

Waxahachie Independent School District
Marvin BioMedical Academy
2024-2025 Campus Improvement Plan

Mission Statement

MBA will create a safe learning space for all students that prepares them for future success.

Vision

Our vision is to be a campus where innovation thrives and growth is limitless.

Value Statement

COLLECTIVE COMMITMENTS

- We discover innovative instructional strategies to meet the academic and behavioral needs of all students.
- We care for one another by being intentional in building professional relationships where we collaborate, communicate, and celebrate.
- We serve our students by being intentional and innovative to ignite a love of learning and spark curiosity.
- We grow our students by providing individualized intervention and enrichment ensuring progress for all.

Table of Contents

MBA will create a safe learning space for all students that prepares them for future success.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Priorities	13
Priority 1: Student Growth	13
Priority 2: Honor and Support Staff	21
Priority 3: Community and Stakeholder Relationships	26
Priority 4: Financial Integrity	29
Title I Personnel	32
Campus Funding Summary	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Marvin Biomedical Academy (MBA) is a Pre-K through 5th grade school in Waxahachie ISD (WISD). We have a diverse student body of about 500 students, with a strong Hispanic (36.8%), White (35.3%), and African American (23.7%) representation where about 75% of the students are economically disadvantaged. Through a unique lottery and zoned enrollment system, Marvin fosters a learning environment where our students can learn more about the STEM-Biomedical focus our campus offers.

Marvin is dedicated to teaching and building students in biomedical sciences. Partnering with Baylor Scott & White, we provide students with engaging experiences and exposure to real-world applications in this field. Recognizing the needs of our community, Marvin offers a dedicated support system for our students, many of whom qualify for free and reduced lunch. Our highly qualified staff, though predominantly White, is committed to fostering a sense of belonging and celebrating the unique talents of each child.

Demographics Strengths

MBA has a passionate staff that is committed to student success. The staff goes above and beyond to deliver quality and exciting learning environment for our diverse needs for our students. MBA's staff fosters a sense of belonging and motivates students to come to school, which helps with attendance. Marvin's partnership with Baylor Scott and White which strengthens our connection to the community. This collaboration not only builds relationships but also gives our students engaging real-world biomedical experiences. This engaging approach sparks student interest in what is going on at school, further enhancing their motivation to be present and participate. This positive approach creates a culture of encouragement and reinforces the value of active participation in school. By combining a dedicated staff, a welcoming environment, engaging educational experiences, and positive reinforcement programs, Marvin cultivates a community where students feel valued and supported. This focus on students directly translates to improved attendance, engagement, and academic success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Marvin has one of the lowest attendance rates in the district. **Root Cause:** Marvin has a high population of at-risk and economically disadvantaged students, as well as high mobility rate. The campus zone does not have areas of growth.

Problem Statement 2 (Prioritized): Marvin Biomedical Academy has a large mobility rate of 62 students with the highest range of students being 20 hispanic students. (Data from 2021-22) **Root Cause:** Marvin's zone has many rental properties. Families with low income have to relocate to family. Lack of diversity in our staff for outreach to these students and families.

Problem Statement 3: Marvin Biomedical Academy staff is not as culturally diverse as the student population. **Root Cause:** Low number of applicants to interview which impacts the number of diverse, qualified candidates Lack of incentives for diverse qualified candidates

Student Learning

Student Learning Summary

Student needs are assessed through various assessments such as MAP Growth, MAP Fluency, Unique (For Life Skills), CIRCLE (PreK), TxKEA (Kindergarten), and the STAAR. Students receive extra support and intervention through the MTSS process, Reading Intervention, Dyslexia, and Special Education. Students continue to show academic growth from year to year. Scores are increasing.

