

Ector County Independent School District

Murry Fly Elementary

2019-2020 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	5
Needs Assessment Overview	5
Demographics	7
Student Achievement	9
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	13
School Context and Organization	14
Technology	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Murry Fly will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.	21
Goal 2: Murry Fly will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.	34
Goal 3: Murry Fly will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.	35
Goal 4: Murry Fly will provide and promote a safe climate that is conducive to learning.	36
Goal 5: Murry Fly will utilize financial resources in a responsible and data-driven manner to support student learning.	37
Goal 6: Murry Fly will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.	38
State Compensatory	41
Personnel for Murry Fly Elementary:	41
Title I Schoolwide Elements	42
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	42
1.1: Comprehensive Needs Assessment	42
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	42
2.1: Campus Improvement Plan developed with appropriate stakeholders	42
2.2: Regular monitoring and revision	42
2.3: Available to parents and community in an understandable format and language	42
2.4: Opportunities for all children to meet State standards	42

2.5: Increased learning time and well-rounded education	43
2.6: Address needs of all students, particularly at-risk	43
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	43
3.1: Develop and distribute Parent and Family Engagement Policy	43
3.2: Offer flexible number of parent involvement meetings	43
Title I Personnel	45
Plan Notes	46
2019-2020 Campus Improvement Team	48
Campus Funding Summary	49

Comprehensive Needs Assessment

Needs Assessment Overview

Summer Remediation for STAAR/EOC recovery: Targeted grades
At Risk Tutoring
Literacy Initiatives for reading and math

Parent Involvement Activities
Title One Supplemental Literacy Materials
Supplemental materials, science, social studies and math
Campus Curriculum Facilitators
Parent Involvement Activities

DAEP Program
Reading Dyslexia Interventionist

Special Education Teachers
Speech Pathologists
Occupational Therapist
OT/PT Assistants

Summer Remediation for bilingual pre-k program
Special Education Teachers
Speech Pathologists
Occupational Therapist
OT/PT Assistants

Special education instructional support staff
Special education instructional support materials

Special Education Testing
Supplemental tutors
Frog Street Press
Instructional technology
CSS Services from Region 18 & Lead Forward

CAMP SIP Summer Program

GT COGAT Testing Materials
GT Curriculum & Staff Development

Special Education Professional development
Part time GT teacher support
GT supplemental classroom materials

Extended Year Services
Special Education Additives/ Stipends

Drop Out Prevention Counselors (SAS counselors)
BE & ESL Stipends
Teacher Professional Development & Support
Classroom Materials
Classroom Dictionaries for Instruction Use
Testing Materials for Student Identification to the Program LAS Links
Interventions Materials
Training Teacher Materials
Summer School Materials & Staffing
Books for BE & ESL
Teacher Created Materials targeted to balanced literacy
Class Size Reduction Teachers
Title 3 Bilingual Specialist
Sheltered Instruction Support and Professional Development
Instructional Aides & Bilingual Aides
Reading Specialist
Library books & Technology tablets @ targeted title one campuses
LTS Stride Software
Professional Development for teachers and campus administrators

Demographics

Demographics Summary

Murry Fly Elementary had 814 students in 2018-2019.

Ethnic Distribution:

African American 3 0.3%

Hispanic 736 89%

White 77 9.0%

American Indian 0.0%

Pacific Islander 3 0.3%

Two or More Races 3 0.3%

Economically Disadvantaged 586 71%

Non-Educationally Disadvantaged 218 28.1%

English Language Learners (ELL) 327 41%

Special Ed 69 8.3%

At Risk 509 61.77%

Mobility 152 22.5%

Demographics Strengths

The staff works in collaboration to use data to inform instruction for continuous improvement.

We establish a school environment that improves school safety and discipline through our CHAMPS/PBIS. We have seen a decrease in student discipline

referrals each year from using CHAMPS.

We have family and community involvement engagement activities that directly involve parents in student learning activities. Murry Fly has worked hard to close the achievement gap.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 50% of students transition to English STAAR reading test in 5th grade. **Root Cause:** Students aren't ready to transition due to the late exit bilingual model.

Student Achievement

Student Achievement Summary

Murry Fly met standard in 3 out of 3 domains this year and received a Distinction Designation for Top 25% Student Progress.

