

Ector County Independent School District

Murry Fly Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Murry Fly Mission Statement

With a commitment to excellence, Murry Fly's mission is to provide powerful teaching and learning opportunities combined with high expectations, guiding all learners to achieve their full potential.

Vision

Murry Fly Vision Statement

Our vision is to be the academic leader in our community by encouraging students to become self-motivated learners and guiding them to reach their full potential through academic rigor. We are committed to involving parents in their child's lifelong learning journey and to providing a safe, nurturing environment supported by active engagement from community stakeholders.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 44% to 55%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: 2027 STAAR Assessment, iReady Diagnostic Data, Checkpoint Data, Walkthrough data, Student data trackers

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly Math Teachers will incorporate iReady into their daily Math block to build Math fluency and ensure student growth. Strategy's Expected Result/Impact: Murry Fly students will demonstrate increased math fluency and measurable academic growth through the consistent and purposeful integration of i-Ready into the daily math block, allowing teachers to provide targeted instruction based on individual student needs. Staff Responsible for Monitoring: Administrators, MCL, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use district approved Math resources, such as SAVVAS, to provide effective Tier 1 Instruction for all students. Strategy's Expected Result/Impact: Students will demonstrate increased math achievement and mastery of grade-level standards through consistent, high-quality Tier 1 instruction using district-approved resources, with instruction aligned to student needs and grade-level expectations. Staff Responsible for Monitoring: Administrators, MCL, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in weekly ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. Strategy's Expected Result/Impact: Collaboration among teachers during weekly PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. Staff Responsible for Monitoring: Administrators, MCLs, Lead Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Multi Classroom Leaders - Title One School-wide - \$98,000	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Murry Fly Elementary serves a student population with significant academic risk factors, including 82.8% Economically Disadvantaged, 75.5% At-Risk, and 58.1% Emergent Bilingual students. These demographics indicate a continued need for targeted academic interventions, language development, and differentiated instruction to ensure all students achieve grade-level expectations. **Root Cause:** The high concentration of students experiencing economic disadvantage, language acquisition needs, and other at-risk factors increases the need for consistent, data-driven instructional practices, targeted interventions, and family engagement. Without implementation of these supports, many students enter and remain below grade level, making it more difficult to accelerate academic growth.

Curriculum, Instruction, and Assessment

Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. **Root Cause:** The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 42% to 50%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: 2027 STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction for all students. Strategy's Expected Result/Impact: All students will receive grade level rigorous instruction. Staff Responsible for Monitoring: Administrators, MCLs, Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in weekly ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. Strategy's Expected Result/Impact: Collaboration among teachers during weekly PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. Staff Responsible for Monitoring: Administrators, MCLs, Lead Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Lead Teacher Stipend - Title One School-wide - \$17,500	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. **Root Cause:** The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 20% to 30%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: 2027 STAAR Assessment

Strategy 1 Details		Reviews			
Strategy 1: Murry Fly will participate in district-provided professional learning focused on the Science adoption and Science Cut Ups. Teachers will follow the established scope and sequence to ensure consistent implementation of the curriculum and promote student growth and achievement. Strategy's Expected Result/Impact: Students will demonstrate increased science achievement and mastery of grade-level standards through consistent implementation of the adopted science curriculum, aligned instruction, and effective use of Science Cut Ups to strengthen content knowledge, engagement, and academic growth. Staff Responsible for Monitoring: Administrators, MCLs, Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. Staff Responsible for Monitoring: Administrators, MCLs, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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No Progress



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Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Although Reading and Mathematics performance improved, 5th Grade Science achievement remains significantly lower, with only 54% of students meeting the Approaches standard, 20% meeting the Meets standard, and 6% achieving Masters. Science performance for Emergent Bilingual students remains especially low, with only 46% Approaches, 12% Meets, and 0% Masters, indicating persistent achievement gaps. **Root Cause:** Science instruction has not consistently provided students with rigorous, TEKS-aligned learning experiences that integrate academic vocabulary, inquiry-based instruction, and targeted interventions. Additionally, students--particularly Emergent Bilingual and Special Education populations--need more frequent opportunities to engage in hands-on investigations and scientific discourse.