Student Learning Strengths

- 3rd Grade Math: 66% met projected growth on map (Fall 2022-Spring 2023)
- 5th Grade Science: 75% of students are projected to pass Science STAAR according to fall to winter growth.
- 70% of 4th graders meet expectations on sentence reading fluency.
- 68% of 5th grade meets or exceeds expectations on oral reading rate.
- Student Achievement on STAAR improved from 60% to 67%
- Closing the Gaps improved from 41 to 68.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall Reading (K-5) - Marvin was in the 33 percentile for MAP Growth reading assessment (for Fall 23-Spring 24). **Root Cause:** New curriculum was introduced in late October, testing schedule, and GT/ELL students do not have adequate support.

Problem Statement 2 (Prioritized): Overall Math (K-5) - Marvin was in the 44th percentile for MAP Growth math assessment (fall 2023-spring 24). **Root Cause:** Little spiraling throughout curriculum, Testing Schedule, GT and ELL students do not have adequate support.

School Processes & Programs

School Processes & Programs Summary

Marvin Biomedical Academy follows the TEKS and the Texas Pre-K Guidelines. Developmental Reading Assessment, MAP, Zearn, Lexia, Amplify(ELAR), State of Texas Assessment of Academic Readiness, StemScopes (Science and Math), Benchmark (Pre-K thru 2), CLI (Pre-K and Kindergarten), STAAR Interim and Common Formative Assessments are assessments used to measure student achievement. Teachers also use Panorama and progress monitoring data to track intervention and Leveled Literacy Instruction for reading groups, guided reading instruction, and many research based instructional methods during LAB Time to address academic deficits. Results of these assessments are used to address individual intervention needs. A Multi Tiered System of Support is used to aid in specific intervention and differentiated strategies based on student needs. In addition to the general education population, we service students through Special Education, Gifted and Talented, and English Language Learner programs.

MBA has seen an improvement on STAAR scores. In RLA STAAR, MBA increased from 59% in 2022 to 74% in 2023. We increased overall Math by 10% and increased Science by 7%. ALL Approaches Areas and RLA, Math, and Science saw increases as well. MBA 3rd grade RLA ranked 3rd in the district and MBA 4th grade RLA ranked 5th in the district.

Programs available before and after school are: UIL, Destination Imagination, G/T workshops, LOL lab, chess club, Art club and MBA choir. We work closely throughout the year with the PTO and Baylor, Scott, and White to plan family events that encourage parent involvement. We also work with the students at Global High School that are signed up for CTE classes in Health and Health Sciences.

School Processes & Programs Strengths

MBA IS a strong Professional Learning Community.

MBA piloted Amplify (ELAR) starting in October 2023

Starting in October Kindergarten thru 5th grade students were introduced to an enrichment time during the school day. This

allows K-5 teachers to conduct PLC daily Monday thru Thursday.
We have Next Steps counseling on campus to address student Social and Emotional Learning needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The majority of teachers do not currently utilize, to the fullest, the programs that coordinate and integrate academic and career and technical education, content, curriculum-based entrepreneurship education. **Root Cause:** Teachers did not have a firm understanding of how to properly use Defined Learning, or the time to piece together the few resources that are available in order to properly implement the biomedical component.

Problem Statement 2 (Prioritized): Materials and Lessons are needed to make the Enrichment process successful. The staff responsible for Enrichment time do not currently utilize, to the fullest, the time available to integrate academic rigor. **Root Cause:** Started in October with out time to fully prepare or purchase necessary materials. For 24-25, Enrichment occurs Monday-Thursday weekly with specified activities/learning.

Problem Statement 3: Pre-K is using older ipads. Students 2nd-5th Grade are issued Chromebooks. Due to continual repair needs with technology, 2:1 or 1:1 ratios are not consistent **Root Cause:** District is working on stronger distribution plan for student devices.

Perceptions

Perceptions Summary

The stakeholders feel that our school's culture is welcoming and family oriented. The stakeholders feel that our school imitates the core mission, vision, and values that have been established and that they are apparent in the daily life of the campus. They believe that the school is made up of leaders that are educated in their field and that demonstrate knowledge and understanding of the academic content in which they instruct. The stakeholders feel that the new curriculum has created an environment that prioritizes academic growth and student engagement.

On the other hand, the stakeholders would like to see consistency with enforcing behavior, and consistent parent feedback from school personnel.

