

Waxahachie Independent School District
Marvin BioMedical Academy
2023-2024 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 5
 - School Processes & Programs 6
 - Perceptions 7
- Priority Problem Statements 9
- Priorities 11
 - Priority 1: Student Growth 12
 - Priority 2: Honor and Support Staff 18
 - Priority 3: Community and Stakeholder Relationships 24
 - Priority 4: Financial Integrity 26
- Title I Personnel 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Marvin Biomedical Academy is a STEM elementary school with a biomedical focus. Marvin currently serves 484 students. Marvin has 66 student in Pre-Kindergarten or 13.64%, 101 students in Kindergarten or 20.87%, 68 students in first grade or 14.05%, 61 students in second grade or 12.60%, 80 students in third grade or 16.53%, 56 students in fourth grade or 11.57%, and 52 students in fifth grade or 10.74%.

Marvin Biomedical Academy is 75% Economically Disadvantaged with a total of 364 students. A total of 4 students are homeless, 310 students (64.05%) receive free meals and 54 (11.16%) receive reduced-price meals. Marvin services 93 Special Education students which is 19.21%, 26 Gifted and Talented students which is 5.37%, 52 Dyslexia which is 10.74%, and 24 Emergent Bilingual which is 4.96%.

The demographics for Marvin consist of 234 females (48.55%) and 249 males (51.45%). There is a percentage of 38.02% of Hispanic-Latino with 184 students, 25.21% Black- African American with 122 students, 32.02% of White with 155 students, and 4.55% of students that are two or more races with 22.

Demographics Strengths

Marvin Biomedical Academy has entered partnerships with Baylor Scott & White and Master Gardeners.

- Marvin has implemented the Living Organisms Lab and Club.
- Marvin implements a consistent intervention schedule during LAB time.
- We are a Professional Learning Committee.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 11 out of 30 office referrals for behavior are from the same students. 52.38% of students who served ISS are African American, 23.81% of students who served ISS are White, 16.67% of students who served ISS are Hispanic, and 7.14% who served ISS are other. **Root Cause:** Consistent consequences for behaviors and incentives.

Problem Statement 2: The campus mentoring initiative was reduced by 100% for the fourth and fifth grade students during the 2022-2023 school year. **Root Cause:** Possible oversight and change in staff/ roles.

Problem Statement 3 (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.

Student Learning

Student Learning Summary

Student needs are assessed through various assessments such as DRA, Progress Measures, Educational Galaxy, 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.

Student Learning Strengths

- 2nd Grade Reading - 73% of students met projected growth on MAP Growth (Fall 2022 - Spring 2023).
- 4th Grade Math - 71% of students met projected growth on MAP Growth (Fall 2022 - Spring 2023).
- RLA STAAR Achievement Scores overall improved from 59% to 74% approaches, resulting in Domain 1 Score of 60.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall Reading (K-5) - 55% of students met projected growth on the MAP Growth reading assessment (fall 2022-spring 2023). **Root Cause:** Lack of High Quality Instructional Materials for RLA

Problem Statement 2 (Prioritized): Overall Math (K-5) - 54% of students met projected growth on the MAP Growth math assessment (fall 2022-spring 2023). **Root Cause:** 10 teachers new to Marvin and student enrollment increased by over 150 students

Problem Statement 3: 5th Grade Math - 18% of students met projected growth on the MAP Growth assessment (fall 2022-spring 2023). **Root Cause:** One teacher was new to the grade level and new to upper elementary math content. Inconsistent implementation of strategies and research-based instructional practices; classroom behavior and high number of disciplinary referrals; student stamina

School Processes & Programs

School Processes & Programs Summary

Marvin Elementary follows the Texas Resources System scope and sequence. Developmental Reading Assessment, MAP, Branching Minds, Reflex Math, Education Galaxy, State of Texas Assessment of Academic Readiness, 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.

According to the 2022 STAAR data, Marvin students struggle to perform at the Approaches Level. Student assessment progress is tracked through data in: Eduphoria/Aware, Panorama, MAP testing, state assessment accountability results, and teacher observation data. Teams meet by grade level on a weekly basis through the PLC process. In an effort to increase student performance and teacher instruction, teachers participate in professional goal-setting each year through the T-TESS evaluation system and received support from the TLC team. Students participate in personal goal setting and tracking their data. Technology continues to be an integral part of the instructional process.

Programs available before and after school are: UIL, Destination Imagination, and Robotics. We work closely throughout the school year with the PTO and Baylor, Scott, and White to plan family events that encourage parent involvement, such as Fall Family Event and STEAM Expo. Positive behavior is rewarded through MARK Tickets/MARK Cart, MARK Time, Level Up cart, and Student of the Month. Attendance is encouraged and there are incentives for class and individual attendance, including the Tower of Treasure.

