

MURCHISON M S
Murchison IB Middle School
2022/2023

Matadors Make It Happen!



MURCHISON
MIDDLE SCHOOL
AUSTIN Independent School District

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MURCHISON M S

Mission

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Campus Mission:

Murchison students, staff and community will grow professionally and personally and will exhibit the qualities of compassion, trust, collaboration, growth mindedness and respect. We will show Compassion through differentiated relationship building with community members; Trust by giving each other honest and transparent feedback; Collaboration by utilizing our individual strengths; Growth-mindedness by setting measurable and attainable goals in our lifelong learning and Respect by speaking in a positive tone with others.

Nondiscrimination Notice

MURCHISON M S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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Vision

Campus Vision:

Murchison will become an Island of Safety for students to excel academically, socially and emotionally. Students and staff will be appreciated and respected for the diversity and unique talents that they bring to the classroom environment.

Campus Values:

Murchison students help create a better and more peaceful world by being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Murchison's campus strengths are

- student voice and leadership
- support for staff
- sense of belonging (staff)
- teacher autonomy and trust
- positive work environment

Demographics Weaknesses

Murchison's areas for growth are

- student connectedness to their teachers
- students feeling their teachers care about them

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, 14.8% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 27.7% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

Comprehensive Needs Assessment

Demographics Summary (Continued)

- Restorative Circle practice/Listening Circles - intervene before behavior escalates.
- Restructure ISS to Restorative Practice Center so this can be a safe place for student de-escalate.
- Coaching Conversations with teachers writing highest referrals
- Attendance Specialist CST meetings on struggling students

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

- Teacher contacts case manager first before writing a referral.
- Sped problem solving ARDS on students struggling with behaviors
- Attendance Specialist CST meetings on struggling students

Student Achievement

Student Achievement Strengths

Murchison's campus strengths are

- student voice and leadership
- support for staff
- sense of belonging (staff)
- teacher autonomy and trust
- positive work environment

Student Achievement Weaknesses

Comprehensive Needs Assessment

Murchison's areas for growth are

- student connectedness to their teachers
- students feeling their teachers care about them.

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section):
https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

My students from historically underserved student groups meet standard at rates 20%+ below their white peers.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? *My two lowest performing student groups (% MEETS) are Hispanic and African American.*

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

For us to be on the path to an A rating we need to be at 30-60-90 for masters, meets, and approaches. 6th grade reading is at 30% masters as well as 8th grade math. 7th and 8th grade reading reached 30% masters and 60% meets. 7th and 6th grade did not reach the benchmarks of 30-60-90.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

The majority of our Emergent Bilingual students are at the advanced level overall. Our strength is listening with 59% students performing at the advanced high level. Our greatest area for growth is speaking with only 4% performing at advanced high level.

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

Murchison's campus strengths are

student voice and leadership
support for staff
sense of belonging (staff)
teacher autonomy and trust
positive work environment

School Culture and Climate Weaknesses

Murchison's areas for growth are

student connectedness to their teachers
students feeling their teachers care about them.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

1.) In 2021-22, using the CSH list, [one](#) of the 11 areas did not reach 70% implementation.

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? [The CSH area we feel something needs to change at the campus in order for implementation to reach 70% is Community Engagement.](#)

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Murchison's campus strengths are

student voice and leadership
support for staff
sense of belonging (staff)
teacher autonomy and trust
positive work environment

Staff Quality, Recruitment and Retention Weaknesses

Murchison's areas for growth are

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

student connectedness to their teachers
students feeling their teachers care about them

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

School Climate

2.) Why did you select this/these area(s)?

40% of our staff answered favorably when asked how respectful were relationships between students and staff.

Campus Communication Goals & Practices

Campus Culture of Respect Goals

-Campus culture of respect practices and goals

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

-Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

-Every teacher had input into updating the vision and mission statement during August 8 PD. We will continue the conversation during committee meetings every 3rd Monday of the month.

-Matador Communication HUB with links to all important campus information.

-Campus Communication Strategies

-Campus Website

-Phone/Voicemail/Email Practices

-Language Line for Preferred Language

2.) What are your customer service celebrations/strengths?

72% of our staff responded favorably to being trusted to work in the way they feel is best.

3.) What are your areas of growth?

Supporting new initiatives. Only 40% responded favorably.

4.) What will be your priority for customer service this year?

-Clear communication

-Providing the "Why" behind a new initiative

-Breaking down new initiatives into bite size chunks.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZI5uJIIFMxuP6L7HY2A1JB2gIMXy-BOvkk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, **none** of the 5 areas were out of compliance. In 2022-23 _____ of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

placement)?