Index 1 was 72 which was 8 points below the target score of 80.

Index 2a was 82 which was 2 points over target score of 80.

Index 3 was a 75 which was 5 points below the target score of 80.

Student Achievement Strengths

Students at Murry Fly showed great gains in domain 2A on the 2019 STAAR test. A significant amount of students met or exceeded progress. 65% of our students met or exceeded progress in reading. 82% of our students met or exceeded progress in math. We got 315 out of 412 possible points.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Despite gains in 3rd grade reading and math, students are still under performing in the area of meets grade level. In 2018 meets grade level for math was 30% and in 2019 it increased to 36%. In 2018 meets grade level for reading was 23% and increased in 2019 to 36%. Our target is 44% for meets grade level in 3rd grade reading and math. **Root Cause:** The level of rigor in 2nd grade is too low. Students are coming into third grade unprepared.

Problem Statement 2: Murry Fly has been identified as needing targeted support for under performing in the area of meets grade level in reading and math. **Root Cause:** Lack of STAAR formatted supplemental resources.

School Culture and Climate

School Culture and Climate Summary

Parent involvement in a student's education increases student achievement. In a low socio-economic home it is very important to have parents involved in their child's education. We hold a variety of activities for parents to try and bridge the gap between home and school. Our Meet the Teacher Night was very successful. We had about 70% of our parents show up. At Murry Fly we hold Parent Orientation Nights to explain our school and teacher expectations. We also show parents how to read the various reports that will come home in the student's red data folder. We have Reading, Math, and Science Nights for parents and students to attend once a semester. One problem area we will continue to address is low class attendance for our students. Fly staff will continue to stress to parents the importance of school attendance and its relationship to academic success.

School Culture and Climate Strengths

The cultural and climate strengths at Murry Fly are directly correlated to the increase in parent/family involvement at our campus. Not only do we have high expectation for our students, we also have high expectations for parent involvement in their child's learning. We regularly communicate with parents about what children are learning as well as to provide opportunities for parents to talk with school personnel about their child and our programs through home visits, family nights, Parent Tech nights, and open up tutoring sessions for parents to attend with their child. At Murry Fly we send home red data folders with the students for the parents to see their istation reports and their benchmark scores. Parents sign these and return them to the teachers. AVID stratagies will be implemented in all classrooms grades K-5. Murry Fly has a low rate of discipline referrals because of our CHAMPS program.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: In 2019 our attendance rate decreased to 94.3%. Our target rate is 96%. **Root Cause:** Parents attribute absences to: not knowing how many absences they have, lack of transportation, and parent work schedules. The various incentives and systems in place to increase attendance are inadequate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at Murry Fly consist of 3 administrators, 46 teachers, professional support 3 and 5 paraprofessionals. The majority of teachers at Murry Fly have more than 10 years of teaching experience. The breakdown of years experience are: 10.4% 0 years experience, 23.9% 1-5 yrs experience, 17.8% 6-10 yrs experience, 50% 10 plus years of experience, and 18% of the staff have masters degrees. We retained about 80% of our teachers.

Staff Quality, Recruitment, and Retention Strengths

The majority of teachers have more than 10 years teaching experience, and 18% have masters degrees. We have 7 long term subs in k-2. Three of those subs are needing to pass certain sections of the certification test to be certified. In the tested grades, 3-5, we have only certified, highly qualified teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The shortage of teachers in ECISD has forced us to hire non-certified long term substitutes. **Root Cause:** Community issues- lack highly qualified teachers.

Problem Statement 2: Four long term substitutes on our campus are inexperienced and need job embedded support, **Root Cause:** Teacher shortage, increased numbers of long term, uncertified subs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Murry Fly, research based curriculum, instruction and assessments are used to meet the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is very important. We also provide opportunities for struggling students with our tutoring, dyslexia services, guided reading, guided math, STRIDE, Istation, to close the achievement gap. Teachers, Instructional specialists, bilingual faculty, dyslexia teachers, tutors, special education personnel, and staff support the programs and intervention services. COGAT, Nagliari, STAAR, unit assessments, benchmarks, IStation, Formative Loop math, Lone Star math, and TELPAS help identify students for intervention. Each grade level has an intervention/enrichment time built into their schedule.