Perceptions Strengths

Perceptions Strengths

- **In the parent survey, data shows improvement in all areas.**

Parent Survey:

- **88% strongly agree that student learning is a priority.**
- **Parents feel staff are reachable and approachable.**
- **Families feel the school environment is safe for their students.**
- **Parents feel their student has every possible opportunity to succeed.**

Student Survey:

- **students feel they are treated fairly and with respect.**
- **students feel they take pride in their work and learn alot in class.**

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus needs to consistently enforce campus- wide behavior expectations. **Root Cause:** Student and staff survey data indicates a need for consistency and enforcement.

Problem Statement 2 (Prioritized): Marvin staff need more opportunities to receive recognition for good work. **Root Cause:** Staff survey shows this as one of the lowest at 61% agree that they receive recognition.

Problem Statement 3 (Prioritized): The campus needs to consistently communicate with families regarding student feedback. **Root Cause:** Parent survey data indicates a need for consistent feedback.

Priority Problem Statements

Problem Statement 1: Marvin has one of the lowest attendance rates in the district.

Root Cause 1: Marvin has a high population of at-risk and economically disadvantaged students, as well as high mobility rate. The campus zone does not have areas of growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall Reading (K-5) - Marvin was in the 33 percentile for MAP Growth reading assessment (for Fall 23-Spring 24).

Root Cause 2: New curriculum was introduced in late October, testing schedule, and GT/ELL students do not have adequate support.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall Math (K-5) - Marvin was in the 44th percentile for MAP Growth math assessment (fall 2023-spring 24).

Root Cause 3: Little spiraling throughout curriculum, Testing Schedule, GT and ELL students do not have adequate support.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus needs to consistently enforce campus- wide behavior expectations.

Root Cause 4: Student and staff survey data indicates a need for consistency and enforcement.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The majority of teachers do not currently utilize, to the fullest, the programs that coordinate and integrate academic and career and technical education, content, curriculum-based entrepreneurship education.

Root Cause 5: Teachers did not have a firm understanding of how to properly use Defined Learning, or the time to piece together the few resources that are available in order to properly implement the biomedical component.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Marvin staff need more opportunities to receive recognition for good work.

Root Cause 6: Staff survey shows this as one of the lowest at 61% agree that they receive recognition.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Marvin Biomedical Academy has a large mobility rate of 62 students with the highest range of students being 20 hispanic students. (Data from 2021-22)

Root Cause 7: Marvin's zone has many rental properties. Families with low income have to relocate to family. Lack of diversity in our staff for outreach to these students and families.

Problem Statement 7 Areas: Demographics

Problem Statement 8: The campus needs to consistently communicate with families regarding student feedback.

Root Cause 8: Parent survey data indicates a need for consistent feedback.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Materials and Lessons are needed to make the Enrichment process successful. The staff responsible for Enrichment time do not currently utilize, to the fullest, the time available to integrate academic rigor.

Root Cause 9: Started in October with out time to fully prepare or purchase necessary materials. For 24-25, Enrichment occurs Monday-Thursday weekly with specified activities/ learning.




Problem Statement 9 Areas: School Processes & Programs





Priorities

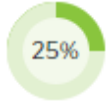




Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, Cambium, MClass, STAAR/EOC, state provided benchmark assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will use multiple forms of data to measure and respond to student performance (including MAP, Common Formative Assessments, STAAR Practice Assessments)</p> <p>Strategy's Expected Result/Impact: Student academic growth and attendance</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administrators will ensure fidelity of TEKS taught, assessed curriculum alignment in all subject areas to include English language arts and reading, math, science, and social studies with the use of High Quality Instructional Materials, Amplify, Eureka Math, and HMH Science</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Marvin's Professional Learning Community will ensure PLC/Collab time through Enrichment focuses on the four guiding questions/internalization and respond to student performance within all populations.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Administration, Grade Level Leaders</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Administrators will implement and sustain walkthrough protocols to ensure desired classroom environments and research based instructional practices are in alignment with T-TESS and district expectations</p> <p>Strategy's Expected Result/Impact: Academic Growth and Increased instructional time</p> <p>Staff Responsible for Monitoring: Campus Admin</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Marvin will utilize LAB time and after school tutoring to address individual academic needs of every student through intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Increased student academic growth at all levels</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Students will set math and reading academic goals and track their progress throughout the year. Supplemental instructional materials will be purchased to support student academic progress towards their goals.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Students will utilize the Lu Interactive Playground and other instructional fitness materials in PE to meet fitness goals and to review content areas such as Reading, Math, Science, and Social Studies.</p> <p>Strategy's Expected Result/Impact: Academic Growth and Fitness Growth</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.5</p> <p>Funding Sources: Procomputing - Title I (211) - \$49</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				