All of our core class are Adv IB MYP. We strategizing about how to ensure special needs students who are also identified as GT as well are adequately served.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

- Weekly Matador Matters Memo
- Bi-monthly Principal Coffees
- CAC meetings

3.) How do you support a culture that provides advanced learning opportunities to all students?

We focus on high expectations with high support through shifting to standards based grading, sheltered instruction, scaffolding, anchors of support, and clear expectations.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

Campus leaders organize job-embedded PD (SIOP or Seidlitz) sessions with follow-up and provide an opportunity through PLC to reflect, adjust, and deliver instruction that meets the needs of all students with limited English proficiency. Through these focused PLCs, teachers work to create consistent and culturally relevant rigorous instruction that is rooted in relationships and the community for every child.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Through PLCs, teachers will utilize intentional teaching strategies that promote language development within each subject area while developing lessons that are centered on each of the TELPAS Language Proficiency Domains of Listening, Speaking, Reading and Writing.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

Utilize Imagine Learning to enhance language proficiency skills in listening, speaking, reading and writing.
Utilize RAZ-KIDS to promote reading fluency, vocabulary development, content mastery, etc.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.
Provide small group instructional support for emergent bilinguals.

Students are placed in an advisory class where the teacher can provide individualized support during our tutoring sessions. This advisory class has an overachieving goal of creating a welcoming environment for students with limited English proficiency to help lower the affective filter.

Invite students to join a weekly “lunch buddies” program.

4.) How does the campus welcome families and students that are new to the country?

Our registrar meets with the family along with a teacher or staff member that speaks their native language. If there is no staff member that speaks their native language we use the AISD Language Line. We match the student with a peer buddy who has some if not all of the same classes. The student is assigned to special advisory to support with language development.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

-3 Signature SEL practices in all subject areas
-IB unit planners; connecting learning to real-world

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

- Reading with Murchison Orchestra. Our orchestra students will go our feeder campuses and provide background music for reading time.
- Murchison Orchestra outreach to nursing homes
- Austin Chamber of Music string quartet to do school concerts

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

As an IB MYP campus, all of our students receive state mandated instruction in visual arts, music, drama, and dance/PE.

Family and Community Involvement

Family and Community Involvement Data Sources

- % of beginning teachers (TAPR)
- % teacher turnover
- % unfilled sub vacancies
- CAC
- customer service trends
- District Family Survey results
- SEL Implementation Survey results
- Staff (TELL) Survey results

Family and Community Involvement Strengths

Our Coordinated School Health Survey Strengths are...

- Physical Education/Activity
- Food Services

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

SEL
Counseling + Mental Health

Family and Community Involvement Weaknesses

Our Coordinated School Health Survey Areas of Growth are...

Community Engagement
CSH Implementation
Employee Wellness

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year (22-23)?
- 2.) Why did you select this/these area(s)?

Our area to focus on strengthening this year is Community Engagement. We are 0.63 on the CSH survey dashboard.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Wellness Coordinator and PE teachers will lead the campus in the completion of CSH tasks at an acceptable rate. (Target Group: All)	CATCH Team, PE Teacher, Teachers	2022-2023		Criteria: CSH task completion rates Teacher PD attendance
2. The campus Wellness Coordinator will educate parents/community on CSH initiatives. (Target Group: All)	PE Teacher	2022-2023		Criteria: Attendance at Parent education nights and parent meetings. Weekly School Messenger.
3. Campus Wellness Coordinator to include student education about wellness activities to stay healthy in daily announcements. A menu of CATCH activities will be provided to advisory teachers for use during outside/energize day. (Target Group: All)	Advisory Teachers, PE Teacher	2022-2023		Criteria: Morning announcements, PE lesson plans, Advisory outdoor lessons 09/18/22 - Pending

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Objective 2. (Social and Emotional School Climate) Our campus will provide 3 opportunities for staff and students to connect and build a positive student-teacher relationship. The percentage of our students who report that they felt connected to and recognized by their teacher will increase from an average of 27% in SY 21-22 to 40% in SY 22-23 (as measured by the AISD Student Climate Survey item: “If you walked into class upset, how many of your teachers would be concern?” and “How connected do you feel to the adults at your school?”).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate the 3 signature SEL practices of welcoming ritual, engaging tasks, and optimistic closing in all subject areas. (Target Group: All)	Administrators, Cultural Committee, SEL Campus Coordinator, Teachers	2022-2023		Criteria: Classroom Walkthroughs data. Lesson plans.
2. Incorporate peace areas in every classroom to help students regulate and teachers to have private one-on-one conversations about behavior. (Target Group: All)	Administrators, Counselor, Teachers	2022-2023		Criteria: Classroom walkthroughs Reduced number of students sent to the office during class time Discipline referral rates
3. Teacher and student created SEL curriculum that includes a monthly focus for SEL, IB, and CPI; and Monday lessons (Target Group: All)	Administrators, Advisory Teachers, AVID Coordinator, Cultural Committee, SEL Campus Coordinator, SEL Committee, Teachers	2022-2023		Criteria: Teacher Lesson plans Discipline referral rates Student surveys