Curriculum, Instruction, and Assessment Strengths

Our strength is having a research based aligned curriculum for all students. Our special ed students are in the general ed classrooms with support from inclusion teachers.

AVID strategies will continue in K-5 classrooms for the 2019-20 school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Murry Fly is identified for targeted support and improvement. We did not reach our target score in the percentage of meets grade level in reading and math. Our target score in reading was 44% and we scored 39%. Our target score in math was 46% and we scored 47%, but did not meet the target the previous 2 years. **Root Cause:** Having to use long term subs in the classroom instead of having certified teachers because of the teacher shortage in our district.

Parent and Community Engagement

Parent and Community Engagement Summary

Murry Fly strives to have different activities for parent and community involvement. We have a Meet the Teacher Night that involves the whole community in our area. Parent Orientation/Tech Nights, Parent Math Nights, Parent Science Nights, Parent Reading Nights, Fall Festival, Open House are some of the events that are held at Murry Fly. In the 2018-2019 school year we had 200-300 of our parents at our events. For the 2018-2019 school year we had a meet the Teacher Night and a Parent Orientation Night.

Parent and Community Engagement Strengths

Family and community involvement at Murry Fly continues to show growth, Parent/family and community involvement is strongly encouraged. Not only do we have high expectation for our students we also have high expectations of parents involvement in their child's learning. We regularly communicate with parents about what children are learning as well as, provide opportunities for parents to talk with school personnel about their child and our programs through home visits, family nights, parent Tech nights, and open up tutoring sessions for parents to attend with their child. The West side community is invited to all school activities making our school the center of our community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Despite a large student enrollment of 824 students, only 25 parents applied to be volunteers. Of the 25 applicants only 5 followed through and helped on a consistent basis. **Root Cause:** Lack of outreach and communication from the campus in terms of requirements for volunteering and specific areas of needs for the campus.

School Context and Organization

School Context and Organization Summary

Fly Elementary has an in school intervention time in all classrooms K - 5. Data will be reviewed from istation, benchmarks,Formative Loop, Lone Star Math, unit tests,classroom observeration during RTI meetings. Intervention will address the content areas of Reading, Math, and Science. PLCs are organized by grade levels and will meet to review student data, classroom instruction, and maintenance. PLC will meet weekly during our PLC/Intervention time. CIT will meet once a month to discuss campus goals and review of campus improvement plans. Our Leadership Team will meet once a month to review new campus initiatives and changes needed.

School Context and Organization Strengths

Murry Fly has numerous organization strenghts. Our PLCs meet weekly to review and discuss students' academic needs based on data from unit tests, istation, classroom performance and observations. Fly has a well established, comprehensive data room with info on every student. Data folders are used to communicate with parents on student achievement and progress.

Murry Fly has a well established school wide CHAMPS program which has led to a major decrease in discipline referrals.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Thirty percent of students entering third grade are lacking basic reading and math skills. **Root Cause:** Not all teachers have been thoroughly trained on early identification of the RTI process.

Technology

Technology Summary

At Murry Fly we strive to make sure our students have the technology available to make them 21st century learners. Computers are in each classroom and we also have 15 rolling computer carts for grades pre-k through 1st grade. We also have 20 chromebooks per classroom in grades 2,3,4,5. We have computer based intervention programs to help students in need such as Istation, and Imagine Math. More technology will be added as funds are supplied. Each classroom is equipped with a smartboard, projectors, and document camera.

Technology Strengths

Murry Fly has computer access in each classroom. Murry Fly has wireless access across the campus. We are at 95% 1:1 in grades 2nd through 5th.

Problem Statements Identifying Technology Needs

Problem Statement 1: Murry Fly is not a 1:1 campus. **Root Cause:** We don't have the funds to make the entire campus 1:1 in one year. We add classrooms or grade levels every year as funds allow.

Priority Problem Statements

Problem Statement 1: Only 50% of students transition to English STAAR reading test in 5th grade.

Root Cause 1: Students aren't ready to transition due to the late exit bilingual model.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Despite gains in 3rd grade reading and math, students are still under performing in the area of meets grade level. In 2018 meets grade level for math was 30% and in 2019 it increased to 36%. In 2018 meets grade level for reading was 23% and increased in 2019 to 36%. Our target is 44% for meets grade level in 3rd grade reading and math.