School Processes & Programs Strengths

Marvin has well planned intervention time to meet the needs of HB4545. The time is spent to work with students in a small group setting, targeting specific areas that students find challenging.

Marvin is working on becoming a strong Professional Learning Community. A system and time has been put in place.

Many teachers are National Institute of STEM Education (NISE) certified and others are working to complete their certification by Spring 2024.

All of our students have access to Chromebooks for home use. Our PK-1 classes have iPads at a 2-1 student to device ratio, and our 2-5 class have a 1-1 student to device ratio.

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): Technology is being used in classrooms, but not integrated intentionally to the fullest potential. **Root Cause:** There is a problem with time (the class time to teach basic skills and the time for teachers to weed through the numerous apps and programs to find and learn the most beneficial ones for their class).

Perceptions

Perceptions Summary

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 discern a sense of love and respect for children and believe that the school is creating an environment that prioritizes learning and academic achievement.

On the other hand, the stakeholders would like to see teachers recognized more frequently based on their performance, engage in more input in relation to school operations and function, and feel confident that behavior is not adversely affecting the learning environment.

Perceptions Strengths

The staff, student, and family surveys indicate the following areas of strength:

Staff Survey:

- Consistency of campus leader's tools and protocols when leading a meeting
- Administrative focus on student progress and formative assessments
- Campus policies and practices are captured in writing
- Administrative demonstration of high expectations for students
- Staff ability to articulate the school's mission, vision, and values

Family Survey:

- Administrative ability to promote an environment for learning
- Hiring of effective teachers
- Campus mission, vision, and values are regularly apparent
- Teacher respect for students
- Teacher's ability to explain academic content

Student Survey:

- Teachers that are knowledgeable in the subject matter
- Teachers ability to make classroom expectations clear

*The committee also discussed the fact that we have observed progress in the area of parental involvement through PTO.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus needs clear unified campus-wide expectations for students in common areas and classrooms. **Root Cause:** Student and staff survey data indicates a need for consistency and clarity.

Problem Statement 2 (Prioritized): Marvin staff needs more opportunities to celebrate one another. **Root Cause:** Staff has not prioritized the celebration of one another.

Priority Problem Statements

Problem Statement 1: 11 out of 30 office referrals for behavior are from the same students. 52.38% of students who served ISS are African American, 23.81% of students who served ISS are White, 16.67% of students who served ISS are Hispanic, and 7.14% who served ISS are other.

Root Cause 1: Consistent consequences for behaviors and incentives.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Marvin has one of the lowest attendance rates in the district.

Root Cause 2: 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 Areas: Demographics

Problem Statement 3: Overall Reading (K-5) - 55% of students met projected growth on the MAP Growth reading assessment (fall 2022-spring 2023).

Root Cause 3: Lack of High Quality Instructional Materials for RLA

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Overall Math (K-5) - 54% of students met projected growth on the MAP Growth math assessment (fall 2022-spring 2023).

Root Cause 4: 10 teachers new to Marvin and student enrollment increased by over 150 students

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Technology is being used in classrooms, but not integrated intentionally to the fullest potential.

Root Cause 5: There is a problem with time (the class time to teach basic skills and the time for teachers to weed through the numerous apps and programs to find and learn the most beneficial ones for their class).

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The campus needs clear unified campus-wide expectations for students in common areas and classrooms.

Root Cause 6: Student and staff survey data indicates a need for consistency and clarity.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 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 7: 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 7 Areas: School Processes & Programs

Problem Statement 8: Marvin staff needs more opportunities to celebrate one another.

Root Cause 8: Staff has not prioritized the celebration of one another.