Curriculum, Instruction, and Assessment

Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. **Root Cause:** The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 53 % to 60%.

HB3 Board Goal

Indicators of Success:

Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: EOY iReady reading assessment

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. Strategy's Expected Result/Impact: All students will engage in rigorous, grade-level instruction. Staff Responsible for Monitoring: Teachers, MCLs, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All students in grades K-3 will consistently complete their recommended i-Ready instructional minutes to support individualized learning and promote academic growth. Strategy's Expected Result/Impact: Students in grades K-3 will demonstrate increased reading and math achievement through consistent completion of recommended i-Ready instructional minutes, providing targeted practice aligned to individual learning needs and supporting measurable academic growth. Staff Responsible for Monitoring: Teachers, MCLs, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Murry Fly Elementary serves a student population with significant academic risk factors, including 82.8% Economically Disadvantaged, 75.5% At-Risk, and 58.1% Emergent Bilingual students. These demographics indicate a continued need for targeted academic interventions, language development, and differentiated instruction to ensure all students achieve grade-level expectations. **Root Cause:** The high concentration of students experiencing economic disadvantage, language acquisition needs, and other at-risk factors increases the need for consistent, data-driven instructional practices, targeted interventions, and family engagement. Without implementation of these supports, many students enter and remain below grade level, making it more difficult to accelerate academic growth.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 42 % to 48%.

HB3 Board Goal

Indicators of Success:

Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Evaluation data will be collected from the Grade 3 Reading STAAR assessment results to measure the percentage of students performing at the MEETS level, with a goal of increasing performance from 42% to 48%. Progress toward the goal will also be monitored throughout the year using i-Ready Reading data, district benchmarks, and campus checkpoints to identify student needs and adjust instruction accordingly.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in weekly ECISD PLC Cycles led by MCLs and Lead Teachers, focusing on Internalizing Instruction, Refinement, Checkpoints, and Data Analysis to strengthen instructional practices and improve student outcomes. Strategy's Expected Result/Impact: Collaboration among teachers during weekly PLCs supports the continuous refinement of instructional content, strengthens academic rigor, and promotes effective data analysis. This collaborative process allows educators to respond proactively and promptly to student needs. Staff Responsible for Monitoring: Administrators, MCLs, Lead Teachers Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use iReady lessons and resources for targeted instruction. Strategy's Expected Result/Impact: Students will receive scaffolded instruction modeled after STAAR, addressing specific student needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Murry Fly Elementary will provide targeted Tier 2 and Tier 3 academic support based on student needs and progress-monitoring data using 4 Title I aides. Strategy's Expected Result/Impact: Identified students will receive small-group interventions with approximately 3-4 students per group, with 30 minutes of targeted support provided daily for every three assigned teachers. Student progress will be monitored regularly, and interventions will be adjusted based on formative and summative data to ensure students receive the appropriate level of support and continue progressing toward grade-level expectations. Staff Responsible for Monitoring: Teachers, MCLs, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Instructional Aides Title I - Title One School-wide - \$132,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Murry Fly Elementary serves a student population with significant academic risk factors, including 82.8% Economically Disadvantaged, 75.5% At-Risk, and 58.1% Emergent Bilingual students. These demographics indicate a continued need for targeted academic interventions, language development, and differentiated instruction to ensure all students achieve grade-level expectations. Root Cause: The high concentration of students experiencing economic disadvantage, language acquisition needs, and other at-risk factors increases the need for consistent, data-driven instructional practices, targeted interventions, and family engagement. Without implementation of these supports, many students enter and remain below grade level, making it more difficult to accelerate academic growth.
Curriculum, Instruction, and Assessment
Problem Statement 1: As student enrollment continues to grow and student needs become increasingly diverse, the campus must continue strengthening instructional practices, differentiation, and the use of data to ensure all students receive targeted support and achieve academic growth. Root Cause: The primary root cause is the ongoing need to build teacher capacity in effectively implementing curriculum resources, analyzing data, and providing differentiated and rigorous instruction for a wide range of learners.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Panorama data will increase from 67% to 70%.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%,
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: PANORAMA SURVEY

