Targets

- Academic Growth in Math for the African American student group
- Academic Growth in RLA for the African American student group

Student Learning Strengths

- STAAR performance for 2026 in grade 3 Math exceeded the performance in 2025 for students who scored in the Meets Standard and Masters category. They saw the highest results in these categories for the last six years.
- STAAR performance for 2026 in grade 3 RLA exceeded the performance in 2025 for students who scored at Meets Grade Level by 8% and at the Masters level by 6%. They saw the highest results in these categories for the last six years.
- STAAR performance for 2026 in grade 4 RLA exceeded the performance in 2025 for students in every level, with some scores the highest they have been in six years.
- STAAR performance for 2026 in grade 4 Math exceeded the performance in 2025 for students by 15% at the Approaches level, 22% at the Meets Grade Level, and 15% at the Masters level. The scored at the highest levels in all categories than in the last six years.
- Star 360 Math and Reading proficiency rates show growth over the course of the year.
- TX-KEA Math proficiency rates show growth over the course of the year.
- C-PALLS Literacy proficiency rates show growth over the course of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We do not have enough students at the Masters level in RLA, Math, and Science in grades 3-5 to be in Quartile 1 of our TEA comparison groups.
Root Cause: Our current WIN time and student goal setting structures are not conducive to meeting the needs of all students.

Problem Statement 2: In relation to our TEA comparison group, our students are not growing in RLA and Math at the same rates as other campuses.
Root Cause: Teacher autonomy can lead to inconsistent outcomes in student growth.

Problem Statement 3: Tier 2 intervention is inconsistently implemented and assessed across all grade levels.
Root Cause: HQIM limits what we can use and does not provide a consistent way to track individual skills for Tier 2 students.

School Processes & Programs

School Processes & Programs Summary

Faculty and staff at Murchison Elementary are involved in Professional Learning Communities (PLCs). Each PLC meets at least one time per week. We also had a PLC+ time three times per year in 2025-2026, 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 SST, there is more consistent, targeted and timely intervention for students.

Murchison Elementary achieved No Place for Hate designation again during the 2025-2026 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 2025-2026, with a culminating event of the Young Athletes Showcase. We have applied to be a National banner campus for Unified Champions as a result of this amazing event!

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.

This year we added a group called Mustang Explorers that met for 25 minutes one Friday per month. Students rotated to a different activity each week in order to gain exposure to different types of activities and help promote the PfISD 3E promise.

Our students participated extracurriculars including Girl Start, Girls Who Code, Young Rembrandts, Honor Choir, Music Memory, Run Clubs, Math Pentathlon, UIL, and Destination Imagination. The Run Clubs focused on character building and culminating in students running a 5K!

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. The committee also incorporated Silver Spoons in the cafeteria as a positive incentive for cafeteria behavior.

Regarding office referrals, 61 students out of the 633 students have received an office referral in 2025-2026, representing about 10% of the school population, which is up from 7% in 2024-2025. We have had a total of 196 office referrals this year, up from 160 the prior year. Most office referrals were for physically aggressive behavior and happened in classrooms. Fourth grade had the most referrals. From special programs, 58% of the referrals were students served through Special Education, 12% through 504, and 6% are Emergent Bilingual. 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	Office
% of referrals by location	43%	18%	7%	11%	3%	3%	3%

Referrals by Grade Level:

	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
% of referrals by grade level	6%	21%	8%	3%	36%	27%

Referrals by Offense

	Physically Aggressive Behavior	Roughhousing/ Horseplay	Inappropriate Language/ Gestures	Disruptive Classroom Behavior	Disrespect/Rude Comments/ Actions	Violation of Safety Rules	Theft-Non Felony
% of referrals by offense	31%	12%	13%	8%	8%	4%	3%

Referrals by Ethnicity and Race:

	Hispanic	Non-Hispanic/ White	Non-Hispanic/ Black	Non-Hispanic/ Asian
% of referrals by Ethnicity and Race	34%	44%	20%	2%

Attendance:

The chart below shows trends for each six weeks. The 4th six weeks had the lowest attendance rate but was higher than 2024-2025. The overall attendance for 2025-2026 was 96.1%, which was the same as 2024-2025. Chronic absenteeism was up by .6% during the 2025-2025 school year compared to the 2024-2025 school year.

