

El Paso Independent School District

Charles Q Murphree PK-8

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

We will provide education in a supportive and secure environment so that all students can demonstrate skills of a successful member of society.

Vision

Charles Q Murphree is united in our commitment to ensure the academic and social success of our diverse children.

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Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Based on the Murphree climate and culture surveys data collected we have concluded that our campus needs to address the student social-emotional support needs and teacher/student relationships. Murphree's demographics illustrate our typical EPISD averages, such as being 74% economically disadvantaged, 122 SPED population, 24 migrant, 401 LEP population, and 532 at-risk students while serving 90% Hispanics, 3.4% Black, 3.90 white, .045%, 1% Asian, .67% native american, and .78% two or other. Our 7 and 8 football numbers account for a total of 44 students, cross-country 4 students, 32 volleyball players, and 10 cheer girls, and some of our other extracurricular activities are unknown as they are not in season. We currently have 11 extracurricular groups that offer a variety of activities. Our PBIS and SEL implementation is on a weekly basis per the counselors and teachers. Our ISS, OSS, and disciplinary removal are less than .004% of our student population. Our student counselors' numbers are

L1 Whole Child (Culture & Climate) Strengths

Some of the current strengths Murphree displays as a campus are the following:

- The PBIS program-
- Counseling-student group support
- IB MYP program visual culture
- Office and Staff customer service
- Administrative support
- Cultural-diversity acceptance
- Special Education Team

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): Low community engagement. **Root Cause:** Merging of the two campuses, operational structures are still being refined to maximize community engagement. The focus was on merging the two campuses resulting in a lack of time and resources to effectively maximize community engagement.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

1. At total of 60 walkthroughs were completed during the 22-23 school year. We were short of our goal of 5 walkthroughs per week, per administrator.
2. Lesson plans were checked the Sunday before being taught. We started with the expectation for lesson plans two weeks in advance, but struggled to stay on track.
3. Lesson plan protocols: Monday-internalize and breakdown SEs, Tuesday-Plan Activities, Wednesday-organize materials, Thursday-Look at Data, Friday-IB planning.
4. Must improve dual language fidelity implementation.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Campus Teaching Coaches provide valuable support to teachers: teaching strategies, staying on traying, managing materials, understanding.

Teachers are willing to dive into the new curriculum and are begging for more training.

New CTC is laying down new expectations for testing and looking for new ways to improve.

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): Administration must complete 5 walkthroughs per week and a coaching session. **Root Cause:** Teachers need immediate feedback on their lesson delivery.

Prioritized Need 2 (Prioritized): Teachers need time to internalize the new curriculum. **Root Cause:** Teachers have not had enough time and training to feel confident with curriculum.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

Based off of the most current STAAR (2023) data our students have tested below state targets for Math(54%), Reading (61%) Science(48%) and Social Studies(32%). Consequently, Murphree received an "F" rating for Domain 1: Student Achievement. We have identified inconsistent practices with testing procedures.

L2 Academic Excellence (Student Achievement) Strengths

-5th Reading and Math - D rating

-8th Reading - C rating

-Algebra EOC - B rating

-Special populations: 5th grade reading Eco Disadvantage and SPED - C rating

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): To have teachers meet in PLC to focus on planning ideas, interventions and lessons to increase student academic achievement. **Root Cause:** We have a high population of emergent bilingual, special education and economically disadvantaged students.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Summary

We have a total of 63 teacher, 5 substitutes. We've experience several teacher deaths, retirements, transfers, and challenges with filling those vacancies. We've grown from the projection of 780 students to 920. We've added key positions like AP, counselor, campus patrol. We use a

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Strengths

The teachers continue to implement TEXguide to find resources that relate with TEK-RS system. The leadership team determined that 1 planning day was needed every 4-6 weeks to help the teachers with planning for all subjects, and finding the best resources. In addition the teachers use the same lesson plan template and grouping mats for guided reading and workstations. The teachers are relying heavily on teacher's edition manuals, test preparation materials, especially in mathematics. Math resources are available for the teachers to implement, worksheets and students' textbooks as resources. As a result, teaching the TEKS at the rigor necessary for achieving Meeting and Masters on STAAR assessments is not happening. The teachers are required to turn in a lesson plan for each subject. Teachers are required to plan as a team. In addition, teachers us Measuring Up, Gap Implementation Tool. Based on those documents it is evident that teachers are following the district curriculum with fidelity, however some classrooms are not doing what is specified for that day on the lesson plan. As per this school year fall and during the fall and spring semester tutoring will be resume. School Processes & Programs Strengths Teachers are efficiently utilizing their planning days and working together as a professional learning community to complete lesson plans, discuss data, and share resources with amongst their colleagues.