Root Cause 2: The level of rigor in 2nd grade is too low. Students are coming into third grade unprepared.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Murry Fly has been identified as needing targeted support for under performing in the area of meets grade level in reading and math.

Root Cause 3: Lack of STAAR formatted supplemental resources.

Problem Statement 3 Areas: Student Achievement

Problem Statement 5: In 2019 our attendance rate decreased to 94.3%. Our target rate is 96%.

Root Cause 5: Parents attribute absences to: not knowing how many absences they have, lack of transportation, and parent work schedules. The various incentives and systems in place to increase attendance are inadequate.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: The shortage of teachers in ECISD has forced us to hire non-certified long term substitutes.

Root Cause 6: Community issues- lack highly qualified teachers.

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

Problem Statement 7: Four long term substitutes on our campus are inexperienced and need job embedded support,

Root Cause 7: Teacher shortage, increased numbers of long term, uncertified subs

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Murry Fly is identified for targeted support and improvement. We did not reach our target score in the percentage of meets grade level in reading and math. Our target score in reading was 44% and we scored 39%. Our target score in math was 46% and we scored 47%, but did not meet the target the previous 2 years.

Root Cause 8: Having to use long term subs in the classroom instead of having certified teachers because of the teacher shortage in our district.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Despite a large student enrollment of 824 students, only 25 parents applied to be volunteers. Of the 25 applicants only 5 followed through and helped on a consistent basis.

Root Cause 9: Lack of outreach and communication from the campus in terms of requirements for volunteering and specific areas of needs for the campus.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Thirty percent of students entering third grade are lacking basic reading and math skills.

Root Cause 10: Not all teachers have been thoroughly trained on early identification of the RTI process.

Problem Statement 10 Areas: School Context and Organization

Problem Statement 11: Murry Fly is not a 1:1 campus.

Root Cause 11: We don't have the funds to make the entire campus 1:1 in one year. We add classrooms or grade levels every year as funds allow.

Problem Statement 11 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Goal 1: Murry Fly will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools 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</p>	2.4	The progress of the students will be monitored by short cycle assessments, released STAAR tests, and interim assessments.	Students will demonstrate a 46% Meets rate at the 2020 benchmark.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	2.4	Admin/ Instructional specialist	Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments.				
3) Guided reading and guided math will be utilized in all K-5 classrooms.	2.4	Admin	Progressively increasing test scores in short cycle assessments and benchmark tests.				
4) After school tutors will be utilized to pull groups of students based on achievement to increase performance from approaches to meets status.	2.4, 2.5, 2.6	Admin/Small group tutors	Students will demonstrate a 47% Meets rate at the 2020 benchmark.				
Problem Statements: Student Achievement 1 Funding Sources: Title One School-wide - 10534.00							
							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Despite gains in 3rd grade reading and math, students are still under performing in the area of meets grade level. In 2018 meets grade level for math was 30% and in 2019 it increased to 36%. In 2018 meets grade level for reading was 23% and increased in 2019 to 36%. Our target is 44% for meets grade level in 3rd grade reading and math. Root Cause 1: The level of rigor in 2nd grade is too low. Students are coming into third grade unprepared.

Goal 1: Murry Fly will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.


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 2020.


Evaluation Data Source(s) 2: State Accountability 2019, 2020


Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 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	2.4	Admin/ Instructional coaches/ teachers	Progressively increasing test scores in short cycle assessments and benchmark tests.				
Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 2) Guided reading and guided math will be utilized in all K-5 classrooms.	2.4	Administrators/Instructional Specialists	Progressively increasing test scores in short cycle assessments and benchmark tests.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
3) Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	2.4	Admin/ Instructional specialist	Progressively increasing test scores in short cycle assessments and benchmark tests.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Murry Fly will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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 2020. Writing will increase by 10% by May 2020.