	Attendance Trends. Source: On Data Suite and TAPR			
	2022-2023	2023-2024	2024-2025	2025-2026
1st six weeks	96.6%	96.8%	96.9%	97.0%
2nd six weeks	94.1%	96.5%	96.2%	96.6%
3rd six weeks	93.2%	94.1%	96.1%	95.8%
4th six weeks	96.3%	91.5%	94.8%	95.0%
5th six weeks	96.3%	96.1%	96.3%	96.0%
6th six weeks	96.5%	95.5%	96.4%	96.3%
Overall	95.4%	95.0%	96.1%	96.1%

Chronic Absenteeism. Source: On Data Suite and TAPR	
2022-2023	7.4%

Chronic Absenteeism. Source: On Data Suite and TAPR	
2023-2024	10.4%
2024-2025	6.3%
2025-2026	6.9%

School Processes & Programs Strengths

- 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, Girls Who Code, Young Rembrandts, Honor Choir, Music Memory, Run Clubs, Math Pentathlon, UIL, and Destination Imagination
- Murchison teachers collaborate with each other and follow the PLC model, creating consistency and equity amongst classes in the grade level.
- Attendance rates maintained at 96.1%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: For the 2025-2026 school year, 6.9% of students were identified as chronically absent.
Root Cause: Some families face challenges such as illness or scheduling conflicts that affect consistent student attendance.

Problem Statement 2: Almost half of the campus discipline referrals are for inappropriate language and physical aggression.
Root Cause: Academic demands often take precedence over social/emotional learning so students are not able to consistently practice and apply social/emotional skills.

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.

We also had a Sunshine Committee and PTO Hospitality that helped promote staff morale. The administrative team had a team building activities for staff each month with activities such as cake decorating, "Crushed It" cart, "Find the Max" game, "Turkey in my Pocket" game, snowman game, Reindeer Days, and March Madness. We also had weekly staff shout-outs in the staff newsletter and medal pass off amongst during monthly staff meetings. Staff members also wrote "You Are Awesome" cards to each other.

We continued to hold monthly PTO meetings this year via Google Meet. The PTO also held multiple spirit nights at places like Kalahari, Main Event, and Rock Sports Area. They hosted successful events including the Boosterthon Fun Run, school dance, movie night, and Holiday Marketplace. The staff also hosted XSTREAM 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 percussion performance and Talent Show for our students and families. The percussion performance was from an extracurricular group called the Rhythm Riders who practiced after school for months in preparation!

Teacher survey (Upbeat) - 2026 Spring Survey

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

- Parent/Teacher Communication
- Self-Efficacy
- Equal Opportunities
- Inclusive Practices
- Satisfaction & Purpose

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

- Professional Development
- Autonomy
- Principal/Teacher Trust
- Appreciation
- Collaboration

Perceptions Strengths

- Teacher survey (Upbeat) - 2026 Spring Survey indicated strengths in Parent/Teacher Communication, Self-Efficacy, Equal Opportunities, Inclusive Practices, Satisfaction & Purpose
- 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 monthly team building activities.
- Community support is high at Murchison as shown through the success of the Principal's Painless Fundraiser, PTO Boosterthon Fundraiser, and Book Fairs. PTO raised over $40,000 in profit through our annual Boosterthon Fun Run fundraiser to support our school in reaching its goals. We had two Scholastic Book Fairs and raised about $37,000 in sales, resulting in a large profit for the school library. We raised over $20,000 in profit for the Principal's Painless Fundraiser.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the Spring 2026 Upbeat survey, some staff members do not feel they have had adequate coaching and feedback opportunities to help support their work.
Root Cause: Due to budget cuts and time constraints, administrators are not as present in classrooms.

Goals

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

Performance Objective 1: By May 2027, Murchison will provide differentiated professional development, which will increase effective teaching, promote confidence of staff, and maintain retention of current staff at a 90% rate.

Evaluation Data Sources: Surveys, retention rates

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percent of students needing Special Education services is increasing. **Root Cause**: Our Student Support Team does not have the same amount of data to analyze at younger grades so more students are being referred.
Student Learning
Problem Statement 2: In relation to our TEA comparison group, our students are not growing in RLA and Math at the same rates as other campuses. **Root Cause**: Teacher autonomy can lead to inconsistent outcomes in student growth.
Problem Statement 3: Tier 2 intervention is inconsistently implemented and assessed across all grade levels. **Root Cause**: HQIM limits what we can use and does not provide a consistent way to track individual skills for Tier 2 students.
Perceptions
Problem Statement 1: According to the Spring 2026 Upbeat survey, some staff members do not feel they have had adequate coaching and feedback opportunities to help support their work. **Root Cause**: Due to budget cuts and time constraints, administrators are not as present in classrooms.