Strategy 1 Details	Reviews			
Strategy 1: Each classroom teacher will incorporate weekly SEL using i-Lead. Our school counselor will also provide Guidance Lessons monthly for every classroom. Strategy's Expected Result/Impact: Students will participate in discussions and activities that will help them feel cared for by teachers and peers. Staff Responsible for Monitoring: Teachers, Counselors, Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Murry Fly will house a full time social worker from Communities in Schools focusing on working with at risk students and their families. Strategy's Expected Result/Impact: Attendance, SEL and academic issues addressed Staff Responsible for Monitoring: Administrators, Communities in Schools Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 2: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, manage emotions and build positive relationships. **Root Cause:** Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, and feel a sense of belonging at school.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 94 to 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: DAILY ATTENDANCE REPORTS

Strategy 1 Details		Reviews			
Strategy 1: The attendance clerk will generate weekly and monthly attendance reports and proactively contact parents of students with chronic absences. In alignment with the district truancy policy, the school will make and document parent contact when a student reaches 3, 5, 7, and 10 absences to address attendance concerns and provide appropriate support. Strategy's Expected Result/Impact: Parents will receive ongoing education regarding the importance of regular student attendance and its direct impact on student learning and academic achievement. Staff Responsible for Monitoring: Attendance Clerk, Teachers, Counselor, Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Murry Fly will host monthly attendance celebrations to recognize and reward the class with the highest attendance in each grade level, promoting a positive culture of consistent student attendance. Strategy's Expected Result/Impact: Monthly attendance celebrations will encourage consistent student attendance, contributing to improved overall attendance rates and increased student engagement across all grade levels. Staff Responsible for Monitoring: Classroom teachers, Counselors, Administrators, Communities in Schools Coordinator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



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Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: As the campus continues to grow, maintaining consistent expectations, communication, and engagement practices across all areas of the school remains an ongoing focus to ensure all stakeholders feel valued, supported, and connected to the Murry Fly community. **Root Cause:** There is a need for ongoing opportunities to strengthen communication, build relationships, reinforce campus expectations, and ensure all stakeholders have a shared understanding of the school's mission, vision, and values.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 3% to 0%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: PEIMS discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Use restorative practices to address student behavior in a positive way, by consistently using CHAMPS and implementing Emergent Tree to create a positive and respectful school environment. Strategy's Expected Result/Impact: Staff will support students in resolving conflicts through restorative conversations and problem-solving strategies rather than relying on referrals that may result in suspensions or removals from class. This approach will help keep students engaged in the learning environment and minimize instructional disruptions. Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Counselors will meet regularly with students to develop social-emotional skills, strengthen emotional regulation, and build positive relationships. These proactive supports will help students develop effective coping and communication strategies, reducing the likelihood of behavioral concerns before they occur. Strategy's Expected Result/Impact: This proactive support will help reduce behavioral concerns by addressing them early and providing students with strategies to make positive choices. Staff Responsible for Monitoring: Teachers, Counselors, Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



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Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 2: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, manage emotions and build positive relationships. **Root Cause:** Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, and feel a sense of belonging at school.

Board Goal 4: Classroom Excellence

Performance Objective 1: Increase the percentage of Certified teachers in ECISD classrooms by 2.5% by June 2027

Strategy 1 Details	Reviews			
Strategy 1: Continue to monitor and evaluate current employee Individualized Certification Plans and implement Individualized Certification Plans for new hires to ensure information, accountability, and support in obtaining their teaching certification. Strategy's Expected Result/Impact: Increase in the percentage of certified staff. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Incorporate individualized plans and communications with our current non certified instructional staff, including District of Innovation (DOI) Non-certified Teachers and Instructional Facilitators (Instructional Facilitators) to ensure information, accountability, and support in obtaining their teaching certification. Strategy's Expected Result/Impact: Communication, Support, and accountability to help non-certified instructional staff work towards certification. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Murry Fly Elementary continues to experience challenges related to increasing student enrollment and growing class sizes, which has created a greater demand for instructional support and effective classroom management. The campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, working towards a fully certified staff. **Root Cause:** As the campus works to meet the needs of a growing student population, the number of instructional support personnel available to provide coaching, intervention, and classroom assistance must continue to expand. While the campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, additional capacity is needed to provide rigorous and effective instruction.