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) 3: State Accountability 2019, 2020

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Balanced Literacy framework will be implemented in all ELAR classrooms	2.4	Running Records Unit assessments Istation data reports STAAR Reading STAAR Writing TELPAS	Increase STAAR Writing by 10% and STAAR reading by 6% in 3rd grade and 3% in 4th grade.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	2.4	Admin/ Instructional specialist	Progressively increasing test scores in short cycle assessments and benchmark tests.				
3) Murry Fly will employ a dyslexia teacher to implement the Take Flight Program.	2.4, 2.5, 2.6	Admin/Dyslexia Teacher	Increased reading fluency and better reading scores.				
Problem Statements: Student Achievement 1 Funding Sources: State Comp Ed - 75000.00							
4) Murry Fly will employ two instructional Specialists to train teachers on planning and instructional strategies.	2.4, 2.5, 2.6	Admin/Instructional Specialists	Increased planning and instructional capacity for all of our teachers. Increased test scores.				
Problem Statements: Student Achievement 1 Funding Sources: Title One School-wide - 150000.00							
							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Despite gains in 3rd grade reading and math, students are still under performing in the area of meets grade level. In 2018 meets grade level for math was 30% and in 2019 it increased to 36%. In 2018 meets grade level for reading was 23% and increased in 2019 to 36%. Our target is 44% for meets grade level in 3rd grade reading and math. Root Cause 1: The level of rigor in 2nd grade is too low. Students are coming into third grade unprepared.

Goal 1: Murry Fly will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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 Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Improve low-performing schools</p> <p>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.</p>	2.4, 2.5, 2.6	Admin	Progressively increasing test scores in short cycle assessments and benchmark tests.				
<p>Problem Statements: Student Achievement 2 Funding Sources: Title One School-wide - 17000.00</p>							
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools</p> <p>2) Teachers will utilize Lonestar math which targets the TEKS on a daily basis.</p>	2.4	Admin	Progressively increasing test scores in short cycle assessments and benchmark tests.				
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools</p> <p>3) Teachers will utilize the formative loop program.</p>	2.4, 2.5, 2.6	Admin/Teachers	Progressively increasing test scores in short cycle assessments and benchmark tests.				
<p>Problem Statements: Student Achievement 2 Funding Sources: Title One School-wide - 4500.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 4) Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	2.4	Admin	Progressively increasing test scores in short cycle assessments and benchmark tests.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Murry Fly has been identified as needing targeted support for under performing in the area of meets grade level in reading and math. Root Cause 2: Lack of STAAR formatted supplemental resources.


Goal 1: Murry Fly will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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 Source(s) 5: 2020 State Accountability

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) 5th grade science teacher will be required to have at least one hands on lab per week.	2.4, 2.5, 2.6	admin	increased student engagement and participation				
2) 5th grade students will use the mentoring minds supplement resource which includes online assessments.	2.4, 2.5, 2.6	admin/science teacher	increased science scores				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: Murry Fly will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Fly retention rates will be 0.1% below state average in all grade levels K-8 by 2020.


Evaluation Data Source(s) 6: District PEIMS Retention Report

Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) RTI will be utilized for all students falling below grade level. RTI meetings will be held every six weeks to keep parents informed of the progress exhibited by their child.	2.4, 2.5	Teacher/admin	students will close gaps and get on grade level				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: Murry Fly will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Fly student attendance rate will increase from 94.6% to 95.7% by May 2020 (State average was 95.7% in 2017).


Evaluation Data Source(s) 7: District attendance reports

Summative Evaluation 7:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Attendance contracts will be done on all students that had poor attendance the previous year and 5 or more absences the first semester.	2.5, 2.6, 3.1	Counselor/attendance clerk/teacher/admin	Improved rate of attendance				
2) Murry Fly will have attendance incentives per grade level. The campus will have good attendance prizes every 9 weeks.	2.5, 2.6, 3.1	admin/attendance clerk/teachers	increased student attendance				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: Murry Fly will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all Fly physical education classes.


Evaluation Data Source(s) 8: FitnessGram Annual Report

Summative Evaluation 8:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All Murry Fly Physical Education classes will meet the state required 50%moderate to vigorous physical activity in each class period as recommended by SHAC.	2.4	PE Coach/admin	Improved fitness assessment scores, increased physical activity and healthier students. FitnessGram Annual Report				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Murry Fly will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

TELPAS Advanced Level from 37.86% to 42.86%

TELPAS Advanced High Level from 9.9% to 14.9%

Evaluation Data Source(s) 9: TELPAS ratings 2020

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Murry Fly will reinforce and monitor the consistent implementation of the Late Exit Transitional Bilingual linguistic sequence across grades 2nd-5th. Pre-k, kinder, and 1st will follow the dual language one way program. Teachers will also teach 45 minutes of ESL instruction in their classroom.	2.4, 2.5, 2.6	Teachers/admin/Instructional coaches,	Advanced and advanced high composite scores will increase by 5 percent.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: Murry Fly will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: By May 2021, the Fly teacher turnover rate will decrease from 20% to 16% (state turnover rate is 16.6%).