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

Performance Objective 2: By May 2027, campus administrators will support teacher retention by building strong relationships with staff, providing actionable feedback and coaching, and providing regular opportunities for teacher voice, in order to maintain retention of current staff at a 90% rate.

Evaluation Data Sources: Surveys, retention rates

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: According to the Spring 2026 Upbeat survey, some staff members do not feel they have had adequate coaching and feedback opportunities to help support their work. **Root Cause**: Due to budget cuts and time constraints, administrators are not as present in classrooms.

Goal 2: PfISD 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 2027 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.

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We do not have enough students at the Masters level in RLA, Math, and Science in grades 3-5 to be in Quartile 1 of our TEA comparison groups. **Root Cause**: Our current WIN time and student goal setting structures are not conducive to meeting the needs of all students.
Problem Statement 2: In relation to our TEA comparison group, our students are not growing in RLA and Math at the same rates as other campuses. **Root Cause**: Teacher autonomy can lead to inconsistent outcomes in student growth.

Goal 2: PfISD 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 2027.

Improved Spring 2027 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.

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: In relation to our TEA comparison group, our students are not growing in RLA and Math at the same rates as other campuses. **Root Cause**: Teacher autonomy can lead to inconsistent outcomes in student growth.
Problem Statement 3: Tier 2 intervention is inconsistently implemented and assessed across all grade levels. **Root Cause**: HQIM limits what we can use and does not provide a consistent way to track individual skills for Tier 2 students.
Perceptions
Problem Statement 1: According to the Spring 2026 Upbeat survey, some staff members do not feel they have had adequate coaching and feedback opportunities to help support their work. **Root Cause**: Due to budget cuts and time constraints, administrators are not as present in classrooms.

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

Performance Objective 3: By June 2027, 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 2027 STAAR outcomes from the prior year will be:
-Approaches from 78% to 85%
-Meets from 40% to 45%
-Masters from 20% to 25%

Evaluation Data Sources: STAAR Results, walkthrough data

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Tier 2 intervention is inconsistently implemented and assessed across all grade levels. **Root Cause**: HQIM limits what we can use and does not provide a consistent way to track individual skills for Tier 2 students.

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

Performance Objective 1: By the end of the 2026-27 school year, Murchison Elementary will increase the campus attendance rate by .5%, from 96.1% to 96.6% and decrease chronic absenteeism by .9%, from 6.9% to 6% through student incentives and parent/community engagement.

Evaluation Data Sources: Six week attendance data

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: For the 2025-2026 school year, 6.9% of students were identified as chronically absent. **Root Cause**: Some families face challenges such as illness or scheduling conflicts that affect consistent student attendance.

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

Performance Objective 2: During 2026-2027, 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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The percent of students needing Special Education services is increasing. **Root Cause**: Our Student Support Team does not have the same amount of data to analyze at younger grades so more students are being referred.
School Processes & Programs
Problem Statement 2: Almost half of the campus discipline referrals are for inappropriate language and physical aggression. **Root Cause**: Academic demands often take precedence over social/emotional learning so students are not able to consistently practice and apply social/emotional skills.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: 2027 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 increase from a B to an A

Evaluation Data Sources: Accountability reports

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: In relation to our TEA comparison group, our students are not growing in RLA and Math at the same rates as other campuses. **Root Cause**: Teacher autonomy can lead to inconsistent outcomes in student growth.
Problem Statement 3: Tier 2 intervention is inconsistently implemented and assessed across all grade levels. **Root Cause**: HQIM limits what we can use and does not provide a consistent way to track individual skills for Tier 2 students.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By the end of the 2026-2027 school year, Murchison will decrease disciplinary referrals by 10%, from 196 referrals to 176 referrals.

Evaluation Data Sources: Skyward office referrals

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Almost half of the campus discipline referrals are for inappropriate language and physical aggression. **Root Cause**: Academic demands often take precedence over social/emotional learning so students are not able to consistently practice and apply social/emotional skills.