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need 1 (Prioritized): Not all teachers/students have sufficient knowledge when it comes to using technology & new curriculum. **Root Cause:** Teachers/students have a wide level of skills when it comes to technology.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Teachers are efficiently utilizing their planning days and working together as a professional learning community to complete lesson plans, discuss data, and share ideas. Teachers are using PBIS and SEL strategies more efficiently. Student engagement in the classroom has increased. Students are taking ownership by doing goal setting and tracking their progress after all assessments and conferencing with the teacher on what strategies they can do to accomplish their goals.

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

There is a strong sense of urgency in all teachers to improve student achievement, scores, or in the very least show growth and progress. In addition to grade level performances, Murphree had curriculum nights by every grade level at the beginning of the year to inform parents about what their child is learning. We have continue to work alongside a our Parent Engagement leader this year. She continues to connecting with the community and offering new and different classes. These activities will be resuming this school year.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

As a result of our findings, the two campuses that merged (Morehead and LBJ) had a wide range of communication platforms that were being used by teachers. Consequently, communication to parents is still inconsistent.

Due to this inconsistency, parent outreach regarding academic nights/workshops is not being met. In addition to these parent workshops, there should be more opportunities for parents to gain knowledge in their child's education and school resources. For example, presentations that guide them through technological services such as, parent portal, Schoology, class dojo, and rank one for athletics.

Therefore parents, teachers, and staff need a monthly agenda of upcoming school and community events. That are being sent through one mode of communication.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

- Improved attendance rate (school year 22-23) 93.8%, (currently 92.56%)
- Clearly defined attendance procedure (3 unexcused absences, district generates a letter and notifies the parent. 45-day plan to help student/family improve attendance rate. Text messages are sent through Google Voice, Class Dojo, automated phone calls, and Facebook.
- The attendance clerk regularly follows up with absences. She calls the parent/guardian and will determine if a residence check is necessary.
- Active on-campus parent Liaison.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1 (Prioritized): To use one communication platform to uniformly and consistently communicate and reach out to parents, teachers, and community stakeholders.

Root Cause: As a result of two campuses merging (Morehead and LBJ) there is a wide range of communication platforms that are still being used by teachers. Consequently, communication with parents is inconsistent. (Facebook, Twitter, Automated calls, Google Voice, Class Dojo).

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Based on our findings on staff demographics, it was determined that 79.5% of our teachers have a minimum of six years of experience. Our economically disadvantaged population decreased from 89.16% in 2022-2023 to 76.49% in 2023-2024.

Our allocation per capita has decreased from \$219,000 to \$75,700

L5 Equity by Design (Demographics) Strengths

Experienced teachers. 79.5% of teachers have been at Murphree for more than six years.

- 26.5% of teachers have been here for more than 20 years.
- 26.5% of teachers have been here 11-20 years.
- 26.5% of teachers have been here 6-10 years.
- 20.4% of teachers have been here less than 5 years.

We offer PreK3 and Full-Day PreK4

- PreK4 is free and open enrollment

Government housing has reopened which has allowed our student population to increase.

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): We need to attract and keep new certified teachers with specialized skills. **Root Cause:** 26.5 % of our teachers may retire within the next 3-5 years.

Prioritized Needs

Prioritized Need 1: Low community engagement.

Root Cause 1: Merging of the two campuses, operational structures are still being refined to maximize community engagement. The focus was on merging the two campuses resulting in a lack of time and resources to effectively maximize community engagement.

Prioritized Need 1 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 2: Administration must complete 5 walkthroughs per week and a coaching session.

Root Cause 2: Teachers need immediate feedback on their lesson delivery.

Prioritized Need 2 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 3: Teachers need time to internalize the new curriculum.

