

Ector County Independent School District

Murry Fly Elementary

2025-2026 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 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 39 % to 55%.

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. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, 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: 2026 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Opportunity Culture, Lead Teachers - Title One School-wide - \$98,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. Strategy's Expected Result/Impact: This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. Root Cause: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.
Curriculum, Instruction, and Assessment
Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. Root Cause: Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.

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 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 37% to 48%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: 2026 STAAR 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 receive grade level rigorous 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, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. Strategy's Expected Result/Impact: This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. Root Cause: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.
Curriculum, Instruction, and Assessment
Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. Root Cause: Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.





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 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 15% to 30%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: 2026 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly will participate in professional learning provided by the school district using the Science adoption and Science Cut Ups, following the scope and sequence to ensure student growth. Strategy's Expected Result/Impact: Teachers will be equipped to provide effective Tier 1 instruction aligned to state standards. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
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Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. Root Cause: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.
Curriculum, Instruction, and Assessment
Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. Root Cause: Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.

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-2 achieving or exceeding their READING RIT goal will increase from 47% to 57%.

HB3 Board Goal

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: EOY READING MAP 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 Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All K-3 students will complete their recommended time on i-Ready. Strategy's Expected Result/Impact: Students will reinforce their learning through individualized lessons and activities. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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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 % K-2 students will show growth from 32 % to 55% on their READING MAP ASSESSMENT.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: EOY READING MAP ASSESSMENT

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly's Title I aides will provide support to students with additional individualized instruction. Strategy's Expected Result/Impact: Instructional aides will support the delivery of targeted instruction to a greater number of students. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Instructional Aides - Title One School-wide - \$132,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis.</p> <p>Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs , Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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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 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 28% to 40%.





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: 3RD GRADE STAAR READING ASSESSMENT

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs , Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Results Driven Accountability	Formative			Summative
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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 Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. Strategy's Expected Result/Impact: This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade did not increase their STAAR Meets performance at 50%, but instead dropped from 39% to 32%. Root Cause: Instructional practices lacked sufficient rigor and failed to actively engage students in meaningful learning experiences, resulting in reduced academic achievement and limited student motivation.

Curriculum, Instruction, and Assessment

Problem Statement 1: Murry Fly did not improve on the percentage of meets on the STAAR 5th grade Reading and Math assessments. **Root Cause:** Teachers were not provided the necessary tools to deliver effective Tier 1 instruction as well as targeted small group instruction. There was lack of support from the MCLs and lack of accountability on the behalf of the leadership team.





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-wide Panorama data in the area of student School Connectedness will increase from 98% to 100%.

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: 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 Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture	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, CIS Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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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 93.2% 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 contact parents of students with chronic absences. In alignment with the truancy policy, the school will make and document contact at 3, 5, 7, and 10 absences. Strategy's Expected Result/Impact: Parents will be educated on the significance of regular student attendance and its direct impact on 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: Demographics 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Murry Fly will host monthly attendance celebrations, recognizing one class per grade level with the highest attendance. Strategy's Expected Result/Impact: Monthly attendance celebrations will promote consistent student attendance, resulting in improved overall attendance rates and increased student engagement across all grade levels. Staff Responsible for Monitoring: Classroom teachers, Counselors, Administrators, Communities in Schools TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
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No Progress



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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Attendance only increased from 92.6% to 93.2 % in 2024-2025. **Root Cause:** Contracts were not issued to enough students with a pattern of excessive absences from previous years. Attendance monitoring and early interventions were not conducted consistently. The campus will require an attendance lead.





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 2% to 0%.

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%

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 to create a positive and respectful school environment.. Strategy's Expected Result/Impact: Staff will help students talk through conflicts rather than escalating using referrals that result in using suspensions or removals from class. This will help keep students in school and learning. Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.533 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Counselors will meet regularly with students to teach social skills, manage emotions, and build positive relationships. This support will help prevent behavior problems before they happen. Strategy's Expected Result/Impact: This support will help reduce behavior issues by addressing them early. Staff Responsible for Monitoring: Teachers, Counselors, Administrators Title I: 2.531 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: The campus will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects district-wide by May 2026.