Board Goal 4: Classroom Excellence

Performance Objective 2: Decrease the percentage of ECISD classrooms staffed by uncertified teachers from 22% to 18% by May 2027.

Evaluation Data Sources: Teacher Certification Data, PEIMS Staffing Data, HR Vacancy Reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor certification progress and provide targeted support for district uncertified teachers. Strategy's Expected Result/Impact: Decrease the percentage of Murry Fly classrooms staffed by uncertified teachers Staff Responsible for Monitoring: Principal ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Incorporate individualized plans and communications with our current non certified instructional staff, including District of Innovation (DOI) Non-certified Teachers and Instructional Facilitators (Instructional Facilitators) to ensure information, accountability, and support in obtaining their teaching certification. Strategy's Expected Result/Impact: Communication, Support, and accountability to help non-certified instructional staff work towards certification. Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Murry Fly Elementary continues to experience challenges related to increasing student enrollment and growing class sizes, which has created a greater demand for instructional support and effective classroom management. The campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, working towards a fully certified staff. **Root Cause:** As the campus works to meet the needs of a growing student population, the number of instructional support personnel available to provide coaching, intervention, and classroom assistance must continue to expand. While the campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, additional capacity is needed to provide rigorous and effective instruction.

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase Multi-Classroom Leader (MCL) capacity by 10% during the 2026-2027 school year to strengthen coaching practices and improve student achievement, with a focus on increasing student growth and performance in the classrooms of teachers receiving MCL coaching.

Evaluation Data Sources: OC participation data, Campus staffing Data, TIA data, student assessment data-iReady, STAAR

Strategy 1 Details	Reviews			
Strategy 1: MCLs will participate in targeted professional learning, coaching, and leadership opportunities to strengthen their skills in instructional coaching, data analysis, PLC facilitation, and teacher support, resulting in a 10% increase in MCL capacity during the 2026-27 school year. Strategy's Expected Result/Impact: The increased MCL capacity will strengthen teacher support, improve PLC effectiveness, and promote data-driven instructional practices, resulting in improved teaching and student learning outcomes. Staff Responsible for Monitoring: Administrators, MCLs ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: MCLs will lead regular PLCs, model effective instructional practices, and collaborate with teachers to strengthen instructional capacity and leadership skills throughout the 2026-27 school year. Strategy's Expected Result/Impact: This strategy will strengthen instructional practices, increase teacher collaboration, and improve PLC effectiveness, resulting in more consistent, high-quality instruction and improved student outcomes. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: MCLs will be supported by Reach Associates or Teacher Residents who will cover their classes, allowing MCLs time to coach and support teachers through observations, modeling, and planning. Strategy's Expected Result/Impact: MCLs will have increased capacity to coach and support teachers consistently. This will lead to improved instructional practices and stronger student outcomes across classrooms. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Organization 1 Funding Sources: Reach Associates - Title One School-wide - \$66,000	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
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 Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Murry Fly Elementary continues to experience challenges related to increasing student enrollment and growing class sizes, which has created a greater demand for instructional support and effective classroom management. The campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, working towards a fully certified staff. Root Cause: As the campus works to meet the needs of a growing student population, the number of instructional support personnel available to provide coaching, intervention, and classroom assistance must continue to expand. While the campus is supported by one Instructional Facilitator and six District of Innovation (DOI) teachers, additional capacity is needed to provide rigorous and effective instruction.
School Organization
Problem Statement 1: Ensuring that PLC time is consistently focused on analyzing student data, identifying instructional gaps, and developing targeted interventions is essential to increasing student achievement and accelerating academic growth. Root Cause: Teachers have varying levels of experience and confidence with utilizing student data to drive instructional decisions and implementing differentiated instructional strategies.

