Ector County Independent School District

Murry Fly Elementary

2021-2022 Campus Improvement Plan

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Student & Teacher Information

Table 1 Enrollment

Grade/Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PreK	NA	79	78	69	79	85	72
Kinder	126	116	103	142	135	165	130
Grade 1	120	114	115	114	134	151	148
Grade 2	135	118	117	114	120	152	125
Grade 3	120	120	115	124	114	130	132
Grade 4	117	117	132	124	126	132	131
Grade 5	119	120	116	127	116	142	125
Grade 6	101	NA	NA	NA	NA	NA	NA
Total	838	784	776	814	824	957	863

Table 2 Ethnic Distribution

Ethnic Distribution/Year	2014-15 Students	2014-15 Percent	2015-16 Students	2015-16 Percent	2016-17 Students	2016-17 Percent	2017-18 Students	2017-18 Percent	2018-19 Students	2018-18 Percent	2019-20 Students	2019-20 Percent	2020-21 Students
African American	5	0.6%	5	0.6%	3	0.4%	7	0.9%	3	0.4%	9	0.9%	
Hispanic	714	85.2%	682	87.0%	681	87.8%	713	87.6%	736	89.3%	858	89.7%	
White	116	13.8%	87	11.1%	87	11.2%	84	10.3%	77	9.3%	78	8.2%	
American Indian	0	0.0%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	3	0.3%	
Asian	0	0.0%	0	0.0%	0	0.0%	1	0.1%	2	0.2%	1	0.1%	
Pacific Islander	0	0.0%	1	0.1%	0	0.0%	5	0.6%	3	0.4%	3	0.3%	

Table 2 Ethnic Distribution

	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Two or More Races	3	0.4%	8	1.0%	5	0.6%	4	0.5%	3	0.4%	5	0.5%
Total	838	100.0%	784	100.0%	776	100.0%	814	100.0%	824	100.0%	957	100.0%

	2014-15 Students	2014-15 Percent	2015-16 Students	2015-16 Percent	2016-17 Students	2016-17 Percent	2017-18 Students	2017-18 Percent	2018-19 Students	2018-19 Percent	2019-20 Students	2019-20 Percent
Economically Disadvantaged	489	58.4%	560	71.4%	558	71.9%	519	63.8%	586	71.1%	684	71.5%
Non-Educationally Disadvantaged	349	41.6%	224	28.6%	218	28.1%	295	36.2%	238	28.9%	273	28.5%
English Learners	289	34.5%	295	37.6%	286	36.9%	312	38.3%	338	41.0%	397	41.5%
At Risk	625	74.6%	519	66.2%	499	64.3%	535	65.7%	509	61.8%	666	69.6%
Mobility	71	9.4%	152	22.5%	62	9.9%	59	9.4%	89	13.3%	138	17.6%
Section 504 Students									6	0.7%	2	0.2%
Student with Dyslexia									40	4.9%	42	4.4%

Table 4 Student Enrollment by Program

Total Students:	838		784		776		814		824		957	
	2014-15 Students	2014-15 Percent	2015-16 Students	2015-16 Percent	2016-17 Students	2016-17 Percent	2017-18 Students	2017-18 Percent	2018-19 Students	2018-19 Percent	2019-20 Students	2019-20 Percent
Bilingual/ESL Education	287	34.2%	294	37.5%	285	36.7%	310	38.1%	337	40.9%	392	41.0%
Gifted & Talented	78	9.3%	35	4.5%	51	6.6%	70	8.6%	75	9.1%	55	5.7%
Special Education	59	7.0%	46	5.9%	71	9.1%	61	7.5%	69	8.4%	60	6.3%

Table 5 Attendance

Ethnic Distribution/Year	2014-15 Students	2015-16 Students	2016-17 Students	2017-18 Students	2018-19 Students	2019-20 Students	2020-21 Students
Campus	95.1%	95.1%	95.4%	94.6%	94.8%		
African American	*	*	*	91.6%	*		
Hispanic	95.3%	95.3%	95.4%	94.6%	94.9%		
White	94.1%	94.0%	95.3%	94.1%	94.7%		
American Indian	-	*	-	-	-		
Asian	-	-	-	*	*		