Root Cause 3: Teachers have not had enough time and training to feel confident with curriculum.

Prioritized Need 3 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 4: To have teachers meet in PLC to focus on planning ideas, interventions and lessons to increase student academic achievement.

Root Cause 4: We have a high population of emergent bilingual, special education and economically disadvantaged students.

Prioritized Need 4 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 5: Not all teachers/students have sufficient knowledge when it comes to using technology & new curriculum.

Root Cause 5: Teachers/students have a wide level of skills when it comes to technology.

Prioritized Need 5 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 6: To use one communication platform to uniformly and consistently communicate and reach out to parents, teachers, and community stakeholders.

Root Cause 6: As a result of two campuses merging (Morehead and LBJ) there is a wide range of communication platforms that are still being used by teachers. Consequently, communication with parents is inconsistent. (Facebook, Twitter, Automated calls, Google Voice, Class Dojo).

Prioritized Need 6 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 7: We need to attract and keep new certified teachers with specialized skills.

Root Cause 7: 26.5 % of our teachers may retire within the next 3-5 years.

Prioritized Need 7 Areas: L5 Equity by Design (Demographics)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals





Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, CQM will increase PK-8th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5%.

High Priority

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
Strategy 1: Hire Athletic Coordinator to organize events and personnel. Strategy's Expected Result/Impact: Improved participation in 7th-8th grade sports. Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing - Targeted Support Strategy Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Low community engagement. Root Cause: Merging of the two campuses, operational structures are still being refined to maximize community engagement. The focus was on merging the two campuses resulting in a lack of time and resources to effectively maximize community engagement.
L5 Equity by Design (Demographics)
Prioritized Need 1: We need to attract and keep new certified teachers with specialized skills. Root Cause: 26.5 % of our teachers may retire within the next 3-5 years.

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, CQM will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended PK - 6 extended learning opportunities.

High Priority

Evaluation Data Sources: Campus tracking tool

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, CQM will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness.

High Priority

Evaluation Data Sources: District Developed Tracking Rubric





Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, EPISD will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 70% of all campuses.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Hold weekly PLCs to share ideas and lessons focusing on successful first teach strategies that increase student academic achievement. Strategy's Expected Result/Impact: Increase student academic achievement. Interventions. Staff Responsible for Monitoring: Administration, CTCs, Dept. Heads Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 - L2 Academic Excellence (Student Achievement) 1 Funding Sources: Tutors - 211 ESEA Title I Part A (Campus) - 211.11.6126.172.24.100.172 - \$10,000, Substitutes - 211 ESEA Title I Part A (Campus) - 211.11.6112.172.24.362.172 - \$11,250, Social Security - 211 ESEA Title I Part A (Campus) - \$145, Substitutes - 199 General Fund - 199.11.6112.172.11.362.172 - \$5,000, Part Time Temporary Support-Tutors - 185 SCE (Campus) - 185.11.6126.172.30.000.172 - \$15,000, Part Time Temporary Support-Tutors Social Security - 185 SCE (Campus) - 185.11.6141.172.30.362.172 - \$250	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Utilize walkthroughs (5 per week & 2 coaching sessions per administrator) to provide meaningful teacher feedback on instruction. Strategy's Expected Result/Impact: Improve classroom environment, increase academic success for students. Staff Responsible for Monitoring: Administrators Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 100% of teachers will implement the Fundamental Five Lesson plan delivery framework by the end of the current school year integrate with best practices from the IB MYP program and support leadership development to impact best practice. Strategy's Expected Result/Impact: Increase academic student achievement through best learning practices. Staff Responsible for Monitoring: Administration, CTCS, IBC, Dept. Heads Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1 Funding Sources: Reading Materials - 211 ESEA Title I Part A (Campus) - 211.11.6329.172.24.801.172 - \$500		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: As a Instructional Leadership team we will meet regularly to analyze data, identify problem areas, conduct root cause analysis, select strategies and activities with an overall purpose to adjust as needed. Strategy's Expected Result/Impact: To accomplish goals as stated by the accountability system. Staff Responsible for Monitoring: ILT Members, CIT Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1 Funding Sources: Testing Materials - 211 ESEA Title I Part A (Campus) - 211.11.6339.172.24.801.172 - \$20,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: By June 2023, Murphree will increase the percentage of students who demonstrate Kindergarten readiness from 60% to 75%. Strategy's Expected Result/Impact: Increase students reading on level of all grades moving forward. Staff Responsible for Monitoring: Reading CTC, Grade Level Leaders, Admin Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Low community engagement. Root Cause: Merging of the two campuses, operational structures are still being refined to maximize community engagement. The focus was on merging the two campuses resulting in a lack of time and resources to effectively maximize community engagement.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Administration must complete 5 walkthroughs per week and a coaching session. Root Cause: Teachers need immediate feedback on their lesson delivery.