Evaluation Data Sources: Learning walk documentation, STAAR, Checkpoint Data, District Benchmark, NWEA Map

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I Title I: 2.51, 2.52, 2.53 - 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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Students who did not approach or meet their STAAR assessment will receive targeted intervention using district intervention resources for 45 minutes each day, 4 days a week. Strategy's Expected Result/Impact: This focused intervention will address specific skill gaps identified through formative and summative data, ensuring personalized support to accelerate academic progress and help students meet grade-level expectations. Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



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Board Goal 4: Classroom Excellence

Performance Objective 2: The number of Opportunity Culture completed coaching cycles for all MCLs will increase from 41% to 95% by May 2026.

Evaluation Data Sources: Observational Coaching Data tracking tool in Schoolmint Grow

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in ECISD PLC Cycles lead by the MCLs and Lead Teachers including Internalizing Instruction, Refinement, Checkpoints, and Data Analysis. Strategy's Expected Result/Impact: Collaboration among teachers during PLCs supports the ongoing refinement of content, increases instructional rigor, and enhances data analysis. This process enables educators to respond promptly to students' needs. Staff Responsible for Monitoring: Teachers, MCLs, Administrators Title I: 2.51, 2.52, 2.53 - 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 - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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 Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Reach Associates - Title One School-wide - \$66,000	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Board Goal 4: Classroom Excellence

Performance Objective 3: Increase percentage of Certified teachers in ECISD Classrooms, from 92% to 100% June 2026.

Evaluation Data Sources: District/Human Capital SQL Reports,

Strategy 1 Details	Reviews			
Strategy 1: 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
Strategy 2 Details	Reviews			
Strategy 2: Murry Fly will actively recruit certified teachers. Strategy's Expected Result/Impact: Certified teachers are better equipped to support student learning and meet curriculum standards. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 3 Problem Statements:





Staff Quality, Recruitment, and Retention

Problem Statement 1: Murry Fly Elementary is supported by two instructional facilitators, rising student enrollment has led to increasing class sizes, placing greater demands on instructional support and classroom management. **Root Cause:** Increased class sizes, combined with insufficient staffing support, have limited the ability of teachers to deliver consistent, high-quality Tier 1 instruction, resulting in reduced instructional effectiveness and unmet student needs in the general education setting.

Board Goal 5: Culture of Excellence

Performance Objective 1: Murry Fly will decrease percent of irregularities related to MAP testing in 2025-2026 to 0 by May 2026.





Evaluation Data Sources: Campus testing irregularity reports.

Strategy 1 Details	Reviews			
Strategy 1: Campus Testing Coordinators will receive regular training to ensure they are fully prepared to implement all testing procedures accurately, efficiently, and in compliance with district and state guidelines. Strategy's Expected Result/Impact: Training will result in fewer testing irregularities and increased reliability of student assessment data. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive regular training to ensure they are fully prepared to implement all testing procedures accurately, efficiently, and in compliance with district and state guidelines. Strategy's Expected Result/Impact: Training will result in fewer testing irregularities and increased reliability of student assessment data. Staff Responsible for Monitoring: Campus Testing Coordinators, Campus Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 2: Murry Fly will provide a safe and supportive environment by May 25/26.

Evaluation Data Sources: Legal Essentials Checklists, Safe Schools completion, Staff Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: The campus will create a safe and supportive environment by implementing clear behavior expectations, promoting positive relationships, and providing social-emotional learning opportunities for all students. Strategy's Expected Result/Impact: Lead to improved student behavior, stronger relationships between students and staff, and increased student engagement and academic success. Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff will be trained to respond to student needs with consistency and care using effective PBIS strategies. Strategy's Expected Result/Impact: Lead to improved student behavior, stronger relationships between students and staff, and increased student engagement and academic success. Staff Responsible for Monitoring: Teachers, Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: Culture of Excellence

Performance Objective 3: Murry Fly will implement a school-wide system that promotes a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all subjects Pre-K/12.

Evaluation Data Sources: STAAR, NWEA Map, checkpoint data, District Benchmarks, TIA Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver effective, rigorous, Tier One instruction by planning rigorous, standards-aligned lessons that engage all learners. Strategy's Expected Result/Impact: Ensure all students are challenged and supported in meeting grade-level expectations, leading to student growth and achievement as measured by state and district assessments. Staff Responsible for Monitoring: Admin, MCLs Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive ongoing professional development and instructional coaching that will support them in using high-impact strategies. Strategy's Expected Result/Impact: Effective professional development and coaching ensures students receive effective instruction leading to student growth and achievement as measured through state and district assessments. Staff Responsible for Monitoring: Teachers, MCLs and Administrators Title I: 2.51, 2.52, 2.53 - 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	Formative			Summative
	Oct	Jan	Mar	May
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				