Problem Statement 8 Areas: Perceptions

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, DRA, STAAR/EOC, state provided Interim 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, Interim 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
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administrators will ensure fidelity of written (TEKS Resource System), taught, assessed curriculum alignment in all subject areas to include English language arts and reading, math, science, and social studies.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Campus Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Marvin's Professional Learning Community will ensure PLC/Collab time focuses on the four guiding questions 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</p>	Formative			Summative
	Nov	Jan	Mar	June
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
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Marvin will utilize LAB time 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: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Students will utilize the Lu Interactive Playground 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>	Formative			Summative
	Nov	Jan	Mar	June
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 Launch Mentors 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
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
Strategy 9: Students will participate in Think Tank activities weekly which are integrated with Reading TEKS. Title I: 2.4, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Overall Reading (K-5) - 55% of students met projected growth on the MAP Growth reading assessment (fall 2022-spring 2023). Root Cause: Lack of High Quality Instructional Materials for RLA</p>
<p>Problem Statement 2: Overall Math (K-5) - 54% of students met projected growth on the MAP Growth math assessment (fall 2022-spring 2023). Root Cause: 10 teachers new to Marvin and student enrollment increased by over 150 students</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 Tickets, MARK Maker of the Week, MARK time and reflection sheets.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals, reduction in reports of bullying and increased student attendance</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Demographics 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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.</p> <p>Strategy's Expected Result/Impact: Improved attendance and academic performance</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
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> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 11 out of 30 office referrals for behavior are from the same students. 52.38% of students who served ISS are African American, 23.81% of students who served ISS are White, 16.67% of students who served ISS are Hispanic, and 7.14% who served ISS are other. Root Cause: Consistent consequences for behaviors and incentives.</p>

Demographics





Problem Statement 3: 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.

Perceptions

Problem Statement 1: The campus needs clear unified campus-wide expectations for students in common areas and classrooms. **Root Cause:** Student and staff survey data indicates a need for consistency and clarity.

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			
Strategy 1: Support college readiness by including monthly college for parent and student awareness Strategy's Expected Result/Impact: student awareness of future opportunities Staff Responsible for Monitoring: Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Evaluate and refine the campus-wide career readiness framework with an emphasis in the biomedical fields through STEMscopes and Defined Careers. Strategy's Expected Result/Impact: Increased opportunities for students learn about biomedical careers. Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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>
<p>Problem Statement 2: Technology is being used in classrooms, but not integrated intentionally to the fullest potential. Root Cause: There is a problem with time (the class time to teach basic skills and the time for teachers to weed through the numerous apps and programs to find and learn the most beneficial ones for their class).</p>

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 enrichment activities and participate in extracurricular activities such as Student Council, FLAG crew, choir, academic UIL, Living Organisms Lab, and art club. Strategy's Expected Result/Impact: Increased participation rate Staff Responsible for Monitoring: Club sponsors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collect and monitor engagement and success data of students in enrichment activities Strategy's Expected Result/Impact: Increased participation rate Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
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 enrichment activities Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 recognizing one another via Staff MARK Maker of the Week</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
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Marvin staff needs more opportunities to celebrate one another. Root Cause: Staff has not prioritized the celebration of one another.</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
	Nov	Jan	Mar	June
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
	Nov	Jan	Mar	June
<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 needs more opportunities to celebrate one another. Root Cause: Staff has not prioritized the celebration of one another.</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 Problem Statements: Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collaboratively identify and monitor the implementation of essential TEKS 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
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement initiatives of the guiding coalition to support campus instructional design and delivery Strategy's Expected Result/Impact: Collaborative culture and ownership of campus initiatives Staff Responsible for Monitoring: Campus Administrators, Campus Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Overall Reading (K-5) - 55% of students met projected growth on the MAP Growth reading assessment (fall 2022-spring 2023). Root Cause: Lack of High Quality Instructional Materials for RLA
Problem Statement 2: Overall Math (K-5) - 54% of students met projected growth on the MAP Growth math assessment (fall 2022-spring 2023). Root Cause: 10 teachers new to Marvin and student enrollment increased by over 150 students





School Processes & Programs

Problem Statement 2: Technology is being used in classrooms, but not integrated intentionally to the fullest potential. **Root Cause:** There is a problem with time (the class time to teach basic skills and the time for teachers to weed through the numerous apps and programs to find and learn the most beneficial ones for their class).

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, including 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
	Nov	Jan	Mar	June
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> <p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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
	Nov	Jan	Mar	June
<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
<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>
<p>Problem Statement 2: Technology is being used in classrooms, but not integrated intentionally to the fullest potential. Root Cause: There is a problem with time (the class time to teach basic skills and the time for teachers to weed through the numerous apps and programs to find and learn the most beneficial ones for their class).</p>





Perceptions

Problem Statement 1: The campus needs clear unified campus-wide expectations for students in common areas and classrooms. **Root Cause:** Student and staff survey data indicates a need for consistency and clarity.

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
	Nov	Jan	Mar	June
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 Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
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 Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
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 Strategy's Expected Result/Impact: Connections to Careers in STEM-Health Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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			
Strategy 1: Prioritize campus building needs and communicate with district support service team lead Strategy's Expected Result/Impact: Students are in a safe and desirable learning environment. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, and Support Service Team	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jenna Ruebman	Instructional Coach	Title I	1
Stacie Hamilton	Paraprofessional	Title I	1