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Teachers need time to internalize the new curriculum. Root Cause: Teachers have not had enough time and training to feel confident with curriculum.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: To have teachers meet in PLC to focus on planning ideas, interventions and lessons to increase student academic achievement. Root Cause: We have a high population of emergent bilingual, special education and economically disadvantaged students.
L5 Equity by Design (Demographics)
Prioritized Need 1: We need to attract and keep new certified teachers with specialized skills. Root Cause: 26.5 % of our teachers may retire within the next 3-5 years.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, CQM Teachers, administration, CTCs will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition in 50% of all campuses with a dual language program.

Strategy 1 Details		Reviews			
Strategy 1: ELAR Teachers will conduct data talks in PLCs to plan intervention after the December benchmark Strategy's Expected Result/Impact: Increase student success, increase number of students passing STAAR and TELPAS growth. Staff Responsible for Monitoring: ELAR Dept Head, CTCs, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 - L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Administration must complete 5 walkthroughs per week and a coaching session. Root Cause: Teachers need immediate feedback on their lesson delivery.
Prioritized Need 2: Teachers need time to internalize the new curriculum. Root Cause: Teachers have not had enough time and training to feel confident with curriculum.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: To have teachers meet in PLC to focus on planning ideas, interventions and lessons to increase student academic achievement. Root Cause: We have a high population of emergent bilingual, special education and economically disadvantaged students.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Not all teachers/students have sufficient knowledge when it comes to using technology & new curriculum. Root Cause: Teachers/students have a wide level of skills when it comes to technology.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, EPISD will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase from 52% to 58% with all student groups meeting board approved metrics. [HB3]. (Academics-Teaching and Learning)

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, EPISD will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 14% - 17%, & EB from 32% - 40%)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create targeted interventions plans and conduct a Social Studies symposium to better meet the needs of students in class and before STAAR. Initiate a 7th grade 2nd semester overlap of 8th Grade SS TEKS for the 2023-2024 school year. Strategy's Expected Result/Impact: Increase student success, increase number of students passing SS STAAR. Staff Responsible for Monitoring: CTCs, Dist. Facilitator, Social Studies Dept Head, Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Prioritized Needs: L2 Academic Excellence (Student Achievement) 1				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 1: To have teachers meet in PLC to focus on planning ideas, interventions and lessons to increase student academic achievement. Root Cause: We have a high population of emergent bilingual, special education and economically disadvantaged students.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, EPISD will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 7% - 13%, & EB from 21% - 26%)

Strategy 1 Details	Reviews			
Strategy 1: Provide extended day tutoring, RTI and/or intervention classes for struggling students based on common assessment data. Provide High Impact Tutors and High Impact Instructors. Create targeted intervention plans during PLC/RTI grade level meetings. Conduct goal setting conferences with students at-risk of not meeting the STAAR standards and provide a substitute teacher to facilitate Strategy's Expected Result/Impact: Increase student success, increase in the number of students meeting STAAR expectations. Staff Responsible for Monitoring: Administration, CTCs, Dept. Heads Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Science Teachers will adopt model of 60% direct instructions/40% hands-on activities. Strategy's Expected Result/Impact: Increase student comprehension in Science & engagement Staff Responsible for Monitoring: Science Coach, Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Create targeted intervention plans and conduct a Science symposium to better understand the needs of students in Science classroom and before STAAR. Strategy's Expected Result/Impact: Increase student success, increase in the number of students passing STAAR Staff Responsible for Monitoring: CTC, Science Dept Head Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Administration must complete 5 walkthroughs per week and a coaching session. Root Cause: Teachers need immediate feedback on their lesson delivery. Prioritized Need 2: Teachers need time to internalize the new curriculum. Root Cause: Teachers have not had enough time and training to feel confident with curriculum.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: To have teachers meet in PLC to focus on planning ideas, interventions and lessons to increase student academic achievement. Root Cause: We have a high population of emergent bilingual, special education and economically disadvantaged students.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Not all teachers/students have sufficient knowledge when it comes to using technology & new curriculum. Root Cause: Teachers/students have a wide level of skills when it comes to technology.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 6: By June 2024, EPISD will ensure all students graduate prepared for college and/or career as measured by an increase in the number of students that meet criteria for CCMR Outcome Bonus by 5% [from 706 students (Econ Dis), 700 students (Non-Econ Dis), 17 (SPED) to 741 students (Econ Dis) , 735 (Non-Econ Dis), 18 SPED [HB3] (Academics-College Career Readiness)]