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Community Engagement) SMART Goal: We will increase our community engagement by 5% from 63% to 68% as measured on the Coordinated School Health Survey for 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a Child Study Team that includes a diverse group of campus staff and campus-based service providers, establish group protocols for the Child Study Team, and ensure team members attend foundational training. (Note: The Child Study Team meets regularly (biweekly/monthly) to provide and track interventions for students with academic and social-emotional needs). (Target Group: All,AtRisk)	Administrators, Attendance Clerk, Counselor, CST Team, LMHP, Teachers	2022-2023		Criteria: Monthly CST meeting minutes Discipline referral data Attendance rates
2. Hold at least 8 regular Campus Advisory Council meetings each year. (Target Group: All)	CAC Members, Principal	2022-2023		Criteria: CAC meeting minutes
3. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Target Group: All)	CAC Members, Principal	2022-2023		Criteria: CAC meeting minutes Designated place in the office for minutes to be available

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) SMART Goal: 100% of teachers will have identified two ATL (Approaches to Learning/Process Standards) skills per summative assessment. 100% of teachers will have at least one IB MYP Unit Planner per semester.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus created scope and sequence for each subject area that highlights vertical alignment and cross-curricular opportunities. The scope and sequence, units, and assessments are aligned to the standards for all tested subjects and grade areas 6-8. (Target Group: All) (ESF: 4)	Academic Leadership Team, Administrators, PLCs, Teachers	2022-2023		Criteria: Campus YPG - created from district resources PLC minutes
2. Condense and align instructional materials to the IB MYP Unit Planner which will include backward design, standards alignment, key ideas, essential questions, statement of inquiry, approaches to learning (process standards), reflection, and both formative and summative assessments. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. (Target Group: All) (ESF: 4)	Academic Leadership Team, Administrators, PLCs, Teachers	2022-2023		Criteria: PLC meeting minutes IB Unit planners
3. Teachers reflect on the skills (Approaches to Learning) they are explicitly teaching for student success on summative assessments to ensure they are giving a variety of assessment types that would require a different set of skills to be successful. (Target Group: All) (ESF: 4)	Academic Leadership Team, Administrators, PLCs, Teachers	2022-2023		Criteria: PLC meeting minutes Approaches to Learning matrix Common assessments

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Support for Emergent Bilingual students) SMART goal: For 2023, 90% of Emergent Bilinguals will show growth on TELPAS from the prior year in the areas of Listening, Speaking, Reading and/or Writing

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students identified as Emergent Bilingual beginners or intermediates are assigned to SPECIALIZED ADVISORY with an ESL-certified teacher. In this advisory, students are their day with a trusted adult and support. Students are provided individualized support during tutoring sessions. This advisory class has an overachieving goal of creating a welcoming environment for students with limited English proficiency to help lower the affective filter. (Target Group: EB) (ESF: 5)</p>	<p>Academic Leadership Team, Administrators, Advisory Teachers, LPAC Coordinator, Multilingual Office</p>	<p>2022-2023</p>		<p>Criteria: Advisory rosters Advisory teacher check-ins with LPAC chair</p>
<p>2. Utilize IMAGINE LEARNING to enhance language proficiency skills in listening, speaking, reading and writing. Utilize RAZ-KIDS to promote reading fluency, vocabulary development, content mastery, etc. (Target Group: EB) (ESF: 5)</p>	<p>Advisory Teachers, LPAC Coordinator</p>	<p>2022-2023</p>		<p>Criteria: Imagine Learning student reports RAZ-KIDS student reports</p>
<p>3. Campus leaders organize job-embedded PD (SIOP or Seidnitz) sessions with follow-up and provide an opportunity through PLC to reflect, adjust, and deliver instruction that meets the needs of all students with limited English proficiency. Through these focused PLCs, teachers work to create consistent and culturally relevant rigorous instruction that is rooted in relationships and the community for every child. (Target Group: EB) (ESF: 5)</p>	<p>Academic Leadership Team, Administrators, LPAC Coordinator, Multilingual Office, PLCs - Instructional, Teachers</p>	<p>2022-2023</p>		<p>Criteria: Campus PD calendar Campus PD agenda and accompanying materials</p>