Table 5 Attendance

Pacific Islander	-	*	-	*	*
Two or More Races	-	*	*	*	*
Special Education	93.7%	94.8%	94.8%	93.3%	94.1%
Economic Disadvantaged	95.1%	95.0%	95.1%	94.4%	94.8%
English Learners	95.7%	96.1%	95.9%	95.4%	95.2%

Student Learning

Student Learning Summary

State Assessments

Grade	Subject	2016-2017 Approaches	Meets	Masters	2017-2018 Approaches	Meets	Masters	2018-2019 Approaches	Meets	Masters	2019-2020	2020-2021 Approaches	Meets	Master
3	Reading	51	27	16	63	28	17	67	34	22	No	45	16	8
3	Math	66	40	18	62	33	14	65	39	17	Data	52	16	5
4	Reading	60	32	12	70	48	26	73	49	22	Due	51	24	10
4	Math	79	38	16	87	46	22	84	51	31	To	56	25	10
4	Writing	59	37	10	80	47	8	67	32	8	COVID	30	8	3
5	Reading	63	31	12	68	25	5	73	34	15		64	31	18
5	Math	76	31	13	85	38	10	95	51	29		69	41	24
5	Science	59	30	9	86	35	9	60	31	13		56	23	7

State Assessments 3rd

Population	Subject	2016-2017 Approaches	Meets	Masters	2017-2018 Approaches	Meets	Masters	2018-2019 Approaches	Meets	Masters	2019-2020	2020-2021 Approache
All	Reading	54	17	18	62	31	19	67	35	23	No	
Economic Disadvantage	Reading	50	25	18	55	24	15	59	30	15	Data	
Non Economic Disadvantage	Reading	67	33	17	82	50	32	82	46	39	Due	
LEP	Reading	83	67	33	33	22	11	65	41	29	To	
Other Non-LEP	Reading	51	24	16	65	32	20	68	34	22	COVID	
Hispanic	Reading	52	33	22	61	33	20	70	36	25		
White	Reading	60	10	5	64	9	0	64	36	18		
Not Special Ed	Reading	58	29	18	65	33	21	76	39	27		
Special Education	Reading	22	11	11	17	0	0	17	17	0		
All	Math	59	39	16	60	35	16	67	43	20		
Economic Disadvantage	Math	55	30	11	56	29	10	61	35	19		
Non Economic Disadvantage	Math	72	67	33	73	55	36	79	57	21		
LEP	Math	83	67	67	44	33	11	65	53	41		
Other Non-LEP	Math	57	37	12	62	36	17	68	40	14		

State Assessments 3rd

Population	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Hispanic	Math	61	37	20	62	38	17	68	42	20
White	Math	55	45	5	36	9	9	64	18	55
Not Special Ed	Math	62	42	18	63	38	18	73	47	23

State Assessments 4th

		2016-2017			2017-2018			2018-2019			2019-2020	2020-2021
Population	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters		Approache
All	Reading	62	32	12	76	53	30	77	52	22	No	
Economic Disadvantage	Reading	63	33	14	67	36	20	75	47	22	Data	
Non Economic Disadvantage	Reading	61	29	7	91	79	47	81	67	22	Due	
LEP	Reading	62	15	4	79	58	47	67	33	15	To	
Other Non-LEP	Reading	63	37	15	76	51	26	80	58	25	COVID	
Hispanic	Reading	62	31	12	74	51	34	78	52	22		
White	Reading	62	46	15	87	60	7	64	45	18		
Not Special Ed	Reading	67	33	13	84	58	34	83	56	24		
Special Education	Reading	13	13	0	25	17	8	11	11	0		
All	Math	84	42	19	90	49	25	84	53	32		
Economic Disadvantage	Math	86	41	19	87	41	18	82	50	32		
Non Economic Disadvantage	Math	79	43	18	94	63	37	93	61	32		
LEP	Math	88	58	27	88	60	24	83	43	20		
Other Non-LEP	Math	83	36	16	90	45	25	85	57	37		
Hispanic	Math	84	41	20	88	49	26	84	52	32		
White	Math	92	46	15	100	47	13	82	45	27		
Not Special Ed	Math	87	45	20	96	53	28	90	55	34		
Special Education	Math	50	0	0	46	23	8	22	22	11		
All	Writing	54	28	7	68	43	8	65	25	6		
Economic Disadvantage	Writing	53	27	2	58	37	2	62	22	6		
Non Economic Disadvantage	Writing	57	29	19	84	53	19	76	36	4		
LEP	Writing				75	58	0	64	27	9		
Other Non-LEP	Writing	54	29	7	67	40	10	65	25	5		
Hispanic	Writing	53	23	3	63	43	9	68	27	7		
White	Writing	58	58	25	87	40	0	36	9	0		