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 7: By June 2024, CQM will increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from approaches 54% to 70%, Meets from 21% to 45% and Masters from 6% to 30%

High Priority
Evaluation Data Sources: STAAR





Strategy 1 Details	Reviews			
Strategy 1: Progress monitoring with unit assessments, benchmarks, and district programs (MAPS) . Strategy's Expected Result/Impact: Monitoring student growth Staff Responsible for Monitoring: Teachers, administration, CTCs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 7 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 1: To have teachers meet in PLC to focus on planning ideas, interventions and lessons to increase student academic achievement. Root Cause: We have a high population of emergent bilingual, special education and economically disadvantaged students.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 1: By June 2024, EPISD will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by 1%





Strategy 1 Details	Reviews			
Strategy 1: By June 2024, Murphree will stabilize enrollment in comparison to the 2021/2022 school year. Strategy's Expected Result/Impact: Increase parent involvement opportunities and campus image/Stabilize or increase student enrollment. Staff Responsible for Monitoring: All Campus Stakeholders Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Low community engagement. Root Cause: Merging of the two campuses, operational structures are still being refined to maximize community engagement. The focus was on merging the two campuses resulting in a lack of time and resources to effectively maximize community engagement.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: To use one communication platform to uniformly and consistently communicate and reach out to parents, teachers, and community stakeholders. Root Cause: As a result of two campuses merging (Morehead and LBJ) there is a wide range of communication platforms that are still being used by teachers. Consequently, communication with parents is inconsistent. (Facebook, Twitter, Automated calls, Google Voice, Class Dojo).

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 2: By June 2024, EPISD will strengthen the district's financial solvency by creating a facilities master plan that includes facilities assessment, demographic study, school boundary outlook, recommended program expansion, and rightsizing measures. (OTE)





Strategy 1 Details		Reviews			
Strategy 1: Murphree will actively recruit when positions are available and ensure that all teachers are 100% highly qualified Strategy's Expected Result/Impact: Student achievement and growth are ensured by filling positions with highly qualified teachers impacting tier-one instruction. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Prioritized Needs:

L5 Equity by Design (Demographics)
Prioritized Need 1: We need to attract and keep new certified teachers with specialized skills. Root Cause: 26.5 % of our teachers may retire within the next 3-5 years.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 3: By June 2024, EPISD will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91% to 93%.

Strategy 1 Details		Reviews			
Strategy 1: By June 2024, Murphree will empower employees with educational opportunities and skills to enable them to attain their best possible health (physical, emotional, & mental) well-being, positively affecting employee morale and job satisfaction. Strategy's Expected Result/Impact: Increase employee retention and positively impact campus culture. Staff Responsible for Monitoring: Admin., Counselors, Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Prioritized Needs: L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 3 Prioritized Needs:

L5 Equity by Design (Demographics)
Prioritized Need 1: We need to attract and keep new certified teachers with specialized skills. Root Cause: 26.5 % of our teachers may retire within the next 3-5 years.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 4: By June 2024, EPISD will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan. (Technology)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide instructional materials, equipment, technology/computers/iPads and resources to teachers and staff in order to increase student achievement (to include student culture and retention) and support curriculum.</p> <p>Strategy's Expected Result/Impact: Improve student achievement through best practice and blended learning.</p> <p>Staff Responsible for Monitoring: Principal, All Teachers, Instructional Coaches, PEL</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p> <p>Funding Sources: Technology Equipment - 211 ESEA Title I Part A (Campus) - 211.11.6395.172.24.801.172 - \$4,000, General Supplies - 211 ESEA Title I Part A (Campus) - 211.11.63.99.172.24.801.172 - \$29,046, General Supplies - 211 ESEA Title I Part A (Campus) - 211.61.6329.172.24.801.172 - \$379.50, Reading Materials - 211 ESEA Title I Part A (Campus) - 211.61.6329.172.24.801.172 - \$379.50, General Supplies - 199 General Fund - 199.11.6399.172.11.000.172, Library General Supplies - 199 General Fund - 199.12.6399.172.11.100.172 - \$500, Admin General Supplies - 199 General Fund - 199.23.6399.172.99.100.172 - \$5,000, Counseling General Supplies - 199 General Fund - 199.31.6399.172.99.100.172 - \$200, Nursing General Supplies - 199 General Fund - 199.33.6399.172.99.100.172 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: By June 2024, Murphree will implement a campus-based online system that maximizes student learning opportunities and skills for the 21st century. Strategy's Expected Result/Impact: Increase student engagement, and foster enriching skills and learning experiences. Staff Responsible for Monitoring: Leadership team, Faculty Title I: 2.4, 2.6 - TEA Priorities: 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 - Targeted Support Strategy - Additional Targeted Support Strategy Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 Funding Sources: General Supplies - 185 SCE (Campus) - 185.11.6399.172.30.000.172 - \$15,850	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Not all teachers/students have sufficient knowledge when it comes to using technology & new curriculum. Root Cause: Teachers/students have a wide level of skills when it comes to technology.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, EPISD will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 89% to 94%.

Strategy 1 Details	Reviews			
Strategy 1: By June 2024, Murphree will create conditions for a healthy learning environment that fosters cultural awareness, and well-being among all student groups. Strategy's Expected Result/Impact: Increase Student Attendance in creating a positive learning environment Staff Responsible for Monitoring: All Campus Stakeholders Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Low community engagement. Root Cause: Merging of the two campuses, operational structures are still being refined to maximize community engagement. The focus was on merging the two campuses resulting in a lack of time and resources to effectively maximize community engagement.
L5 Equity by Design (Demographics)
Prioritized Need 1: We need to attract and keep new certified teachers with specialized skills. Root Cause: 26.5 % of our teachers may retire within the next 3-5 years.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, EPISD will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events.

Strategy 1 Details	Reviews			
<p>Strategy 1: By June 2024, Murphree will cultivate a mindset and commitment to customer service that promotes respect, transparency, and trust as defined by the metrics.</p> <p>Strategy's Expected Result/Impact: Create a positive and trusting community image.</p> <p>Staff Responsible for Monitoring: All campus stakeholders</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By June 2024, Murphree will ensure threat assessment protocols are implemented and followed at all campuses via their onsite threat assessment team. The campus team shall document incidents and identify the tools needed to assess, monitor, and support the student, family, and campus community.</p> <p>Strategy's Expected Result/Impact: Increase community involvement in campus events and positively impact community perspective.</p> <p>Staff Responsible for Monitoring: Admin., Campus security, District Officers,</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Murphree will increase parent and community involvement by 10% for the school year 2022-2023 Strategy's Expected Result/Impact: Increased Community involvement thus increasing a positive campus outlook, provide field trips for student. Staff Responsible for Monitoring: Admin., Leadership team, Parent liasion Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: Transportation Student Activities - 199 General Fund - 199.11.6494.172.11.000.172 - \$1,500, Field Trip Entry Fee and Misc Operation Costs - 199 General Fund - 199.11.6499.172.11.000.172	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 1: Low community engagement. Root Cause: Merging of the two campuses, operational structures are still being refined to maximize community engagement. The focus was on merging the two campuses resulting in a lack of time and resources to effectively maximize community engagement.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: To use one communication platform to uniformly and consistently communicate and reach out to parents, teachers, and community stakeholders. Root Cause: As a result of two campuses merging (Morehead and LBJ) there is a wide range of communication platforms that are still being used by teachers. Consequently, communication with parents is inconsistent. (Facebook, Twitter, Automated calls, Google Voice, Class Dojo).