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Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 9. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 1255 to 1285 by December 15, 2022 (refer to 22-23 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Advertise all that Murchison has to offer to those in the school community and within AISD. Plan with CAC ways to publicize and increase enrollment. (Target Group: All)	Academic Leadership Team, Administrators, Attendance Clerk, Attendance Committee, Teachers	2022-2023		Criteria: Attendance at AISD Middle School Fair. CAC meeting minutes. Increased enrollment on campus
2. Create student attendance plans in eCST. Twilight attendance to support attendance recovery. (Target Group: All)	Administrators, Attendance Clerk, Counselor, CST Team	2022-2023		Criteria: eCST documentation/goal setting attendance plans
3. Include attendance in monthly CST meetings to review student absences and strategize interventions. (Target Group: All)	Administrators, Counselor, CST Team, LMHP	2022-2023		Criteria: CST Committee meeting minutes eCST documentation Twilight attendance

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Goal 10. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, 100% of the campus staff will engage with the community by moving from Developing to Meets Expectations on the Phone/Voicemail section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish time during staff meetings to train staff on new phone system. Monitor phone messages created by staff. (Target Group: All)	Administrators, Teachers, Technology Team	2022-2023		Criteria: Phone messages established
2. Set a deadline for voicemails to be created and monitor staff compliance. (Target Group: All)	Administrators, Teachers, Technology Team	2022-2023		Criteria: Staff voicemails created
3. Provide in-person support/training for staff still unable to create voicemails. (Target Group: All)	Administrators, Teachers, Technology Team	2022-2023		Criteria: Teacher voicemails created Parents can access

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Goal 11. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

MURCHISON M S Site Base

Name	Position
Escamilla, Jill	Art Teacher/Co-chair
Harris, Chara	Campus Administrator
Watson, Kate	Parent/Co-chair
Kim-Batra, Jiae	Executive Director
McCampbell, Amy	Math Teacher
Lunning, Carline	Science Teacher
Alvarado, Argus	A+ FCU/Business Rep

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

2022 STAAR	SCA 1	SCA 2	SCA 3	2023 STAAR Goal
87	--	--	--	91
B	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 STAAR Goal
STAAR Performance Approaches	81				90%
STAAR Performance Meets	55				60%
STAAR Performance Masters	34				35%
STAAR Performance Raw Score	57				62
STAAR Performance Scaled Score	87				91

Instructions:
 1.) Click on the campus name below to select your campus from the drop-down menu.
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Murchison**

Campus Number: **227901052**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
79	--	--	--	84
C	--	--	--	B

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	71				75
Academic Growth Scaled Score	79				84
Academic Growth Grade	C	--	--	--	B
Economically Disadvantaged %	23.2	23.2	23.2	23.2	23.2
Economically Disadvantaged % Grouping	23.1 to 24	23.1 to 24	23.1 to 24	23.1 to 24	23.1 to 24
Relative Performance Raw Score	57				62
Relative Performance Scaled Score	69				63
Relative Performance Grade	NR*	--	--	--	D

OVERALL SCORE AND GRADE

2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
84	--	--	--	88
B	--	--	--	B

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
77	--	--	--	81
C	--	--	--	B

Closing the Gaps Components

Academic Achievement			Growth		
2022 Values:	13	out of 22	2022 Values:	10	out of 21
SCA 1:	0	out of 0	SCA 1:	0	out of 0
SCA 2:	0	out of 0	SCA 2:	0	out of 0
SCA 3:	0	out of 0	SCA 3:	0	out of 0
2023 Goals:	18	out of 22	2023 Goals:	15	out of 21

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	9	out of 12
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	12	out of 12

SCA 1

% Met	Weight	Points
AA	#DIV/0!	30
GR		50 0
ELP		10 0
SS	#DIV/0!	10
Raw Score		

SCA 2

% Met	Weight	Points
AA	#DIV/0!	30
GR		50 0
ELP		10 0
SS	#DIV/0!	10
Raw Score		

SCA 3

% Met	Weight	Points
AA		30
GR		50 0
ELP		10 0
SS		10 0
Raw Score		

2023 STAAR Goals

% Met	Weight	Points
AA	0.81818181	30 24.545454
GR	0.71428571	50 35.714285
ELP		10 0
SS	1	10 10
Raw Score		

70