Evaluation Data Source(s) 1: TAPR


System Data


Exit Survey Data


Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
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.	2.4	Staff surveys, and number of staff resigning at the end of each year.	improved teacher retention				
2) Murry Fly will work to fill vacancies immediately as they come up through utilizing job fairs and screening applicants online. Murry Fly will continue to recruit applicants through current employee referrals.	2.4	Administrators will attend all job fairs that the district has, and will compile resumes as they are received to have a bank of applicants when needed.	Murry Fly will be fully staffed with certified teachers by 2020.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 3: Murry Fly will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of Fly students, faculty, staff, and their families.

Evaluation Data Source(s) 1: Parent, staff, and health agency surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Murry Fly will continue to foster it's relationship with the Women of the Moose. They help out with student and teacher school supplies throughout the year.	2.6	Admin/teacher liaison	increased positive involvement with community members				
2) Murry Fly will partner with Armida Tarin, who works for medicaid, to provide wellness advice and supplies during family nights. She contacts vendors that provide health screenings. She also helps parents with medicaid and insurance needs and questions.	2.6	Admin/Nurse	increased health and awareness				




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

Goal 4: Murry Fly will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All staff will be trained in the new emergency response program SRP in order to be prepared to react in any emergency including, lockdown, lock out and fire or weather hazard.	2.4	admin	Students and staff will be prepared for any emergency situation				
2) Murry Fly will have a trained first responders committee to be available with a plan in case of emergency. The nurse will make sure everyone is CPR trained.	2.4	nurse/admin	A trained team will quickly respond in the case of an emergency situation.				
3) Murry Fly will have a bluebonnet team and a campus wide spelling bee contest.	2.5	admin/teachers/media clerk	more engaged readers and learners				
4) Murry Fly coaches will offer after school skills training for specific sports throughout the year.	2.5	admin/coaches	increased student involvement and better health				
							

Goal 5: Murry Fly will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Equitable and data driven budgeting will be utilized to determine priority for "options".

Evaluation Data Source(s) 1: Budgets, 5 year trends, Needs as requested by options list provided by departments, and district approved staff ratios

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Data from testing and surveys will be used to determine the ways in which financial resources will be utilized.	2.4	admin	All funds will be used to support student learning.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


Goal 6: Murry Fly will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Increase the use of parent portal activity from 37% to 60% by 2020.


Evaluation Data Source(s) 1: txConnect administrator reports.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Murry Fly will promote the use of parent portal by sending out parent links/ flyers/ newsletters.	2.4	office staff/admin	Increased parent use of parent portal				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 6: Murry Fly will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Increase student and teacher use of technology through training on strategies to effectively target instruction through apps and technology programs.

Evaluation Data Source(s) 2: program usage/ walkthroughs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Our technology specialist will train the campus teachers monthly on apps and programs that can be implemented to enhance learning through technology	2.4, 2.5	technology dept./admin	increase use of apps and programs through technology to enhance learning.				
2) Murry Fly will purchase chrome books and carts as funds allow.	2.4, 2.5, 2.6	Admin/Teachers	increase use of apps and programs through technology to enhance learning.				
Problem Statements: Technology 1 Funding Sources: Title One School-wide - 15000.00							
3) Murry Fly will hire a part time technology aide to help with the formative loop program.	2.4, 2.5, 2.6	Admin/teachers	Progressively increasing test scores in math short cycle assessments and benchmark tests.				
Problem Statements: Student Achievement 1 Funding Sources: Title One School-wide - 10000.00							
							

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Despite gains in 3rd grade reading and math, students are still under performing in the area of meets grade level. In 2018 meets grade level for math was 30% and in 2019 it increased to 36%. In 2018 meets grade level for reading was 23% and increased in 2019 to 36%. Our target is 44% for meets grade level in 3rd grade reading and math. **Root Cause 1:** The level of rigor in 2nd grade is too low. Students are coming into third grade unprepared.