State Assessments 4th

Population	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Not Special Ed	Writing	59	31	7	77	49	10	70	28	6
Special Education	Writing	13	0	0	15	8	0	11	0	0

State Assessments 5th

		2016-2017			2017-2018			2018-2019			2019-2020	2020-2021
Population	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters		Approache
All	Reading	53	29	11	60	22	6	59	34	17	No	
Economic Disadvantage	Reading	51	22	9	63	25	6	50	25	13	Data	
Non Economic Disadvantage	Reading	58	43	15	55	16	5	76	51	24	Due	
LEP	Reading	32	11	5	49	11	3	45	24	16	To	
Other Non-LEP	Reading	62	35	13	66	28	7	66	39	16	COVID	
Hispanic	Reading	48	23	8	57	23	7	54	33	16		
White	Reading	77	62	31	79	21	0	86	43	21		
Not Special Ed	Reading	60	35	13	64	24	7	66	39	19		
Special Education	Reading	18	0	0	31	8	0	8	0	0		
All	Math	68	31	13	76	37	9	83	47	29		
Economic Disadvantage	Math	60	25	12	78	37	10	86	41	22		
Non Economic Disadvantage	Math	80	40	15	73	37	7	79	59	41		
LEP	Math	56	17	3	71	36	7	86	50	25		
Other Non-LEP	Math	72	35	15	80	38	10	81	44	30		
Hispanic	Math	64	29	13	77	36	8	83	46	28		
White	Math	85	46	15	79	36	14	86	50	36		
Not Special Ed	Math	76	36	15	80	41	10	87	52	32		
Special Education	Math	24	0	0	46	8	0	57	7	7		
All	Science	58	30	9	86	34	9	59	29	13		
Economic Disadvantage	Science	53	24	7	86	39	9	56	25	9		
Non Economic Disadvantage	Science	68	39	13	86	26	7	67	38	21		
LEP	Science	42	21	5	77	25	0	50	20	11		
Other Non-LEP	Science	66	34	12	93	41	15	65	34	13		
Hispanic	Science	54	22	6	84	33	7	57	28	12		
White	Science	83	83	33	100	50	21	71	36	21		
Not Special Ed	Science	66	35	11	90	37	10	67	34	15		

State Assessments 5th

Special Education	Science	13	0	0	50	17	0	7	0	0

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs

Curriculum and Instruction:

Our campus utilizes the district approved curriculum to provide meaningful instruction to students in order to receive a well-rounded education that covers the state TEKS.

Identified students receive Dyslexia, GT and SPED services.

Students in 4th and 5th grade utilize AVID strategies.

Imagine Learning for Reading and Math, MAP, Short Cycle Assessments, CogAT, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress.

School Context and Organization:

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

Perceptions

Perceptions Summary

Perceptions

Murry Fly Elementary is undergoing some shifts in school culture and becoming an opportunity culture campus. For the 2021-2022 school year, we have Multi-Classroom Leadership (MCL's) in both second and third grades to provide coaching and strengthen the grade level teams.

All other teaching positions are filled with certified teachers.

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

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Fly student attendance rate will increase from 93% to 94.5% by May 2022.