Board Goal 5: Culture of Excellence

Performance Objective 1: Increase the number of time our counselors meet the expectation of spending by at least 25% of their time on guidance curriculum from 28% to 50% by May 2027.

HB3 Board Goal

Evaluation Data Sources: Counselor 80/20 Tracking Form

Strategy 1 Details	Reviews			
Strategy 1: Counselors will develop and implement a structured guidance curriculum schedule that prioritizes classroom guidance lessons aligned to student needs and campus goals. Strategy's Expected Result/Impact: Increased time dedicated to guidance curriculum will strengthen students' social-emotional, academic, and college/ career readiness skills while increasing counselor alignment with the 25% expectation. Staff Responsible for Monitoring: Principal Title I: 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Counselors will collaborate with teachers and campus leadership to schedule regular guidance lessons and monitor counseling time monthly to ensure consistent implementation. Strategy's Expected Result/Impact: Consistent scheduling and monitoring will increase counselors' time spent on guidance curriculum from 28% to 50% by May 2027, resulting in more equitable access to counseling support for all students. Staff Responsible for Monitoring: Principal Title I: 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 2: Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, manage emotions and build positive relationships. **Root Cause:** Murry Fly Elementary students need increased access to counseling and social-emotional support to strengthen positive behavior, school connectedness, and overall well-being. Inconsistent access to guidance lessons, individual counseling, and targeted small-group support may limit students' ability to develop effective coping strategies, and feel a sense of belonging at school.

Board Goal 5: Culture of Excellence

Performance Objective 2: Murry Fly will provide a safe and supportive environment by May 2027 by completing 100% of Safe Schools Training in a timely manner.

Evaluation Data Sources: Safe Schools Training

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will monitor Safe Schools Training completion weekly and provide reminders and support to staff to ensure all required training is completed by established deadlines. Strategy's Expected Result/Impact: Timely completion of required training will ensure 100% staff compliance and increase staff awareness of safety procedures and expectations. Staff Responsible for Monitoring: Principal Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Safe Schools Training expectations and deadlines will be communicated during staff meetings and campus communications, with administrators following up individually with staff who have outstanding requirements. Strategy's Expected Result/Impact: Consistent communication and follow-up will promote accountability and strengthen a safe, supportive school environment for students and staff. Staff Responsible for Monitoring: Principal Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: As the campus continues to grow, maintaining consistent expectations, communication, and engagement practices across all areas of the school remains an ongoing focus to ensure all stakeholders feel valued, supported, and connected to the Murry Fly community. Root Cause: There is a need for ongoing opportunities to strengthen communication, build relationships, reinforce campus expectations, and ensure all stakeholders have a shared understanding of the school's mission, vision, and values.

Board Goal 5: Culture of Excellence

Performance Objective 3: Increase the campus participation in Family Engagement opportunities from 4% to 10% by May 2027

Evaluation Data Sources: Family Engagement Events

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly will offer engaging family events throughout the year that connect families with student learning, school resources, and opportunities to participate in their child's education. Strategy's Expected Result/Impact: Increased opportunities will encourage more families to participate, strengthening family-school partnerships and increasing engagement from 4% to 10%. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will use multiple communication methods, including phone calls, text messages, social media, and flyers, to promote family engagement events and provide families with timely information. Strategy's Expected Result/Impact: Consistent and accessible communication will increase awareness and participation in campus events, resulting in stronger family involvement and improved student support. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Family and Community Engagement
Problem Statement 1: As the campus continues to grow, maintaining consistent communication, outreach, and involvement among all families remains an area of continued focus. Root Cause: The primary root cause is the need to develop and expand systems that provide equitable opportunities for all families to engage with the school.