Technology

Problem Statement 1: Murry Fly is not a 1:1 campus. **Root Cause 1:** We don't have the funds to make the entire campus 1:1 in one year. We add classrooms or grade levels every year as funds allow.

State Compensatory

Personnel for Murry Fly Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bridget Loffler	Dyslexia Teacher	Comp Ed	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Determined areas of need for Murry Fly using all data available

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Worked with CIT to develop CIP.

2.2: Regular monitoring and revision

Continuous monitoring and quarterly leadership team meetings.

2.3: Available to parents and community in an understandable format and language

All communication will be in Spanish and English.

One face to face parent conference in the fall semester to discuss parent compact and student progress.

2.4: Opportunities for all children to meet State standards

Monthly student data folders go home for students k-5.

RTI training for all teachers.

2.5: Increased learning time and well-rounded education

Intervention times for all students.

After school tutoring.

2.6: Address needs of all students, particularly at-risk

Formative loop 1-5.

All teachers will implement and follow the RTI process.

Daily planners for parent teacher communication.

CHAMPS expectations in classrooms and campus wide.

Culture of engagement, support, and high expectations for all stakeholders.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

surveys and meetings

3.2: Offer flexible number of parent involvement meetings

meetings scheduled during school and after school on multiple days

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christi Hickman	Instructional Specialist	Instruction	1
Jill Johnson	Instructional specialist	Instruction	1

Plan Notes

Federal/State Required Priority Goals:

Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.

(SP1.1) Murry Fly will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO5)

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5)

(SP1.3) Improved performance for physical education: All students engaged in the state physical education assessment will show improvement. (Goal 1, PO 12)

(SP1.4) All students will be graduate prepared for college or career readiness. (Goal 1, PO 8, PO 9)

(SP1.5) Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 13)

(SP1.6) Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 6)

(SP1.7) Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested. (Goal 1, PO 13)

(SP1.8) All students will graduate from high school to include all student subgroups. (Goal 1, PO 10, PO11)

(SP1.9) Murry Fly will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1)

(SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1)

- (SP2.2) Murry Fly will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 9, PO 11)
- (SP2.3) Transition planning will be addressed at each campus as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)
- (SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1)
- (SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO 3, PO5)
- (SP2.6) Murry Fly will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 3, PO5; Goal 3, PO 4)
- (SP2.7) Murry Fly will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 9)
- (SP2.8) Murry Fly will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 9)
- (SP2.9) Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 9)
- (SP2.10) Murry Fly will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal ?)
- (SP3.1) Murry Fly will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal ?)
- (SP3.2) Murry Fly will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal ?)
- (SP 3.3) Murry Fly will provide professional development in utilizing technology. (Goal ?)
- (SP 3.4) All students will be taught by highly qualified teachers and highly qualified instructional paraprofessionals. (Goal 1, PO 1, PO 3, PO5)
- (SP 3.5) Murry Fly will recruit, hire and retain highly qualified teachers and instructional paraprofessionals. (Goal 3, PO 1, PO 4, PO 7, PO 8)
- (SP 3.6) Murry Fly will utilize instructional technology as a teaching tool for student success. (Goal ?)
- (SP4.1) Murry Fly will work to improve parent participation to include targeted subgroups: title one, bilingual ESL, and migrant. (Goal ?)

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Sammy Martinez	Principal
Administrator	Josie Mata	Assistant Principal
Bilingual Rep	Juana Grajeda	teacher
Classroom Teacher	Chriss Simmons	teacher
Classroom Teacher	Carol Rudolph	teacher
Classroom Teacher	Pia Rosaldo	teacher
Classroom Teacher	Jeanette Rodriguez	teacher
Classroom Teacher	Kimberly Fulton	teacher
District-level Professional	Lauren Tavarez	District level representative
Community Representative	Todd Pruet	Community representative
Business Representative	Chris Clark	Business representative
Parent	Lucero Payne	Parent

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Dyslexia Teacher Salary		\$75,000.00
Sub-Total					\$75,000.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	After school tutors		\$10,534.00
1	3	4	Instructional Specialists Salary		\$150,000.00
1	4	1	Instruction		\$17,000.00
1	4	3	Math intervention		\$4,500.00
6	2	2	computers in classrooms		\$15,000.00
6	2	3	technology aide		\$10,000.00
Sub-Total					\$207,034.00
Grand Total					\$282,034.00