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, EPISD will foster equitable access to opportunities and eliminating barriers as measured by an increase in enrollment of underrepresented (i.e., special education and emergent bilingual) high school student groups in advanced academic courses (AP/IB, On Ramps, and Dual Credit). (Academics-College Career Readiness, Specialized Learning)

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 2: By June 2024, EPISD will provide high-quality, relevant, and differentiated resources matched to each school's needs and strengths by designing and implementing an Equity/Diversified Funding Model aligned with recommendations from Equity Study. (OTE)

Strategy 1 Details	Reviews			
Strategy 1: Purchase and pay for text books for students Strategy's Expected Result/Impact: Access to materials for all students Staff Responsible for Monitoring: Book room clerk senior clerk Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Textbook Replacement - 199 General Fund - 199.11.6321.172.11.000.172 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Low community engagement. Root Cause: Merging of the two campuses, operational structures are still being refined to maximize community engagement. The focus was on merging the two campuses resulting in a lack of time and resources to effectively maximize community engagement.

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 3: By June 2024, EPISD will increase the percent of campus staff that have 5+ years of experience and are certified in the roles to which they are assigned and decrease the rate of staff mobility in the lowest performing campuses. (HR)

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 4: By June 2024, EPISD will develop a Teacher Profile and Rubric that reflects teacher experience, effectiveness, and campus specific instructional needs. (HR)

RDA Strategies

Goal	Objective	Strategy	Description
2	1	1	Hold weekly PLCs to share ideas and lessons focusing on successful first teach strategies that increase student academic achievement.
2	1	3	100% of teachers will implement the Fundamental Five Lesson plan delivery framework by the end of the current school year integrate with best practices from the IB MYP program and support leadership development to impact best practice.
2	2	1	ELAR Teachers will conduct data talks in PLCs to plan intervention after the December benchmark
2	5	2	Science Teachers will adopt model of 60% direct instructions/40% hands-on activities.
2	7	1	Progress monitoring with unit assessments, benchmarks, and district programs (MAPS) .
3	2	1	Murphree will actively recruit when positions are available and ensure that all teachers are 100% highly qualified
3	4	1	Provide instructional materials, equipment, technology/computers/iPads and resources to teachers and staff in order to increase student achievement (to include student culture and retention) and support curriculum.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Hire Athletic Coordinator to organize events and personnel.
2	1	1	Hold weekly PLCs to share ideas and lessons focusing on successful first teach strategies that increase student academic achievement.
2	1	2	Utilize walkthroughs (5 per week & 2 coaching sessions per administrator) to provide meaningful teacher feedback on instruction.
2	1	3	100% of teachers will implement the Fundamental Five Lesson plan delivery framework by the end of the current school year integrate with best practices from the IB MYP program and support leadership development to impact best practice.
2	1	4	As a Instructional Leadership team we will meet regularly to analyze data, identify problem areas, conduct root cause analysis, select strategies and activities with an overall purpose to adjust as needed.
2	4	1	Create targeted interventions plans and conduct a Social Studies symposium to better meet the needs of students in class and before STAAR. Initiate a 7th grade 2nd semester overlap of 8th Grade SS TEKS for the 2023-2024 school year.
2	5	1	Provide extended day tutoring, RTI and/or intervention classes for struggling students based on common assessment data. Provide High Impact Tutors and High Impact Instructors. Create targeted intervention plans during PLC/RTI grade level meetings. Conduct goal setting conferences with students at-risk of not meeting the STAAR standards and provide a substitute teacher to facilitate
2	5	2	Science Teachers will adopt model of 60% direct instructions/40% hands-on activities.
2	5	3	Create targeted intervention plans and conduct a Science symposium to better understand the needs of students in Science classroom and before STAAR.
2	7	1	Progress monitoring with unit assessments, benchmarks, and district programs (MAPS) .
3	2	1	Murphree will actively recruit when positions are available and ensure that all teachers are 100% highly qualified
3	3	1	By June 2024, Murphree will empower employees with educational opportunities and skills to enable them to attain their best possible health (physical, emotional, & mental) well-being, positively affecting employee morale and job satisfaction.
3	4	1	Provide instructional materials, equipment, technology/computers/iPads and resources to teachers and staff in order to increase student achievement (to include student culture and retention) and support curriculum.
3	4	2	By June 2024, Murphree will implement a campus-based online system that maximizes student learning opportunities and skills for the 21st century.
4	2	1	By June 2024, Murphree will cultivate a mindset and commitment to customer service that promotes respect, transparency, and trust as defined by the metrics.
4	2	3	Murphree will increase parent and community involvement by 10% for the school year 2022-2023
5	2	1	Purchase and pay for text books for students