Evaluation Data Sources: District attendance reports

Strategy 1 Details			Reviews			
Strategy 1: Attendance contracts will be done on all students reaching the 90% or less threshold on absences.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved rate of attendance **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/campus administration **Title I Schoolwide Elements:** 2.5, 2.6, 3.1			**Oct**	**Jan**	**Mar**	**May**
Strategy 2 Details			**Reviews**			
Strategy 2: Murry Fly will have attendance incentives per grade level. The campus will have good attendance prizes every 9 weeks.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved rate of attendance **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/Campus administration **Title I Schoolwide Elements:** 2.5, 2.6, 3.1			**Oct**	**Jan**	**Mar**	**May**
Strategy 3 Details			**Reviews**			
Strategy 3: Utilize technology to increase student engagement and attendance. We will embed technology for anytime and anywhere learning.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and attendance **Staff Responsible for Monitoring:** Teachers/ Campus administration **Title I Schoolwide Elements:** 2.4, 2.6			**Oct**	**Jan**	**Mar**	**May**
Strategy 4 Details			**Reviews**			
Strategy 4: Murry Fly will focus on contacting parents to discuss absenteeism.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue						

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: We will increase student's sense of self efficacy and capacity to handle stress as measured by the panorama survey.

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly will use the Panorama survey data to plan for student SEL and Well Being. Our counselor and teachers will provide blended SEL lessons weekly to our students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy 2 Details	**Reviews**			
Strategy 2: Staff will engage in professional learning about SEL research and practice and will implement the 7 mindsets SEL curriculum.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: By May 2022, the Fly teacher turnover rate will decrease to 10%.

> **Evaluation Data Sources:** TAPR
> System Data
> Exit Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly will strive to show our appreciation for each other by celebrating teacher and campus successes. We will publicly praise and acknowledge all teachers and staff.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
2.4 Staff surveys, and number of staff resigning at the end of each year. improved teacher retention **Strategy's Expected Result/Impact:** improved teacher retention **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: We will support teachers by providing job embedded and individualized professional development to increase teacher effectiveness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Capitalize on improved teacher retention. **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Support teachers by having weekly PLC meetings to provide training and review data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased teacher effectiveness and morale **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Assign all new teachers to Murry Fly a teacher mentor.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher effectiveness	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus administration				
Title I Schoolwide Elements: 2.5				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 44% to 47% across all tested grade levels and content areas by May 2021. Student growth measured for 4th and 5th grade reading and math will increase from 76% to 80% by May 2021.

    Evaluation Data Sources: State Accountability 2020-2021

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly will use formal and informal assessments to identify students who are performing at the approaches level. We will focus on these groups to help them get on grade level	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will demonstrate a 46% Meets rate at the 2021 benchmark. Students will demonstrate a 78% growth rate at the 2021 benchmark.				
Staff Responsible for Monitoring: The progress of the students will be monitored by campus administration and teachers with short cycle assessments, released STAAR tests, and interim assessments.				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments.				
Staff Responsible for Monitoring: Campus administration/ Instructional specialist				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
Strategy 3: Guided reading and guided math will be utilized in all K-5 classrooms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus administration				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
Strategy 4: After school tutors will be utilized to pull groups of students based on achievement to increase performance from approaches to meets status.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will demonstrate a 47% Meets rate at the 2021 benchmark.				
Staff Responsible for Monitoring: Campus administration/Small group tutors				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 11% to 21% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability 2020-2021

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly will use formal and informal assessments to identify students who are performing at the "meets" grade level. We will focus on these groups to help them achieve mastery	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration/ Instructional coaches/ teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools				
Strategy 2 Details	**Reviews**			
Strategy 2: Guided reading and guided math will be utilized in all K-5 classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Campus administration **Staff Responsible for Monitoring:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
Strategy 3 Details	**Reviews**			
Strategy 3: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration/ Instructional specialist **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading will increase by 6% in third grade and 3% in 4th grade by May 2021. Writing will increase by 10% by May 2021.
3rd Grade Reading from 36% to 42%
4th Grade Reading from 40% to 43%
5th Grade Reading from 38% to 48%
4th Grade Writing from 25% to 39%.