Strategy 8 Details	Reviews			
<p>Strategy 8: Students needing intervention or who are identified as At-risk will be served by an intervention team and an Instructional Coach will increase teacher capacity with Tier I instructional support.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Marvin has one of the lowest attendance rates in the district. Root Cause: Marvin has a high population of at-risk and economically disadvantaged students, as well as high mobility rate. The campus zone does not have areas of growth.</p> <p>Problem Statement 2: Marvin Biomedical Academy has a large mobility rate of 62 students with the highest range of students being 20 hispanic students. (Data from 2021-22) Root Cause: Marvin's zone has many rental properties. Families with low income have to relocate to family. Lack of diversity in our staff for outreach to these students and families.</p>
Student Learning
<p>Problem Statement 1: Overall Reading (K-5) - Marvin was in the 33 percentile for MAP Growth reading assessment (for Fall 23-Spring 24). Root Cause: New curriculum was introduced in late October, testing schedule, and GT/ELL students do not have adequate support.</p> <p>Problem Statement 2: Overall Math (K-5) - Marvin was in the 44th percentile for MAP Growth math assessment (fall 2023-spring 24). Root Cause: Little spiraling throughout curriculum, Testing Schedule, GT and ELL students do not have adequate support.</p>
School Processes & Programs
<p>Problem Statement 2: Materials and Lessons are needed to make the Enrichment process successful. The staff responsible for Enrichment time do not currently utilize, to the fullest, the time available to integrate academic rigor. Root Cause: Started in October with out time to fully prepare or purchase necessary materials. For 24-25, Enrichment occurs Monday-Thursday weekly with specified activities/learning.</p>
Perceptions
<p>Problem Statement 3: The campus needs to consistently communicate with families regarding student feedback. Root Cause: Parent survey data indicates a need for consistent feedback.</p>

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Consistently ensure implementation of a proactive campus-based system to encourage leadership, positive behavior, and student well-being with a detailed campus wide PBIS plan of M.A.R.K. in each classroom and common areas using MARK Maker of the Week, MARK time and reflection sheets as well as MARK Celebration Rallies and House Huddles (House System).</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals, reduction in reports of bullying and increased student attendance Increase consistency of behavior expectations across campus</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Demographics 1 - Perceptions 1, 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase campus average daily attendance to 95% by holding Celebration Rallies each six weeks for students with perfect attendance and utilizing other motivational methods and competitions throughout the year, such as the Treasure Tower.</p> <p>Strategy's Expected Result/Impact: Improved attendance and academic performance</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Consistently train and utilize safety protocols</p> <p>Strategy's Expected Result/Impact: Increase of students feeling safe at school</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Marvin has one of the lowest attendance rates in the district. **Root Cause:** Marvin has a high population of at-risk and economically disadvantaged students, as well as high mobility rate. The campus zone does not have areas of growth.

Problem Statement 2: Marvin Biomedical Academy has a large mobility rate of 62 students with the highest range of students being 20 hispanic students. (Data from 2021-22)

Root Cause: Marvin's zone has many rental properties. Families with low income have to relocate to family. Lack of diversity in our staff for outreach to these students and families.








Perceptions

Problem Statement 1: The campus needs to consistently enforce campus- wide behavior expectations. **Root Cause:** Student and staff survey data indicates a need for consistency and enforcement.