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Hold weekly PLCs to share ideas and lessons focusing on successful first teach strategies that increase student academic achievement.
2	1	2	Utilize walkthroughs (5 per week & 2 coaching sessions per administrator) to provide meaningful teacher feedback on instruction.
2	2	1	ELAR Teachers will conduct data talks in PLCs to plan intervention after the December benchmark
2	5	1	Provide extended day tutoring, RTI and/or intervention classes for struggling students based on common assessment data. Provide High Impact Tutors and High Impact Instructors. Create targeted intervention plans during PLC/RTI grade level meetings. Conduct goal setting conferences with students at-risk of not meeting the STAAR standards and provide a substitute teacher to facilitate
2	7	1	Progress monitoring with unit assessments, benchmarks, and district programs (MAPS) .
3	1	1	By June 2024, Murphree will stabilize enrollment in comparison to the 2021/2022 school year.
3	4	2	By June 2024, Murphree will implement a campus-based online system that maximizes student learning opportunities and skills for the 21st century.
4	1	1	By June 2024, Murphree will create conditions for a healthy learning environment that fosters cultural awareness, and well-being among all student groups.

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Part Time Temporary Support-Tutors Social Security	185.11.6141.172.30.362.172	\$250.00
2	1	1	Part Time Temporary Support-Tutors	185.11.6126.172.30.000.172	\$15,000.00
3	4	2	General Supplies	185.11.6399.172.30.000.172	\$15,850.00
Sub-Total					\$31,100.00
Budgeted Fund Source Amount					\$31,100.00
+/- Difference					\$0.00
211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Social Security		\$145.00
2	1	1	Tutors	211.11.6126.172.24.100.172	\$10,000.00
2	1	1	Substitutes	211.11.6112.172.24.362.172	\$11,250.00
2	1	3	Reading Materials	211.11.6329.172.24.801.172	\$500.00
2	1	4	Testing Materials	211.11.6339.172.24.801.172	\$20,000.00
3	4	1	General Supplies	211.11.63.99.172.24.801.172	\$29,046.00
3	4	1	Technology Equipment	211.11.6395.172.24.801.172	\$4,000.00
3	4	1	Reading Materials	211.61.6329.172.24.801.172	\$379.50
3	4	1	General Supplies	211.61.6329.172.24.801.172	\$379.50
Sub-Total					\$75,700.00
Budgeted Fund Source Amount					\$75,700.00
+/- Difference					\$0.00
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Substitutes	199.11.6112.172.11.362.172	\$5,000.00
3	4	1	General Supplies	199.11.6399.172.11.000.172	\$0.00
3	4	1	Counseling General Supplies	199.31. 6399.172.99.100.172	\$200.00
3	4	1	Nursing General Supplies	199.33.6399.172.99.100.172	\$1,000.00
3	4	1	Library General Supplies	199.12.6399.172.11.100.172	\$500.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1	Admin General Supplies	199.23.6399.172.99.100.172	\$5,000.00
4	2	3	Transportation Student Activities	199.11.6494.172.11.000.172	\$1,500.00
4	2	3	Field Trip Entry Fee and Misc Operation Costs	199.11.6499.172.11.000.172	\$0.00
5	2	1	Textbook Replacement	199.11.6321.172.11.000.172	\$1,000.00
Sub-Total					\$14,200.00
Budgeted Fund Source Amount					\$62,486.00
+/- Difference					\$48,286.00
Grand Total Budgeted					\$169,286.00
Grand Total Spent					\$121,000.00
+/- Difference					\$48,286.00