Evaluation Data Source(s) :State Accountability 2019, 2020

Evaluation Data Sources: State Accountability 2020-2021

Strategy 1 Details			Reviews			
Strategy 1: Balanced Literacy framework will be implemented in all ELAR classrooms.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase STAAR Writing by 10% and STAAR reading by 6% in 3rd grade and 3% in 4th grade.			**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus administration/ instructional specialists						
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools						
Strategy 2 Details			Reviews			
Strategy 2: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.			**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus administration/ Instructional specialist						
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools						

Strategy 3 Details	Reviews			
Strategy 3: Murry Fly will employ two dyslexia teachers to implement the Take Flight Program.	Formative			Summative
	Oct	**Jan**	**Mar**	**May**

2.4, 2.5, 2.6
Campus administration/Dyslexia Teacher
 	
Increased reading fluency and better reading scores.
    Strategy's Expected Result/Impact: Increased reading fluency and better reading scores.
    Staff Responsible for Monitoring: Campus administration/Dyslexia Teacher
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
    Funding Sources: - State Comp Ed - $150,000				

Strategy 4 Details	Reviews			
Strategy 4: Murry Fly will employ one third grade teacher to reduce class sizes in order to provide more efficient interventions and remediation..	Formative			Summative
	Oct	**Jan**	**Mar**	**May**

2.4, 2.5, 2.6
Campus administration/Instructional Specialists
 	
Increased planning and instructional capacity for all of our teachers. Increased test scores.
    Strategy's Expected Result/Impact: Increased planning and instructional capacity for all of our teachers. Increased test scores.
    Staff Responsible for Monitoring: Campus administration/Instructional Specialists
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction
    Funding Sources: - Title One School-wide - $75,000				

Strategy 5 Details	Reviews			
Strategy 5: Murry Fly will employ a part time SAS counselor to address student's social emotional learning needs.	Formative			Summative

Strategy's Expected Result/Impact: Increased student engagement and attendance.
    Staff Responsible for Monitoring: Campus administration
    Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture
    Funding Sources: - State Comp Ed - $15,000
	Oct	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in 3rd grade and 1% for 4th and 5th grade by May 2020.
3rd Grade Math from 36% to 46%
4th Grade Math from 45% to 46%
5th Grade Math from 49% to 50%

Evaluation Data Sources: State Accountability 2020-2021

Strategy 1 Details	Reviews			
Strategy 1: Supplemental resources such as Forde and Ferrier, Mentoring Minds, Step up to the TEKS, and STAAR READY will be utilized for both classroom and small group targeted interventions in 2nd-5th grade.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize Lonestar math which targets the TEKS on a daily basis.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020.
5th Science from 28% to 33%.

    Evaluation Data Sources: State Accountability 2020 -2021

Strategy 1 Details	Reviews			
Strategy 1: 5th grade science teacher will be required to have at least one hands on lab per week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased student engagement and participation	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				
Strategy 2 Details	**Reviews**			
Strategy 2: 5th grade students will use the mentoring minds supplement resource which includes online assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased science scores	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus administration/science teacher				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: Telpas progress rate will increase from 34% to 36% by May 2021.

    Evaluation Data Sources: State Accountability 2020-2021

Strategy 1 Details	Reviews			
Strategy 1: Bilingual and ESL students will use the Summit K-12 computer based program twice a week for 30 minutes.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased listening, speaking, and reading skills.
     Staff Responsible for Monitoring: Campus administration/ Teachers.
     Title I Schoolwide Elements: 2.4, 2.5, 2.6
	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Campus will implement dual language one way program PK-3rd grade bilingual students.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased English language acquisition.
     Staff Responsible for Monitoring: Campus administration/ teachers
     Title I Schoolwide Elements: 2.4, 2.5, 2.6
	Oct	**Jan**	**Mar**	**May**

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Campus Funding Summary

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	3			$150,000.00
3	3	5			$15,000.00
				Sub-Total	$165,000.00
Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	4			$75,000.00
				Sub-Total	$75,000.00
				Grand Total	$240,000.00

Addendums