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 CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums

Early Childhood Literacy Plan Campus Goal - Murchison ES

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.

Yearly Target Goal

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%	83%					

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	63%	67%	n/a	76%	n/a	69%	16%	52%	n/a	63%	n/a	n/a
2024-2025	n/a	65%	69%	n/a	78%	n/a	71%	21%	54%	n/a	65%	n/a	n/a
Outcomes: 2024-2025	n/a	67%	77%	n/a	86%	n/a	82%	32%	62%	n/a	89%	n/a	n/a
2025-2026	n/a	67%	71%	n/a	80%	n/a	73%	26%	56%	n/a	67%	n/a	n/a
Outcomes: 2025-2026	n/a	73%	88%	n/a	82%	n/a	80%	60%	73%	n/a	78%	n/a	n/a
2026-2027	n/a	69%	73%	n/a	82%	n/a	75%	32%	58%	n/a	69%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	71%	75%	n/a	84%	n/a	77%	38%	60%	n/a	71%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	73%	77%	n/a	86%	n/a	79%	40%	62%	n/a	73%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	75%	79%	n/a	88%	n/a	81%	42%	64%	n/a	75%	n/a	n/a
Outcomes: 2029-2030													

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"

Early Childhood Literacy Progress Measure 1 - Murchison ES

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.

Yearly Target Goals

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%	74%					

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	n/a	n/a	n/a	67%	n/a	n/a	n/a	n/a	n/a	61%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	69%	n/a	n/a	n/a	n/a	n/a	63%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	71%	n/a	n/a	n/a	n/a	n/a	65%	n/a	n/a
Outcomes: 2025-2026	n/a	n/a	n/a	n/a	67%	n/a	n/a	n/a	n/a	n/a	71%	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	73%	n/a	n/a	n/a	n/a	n/a	67%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	75%	n/a	n/a	n/a	n/a	n/a	69%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	77%	n/a	n/a	n/a	n/a	n/a	71%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	79%	n/a	n/a	n/a	n/a	n/a	73%	n/a	n/a
Outcomes: 2029-2030													

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%	46%					

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	n/a	54%	41%	n/a	41%	n/a	n/a	n/a	n/a	n/a	42%	n/a	n/a
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%	74%					

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	54%	64%	80%	n/a	74%	n/a	79%	32%	62%	n/a	66%	n/a	n/a
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 & Tejas LEE results - All students tested (where they were view)
Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) +
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)
*Starting 2025-2026 TPRI & Tejas LEE results using Amira - of all students, number of students at "On Track" or "Above" in either TPRI or Tejas LEE (unduplicated)

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.

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%	78%					

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	67%	60%	n/a	76%	n/a	38%	16%	43%	n/a	44%	n/a	n/a
2024-2025	n/a	69%	62%	n/a	79%	n/a	44%	22%	45%	n/a	47%	n/a	n/a
Outcomes: 2024-2025	n/a	61%	83%	n/a	93%	n/a	73%	41%	46%	n/a	89%	n/a	n/a
2025-2026	n/a	71%	64%	n/a	82%	n/a	55%	29%	47%	n/a	50%	n/a	n/a
Outcomes: 2025-2026	n/a	69%	83%	n/a	82%	n/a	70%	70%	73%	n/a	84%	n/a	n/a
2026-2027	n/a	73%	66%	n/a	84%	n/a	60%	35%	49%	n/a	53%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	75%	68%	n/a	86%	n/a	63%	41%	51%	n/a	57%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	77%	70%	n/a	88%	n/a	65%	43%	53%	n/a	59%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	79%	72%	n/a	90%	n/a	67%	45%	55%	n/a	61%	n/a	n/a
Outcomes: 2029-2030													

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%	96%					

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	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
Outcomes: 2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
2025-2026	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
Outcomes: 2025-2026	n/a	n/a	n/a	n/a	93%	n/a	n/a	n/a	n/a	n/a	94%	n/a	n/a
2026-2027	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

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%	77%				

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	n/a	69%	66%	n/a	94%	n/a	n/a	n/a	n/a	n/a	79%	n/a	n/a
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%	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)	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	46%	72%	81%	n/a	77%	n/a	79%	42%	66%	n/a	78%	n/a	n/a
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.