Problem Statement 3: The campus needs to consistently communicate with families regarding student feedback. **Root Cause:** Parent survey data indicates a need for consistent feedback.

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Support college readiness by including monthly college days for parent and student awareness. Strategy's Expected Result/Impact: student awareness of future opportunities Staff Responsible for Monitoring: Administrators, Counselor</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate and refine the campus-wide career readiness framework with an emphasis in the biomedical fields through Coding Class, Music connection opportunities, and Defined Learning Strategy's Expected Result/Impact: Increased opportunities for students learn about biomedical careers. Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue community partnerships to enhance and broaden learning experiences: Baylor Scott & White, WHS & Global HS CTE Strategy's Expected Result/Impact: Stronger community partnerships Staff Responsible for Monitoring: Admin Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The majority of teachers do not currently utilize, to the fullest, the programs that coordinate and integrate academic and career and technical education, content, curriculum-based entrepreneurship education. Root Cause: Teachers did not have a firm understanding of how to properly use Defined Learning, or the time to piece together the few resources that are available in order to properly implement the biomedical component.</p>








School Processes & Programs

Problem Statement 2: Materials and Lessons are needed to make the Enrichment process successful. The staff responsible for Enrichment time do not currently utilize, to the fullest, the time available to integrate academic rigor. **Root Cause:** Started in October with out time to fully prepare or purchase necessary materials. For 24-25, Enrichment occurs Monday-Thursday weekly with specified activities/learning.

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
Strategy 1: Continue and explore opportunities to provide additional extracurricular activities and participate in extracurricular activities such as Student Ambassadors, FLAG crew, choir, academic UIL, and Living Organisms Lab. Strategy's Expected Result/Impact: Increased participation rate Staff Responsible for Monitoring: Club sponsors	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
Strategy 2: Collect and monitor engagement and success data of students in extracurricular activities. Strategy's Expected Result/Impact: Increased participation rate Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
Strategy 3: Recruit and retain staff to lead and engage student activities Strategy's Expected Result/Impact: More student involvement in extracurricular activities Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 2	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Marvin staff need more opportunities to receive recognition for good work. Root Cause: Staff survey shows this as one of the lowest at 61% agree that they receive recognition.

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish and sustain a regular system of staff recognitions through Staff MARK Maker of the Month with a sponsored gift and consistent Staff Shout Outs.</p> <p>Strategy's Expected Result/Impact: Improved recognition and appreciation for staff</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Marvin staff need more opportunities to receive recognition for good work. Root Cause: Staff survey shows this as one of the lowest at 61% agree that they receive recognition.</p>

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Show appreciation to staff throughout the year by providing the "Treat Trolley" surprises, celebrating National Days, and Sunshine Committee intentional celebrations.</p> <p>Strategy's Expected Result/Impact: Improve campus staff morale and appreciation</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement connection and collaboration rounding (listening and learning) with staff to determine level of engagement and actionable follow-up through quarterly Lunch & Listen with campus administrators</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				









Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Marvin staff need more opportunities to receive recognition for good work. Root Cause: Staff survey shows this as one of the lowest at 61% agree that they receive recognition.</p>

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
Strategy 1: Create a consistent PLC culture through dedicated time and commitment to team collaboration Strategy's Expected Result/Impact: Increase collaboration among staff and increase in student growth Staff Responsible for Monitoring: Campus Administrators, Grade Level Leaders	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
Strategy 2: Collaboratively identify and monitor the implementation of HQIM to ensure student learning Strategy's Expected Result/Impact: Student academic growth and common goals among staff Staff Responsible for Monitoring: Camus Administrators, Instructional Coach Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				









Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Overall Reading (K-5) - Marvin was in the 33 percentile for MAP Growth reading assessment (for Fall 23-Spring 24). Root Cause: New curriculum was introduced in late October, testing schedule, and GT/ELL students do not have adequate support.</p>
<p>Problem Statement 2: Overall Math (K-5) - Marvin was in the 44th percentile for MAP Growth math assessment (fall 2023-spring 24). Root Cause: Little spiraling throughout curriculum, Testing Schedule, GT and ELL students do not have adequate support.</p>

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaboratively develop a professional learning system focused on the growth of staff, such as NISE and STEM integration</p> <p>Strategy's Expected Result/Impact: Campus-wide Certified Staff</p> <p>Staff Responsible for Monitoring: District and Campus Administrators</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Sustain goal setting process for individualized professional learning</p> <p>Strategy's Expected Result/Impact: Build staff capacity and professional growth</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase intentionality with the PLC process and inclusivity (Special Education Teachers and Specials Teachers)</p> <p>Strategy's Expected Result/Impact: More staff involved in the Professional Learning Community</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Enrichment block for students will be utilized to support student growth through tech apps such as Amplify Boost and iReady, STEM focused activities through Think Tank in the library, and extension activities.</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

School Processes & Programs







Problem Statement 1: The majority of teachers do not currently utilize, to the fullest, the programs that coordinate and integrate academic and career and technical education, content, curriculum-based entrepreneurship education. **Root Cause:** Teachers did not have a firm understanding of how to properly use Defined Learning, or the time to piece together the few resources that are available in order to properly implement the biomedical component.

Problem Statement 2: Materials and Lessons are needed to make the Enrichment process successful. The staff responsible for Enrichment time do not currently utilize, to the fullest, the time available to integrate academic rigor. **Root Cause:** Started in October with out time to fully prepare or purchase necessary materials. For 24-25, Enrichment occurs Monday-Thursday weekly with specified activities/learning.

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Distribution of survey to students and families in the spring. Strategy's Expected Result/Impact: Improved family and student satisfaction Staff Responsible for Monitoring: Campus Administrators.</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Offering initiatives and opportunities to serve our students and families, such as Dudes at the Door, Parent Teacher Organization, classroom and campus volunteers, and CEIC committee. Strategy's Expected Result/Impact: Increase engagement of family members and guardians Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase campus-wide family events and participation by intentional incentives and providing engaging activities, including parent sessions and family events in the fall and spring. Strategy's Expected Result/Impact: Increased family involvement and attendance Staff Responsible for Monitoring: All staff</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Marvin has one of the lowest attendance rates in the district. **Root Cause:** Marvin has a high population of at-risk and economically disadvantaged students, as well as high mobility rate. The campus zone does not have areas of growth.

Problem Statement 2: Marvin Biomedical Academy has a large mobility rate of 62 students with the highest range of students being 20 hispanic students. (Data from 2021-22)

Root Cause: Marvin's zone has many rental properties. Families with low income have to relocate to family. Lack of diversity in our staff for outreach to these students and families.

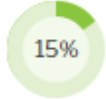




Perceptions

Problem Statement 3: The campus needs to consistently communicate with families regarding student feedback. **Root Cause:** Parent survey data indicates a need for consistent feedback.

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.

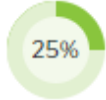




Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue community partnerships to enhance and broaden learning experiences: Baylor Scott & White, WHS & Global HS CTE, and other STEM-Health Careers in the community</p> <p>Strategy's Expected Result/Impact: Connections to Careers in STEM-Health</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency






Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize adopted budget and share expenditures with stakeholders Strategy's Expected Result/Impact: Financial Stewardship Staff Responsible for Monitoring: Campus Administrators, CEIC Committee	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.






Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Prioritize campus building needs and communicate with district support service team lead</p> <p>Strategy's Expected Result/Impact: Students are in a safe and desirable learning environment.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, and Support Service Team</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All campus transactions related to the campus budget, Title I Funding, and other funding will follow the federal guidelines and district protocol with fidelity to ensure student success.</p> <p>Strategy's Expected Result/Impact: Appropriate monitoring and transparency of funds</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sonia Champion	Instructional Coach/TL Coordinator	Title I	1
Yoshyra Woods	Paraprofessional	Title I	1

Campus Funding Summary

Title I (211)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Procomputing		\$49.00
Sub-Total					\$49.00