

Marvine El Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Marvine Elementary School		120481002
Address 1		
1425 Livingston St		
Address 2		
City	State	Zip Code
Bethlehem	PA	18017
Chief School Administrator		Chief School Administrator Email
Dr. Jack Silva		jsilva@basdschools.org
Principal Name		
Julissa Jimenez		
Principal Email		
jjimenez73@basdschools.org		
Principal Phone Number		Principal Extension
6108650012		16900
School Improvement Facilitator Name		School Improvement Facilitator Email
Mary Kovalchik		mkovalchik@basdschools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Julissa Jimenez	Principal	Marvine	jjimenez73@basdschools.org
Alexis Szaro	Guidance	Marvine	aszaro@basdschools.org
Luis Vasquez	Community School Coordinator	Marvine/St. Lukes	lvasquez@basdschools.org
Mara Soto	Parent/Teacher's Aide	Community/ Marvine	moliverasoto@basdschools.org
Maureen Leeson	District Level Leaders	Bethlehem Area School District	mleeson@basdschools.org
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Leigh Rusnak	District Level Leaders	Bethlehem Area School District	lrusnak@basdschools.org

Vision for Learning

Vision for Learning

As one of the Bethlehem Area School District elementary schools, Marvine focuses on nurturing the whole child. We strive to ignite students' curiosity to explore the world around them through our rigorous and comprehensive academic program and range of activities and athletics. We provide academic support as well as social, emotional, and behavioral support through outside organizations. We enhance our student learning by offering after-school tutoring and enrichment programs that allow our students to reach the next level in their education. Additionally, before and after-school childcare is available through the school district at a nearby school.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Math progress	2022-2023 Math Data shows an almost doubling of proficient / advanced on PA State Assessments going from 12.7% Proficiency in 2021-2022 to 21.3% Proficiency in 2022-2023. The statewide average in 2022-2023 for Math was 38.3%. 2022-2023 had the district using the Reveal Math curriculum in Year 2 of implementation for the 22-23 school year. The focus for our primary students reflects an emphasis on kinesthetic learning while developing an understanding of one-to-one correspondence and the conceptual foundation of place value in our number system. This leads to their work with the four major whole number operations: addition, subtraction, multiplication, and division. As they age, fact fluency becomes increasingly important for students. As they progress through the grade levels, procedural fluency develops further for students with these operations. Students and teachers routinely used IXL Math as grade-level indicators of proficiency.
ELA progress	In the 2021-2022 ELA PSSAs, data shows that our 3, 4, and 5 graders scored at 25.8% proficiency compared to the pre-pandemic 45.8%. The statewide average for 2021-2022 was 54.1% All core curriculum is aligned to the PA Core Standards. The reading curriculum is based on the science of reading. Students in grades K-2 receive 140 uninterrupted minutes of literacy instruction every day and students in grades 3-5 receive 120 uninterrupted minutes. The K-3 teachers and teaching specialists received intense professional development on the science of how children learn to read and how to apply that knowledge to classroom instruction. Their instruction is direct, explicit, and multisensory. Teachers use consistent routines, cue words, and gestures and preserve talk for instruction. All students are given a benchmark assessment three times a year to identify who is at risk of not meeting future reading goals. Teachers accurately and efficiently interpret student data and use the data to make instructional decisions by completing a diagnostic assessment that pinpoints exactly what skill the student is on and guides instruction to begin there. Data analysis and instructional planning sessions are held after the first two benchmarks to discuss the outcome. During these meetings, the teacher places the students into intervention groups that teachers meet with at different frequencies. The frequency of instruction is based on the benchmark assessment and what tier the student falls into. Tier 1 students are met with up to three times a week, Tier 2 students are met with three to five times a week and Tier 3 students are met with on a daily basis. Those at risk students receive an additional 20-30 minutes of intervention instruction each day and are progress monitored weekly or biweekly depending on their individual need for support. Bi-weekly data meetings with the principal, Mrs. Jimenez, are held to discuss student progress and keep groups fluid. We strive to move students when they demonstrate progress and show they are ready for the next skill. By empowering teachers with the knowledge and skills they need, their classrooms become places where students learn to read accurately and

	<p>automatically for meaning. As the students move into third grade they continue with the same reading program and routines but it shifts from learning to read to reading to learn. This past year they continued to push the professional development on the science of reading toward the third-grade teachers so that they have the knowledge of instruction to use with their students, especially for those students who transfer into Marvine later in their educational career.</p>
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Challenges

Indicator	Comments/Notable Observations
<p>ELA progress</p>	<p>Although ELA was listed as one of the strengths, this is an area that continues to be a challenge. Each year teachers are trained in the science of reading, are coached, and model lessons for their coach that help fine-tune the instruction they are giving the students. At the end of the school year, the results are wonderful and students are progressing academically. Over the summer new teachers are hired, staff transfers buildings or grade levels and the training starts over for some.</p>
<p>Math progress</p>	<p>With 2023-2024 being year 2 of a new Math curriculum, we are still in the PD-heavy end of Math curriculum implementation. As we move through year 2, teachers will feel more able and capable to implement the curriculum with fidelity with the hope that teacher and eventually student proficiency will follow.</p>

Review of Grade Level(s) and Individual Student Group(s)

Strengths

<p>Indicator Science ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations In the 2021-2022 Science PSSAs, data shows that Marvine students in grade 4 scored at 48.9% Proficiency. The statewide average in 2021-2022 was 54.4%.</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>

Challenges

<p>Indicator ELA ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native,</p>	<p>Comments/Notable Observations In the 2021-2022 ELA PSSAs, data shows that our 3, 4, and 5 graders scored at 25.8% proficiency compared to the pre-pandemic 45.8%. Marvine was on the way to moving up in proficiency before the pandemic slowed achievement. The</p>
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Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	statewide average for 2021-2022 was 54.1%
Indicator Math ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations In the 2021-2022 Math PSSAs, data shows that Marvine students in 3, 4, and 5 scored at 12.7% Proficiency compared to the pre-pandemic 33.3%. Marvine was on the way to moving up in proficiency before the pandemic slowed achievement. The statewide average in 2021-2022 was 35.7%.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

ELA
Math

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ELA
Math

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Benchmark	<p>Reading at/above benchmark in the Spring of 2024: 88% of Kindergarteners!! 42% of First graders 72% of Second graders!! 66% of Third graders Reading above benchmark in the Spring of 2023: 92% of Kindergarteners!! 54% of First graders 68% of Second graders 73% of Third graders!! Reading above benchmark in the Spring of 2022: 67% of Kindergarteners 42% of First graders 49% of Second graders 57% of Third graders All core curriculum is aligned to the PA Core Standards. The reading curriculum is based on the science of reading. Students in grades K-2 receive 140 uninterrupted minutes of literacy instruction every day and students in grades 3-5 receive 120 uninterrupted minutes. The K-3 teachers and specialists received intense professional development on the science of how children learn to read and how to apply that knowledge to classroom instruction. Their instruction is direct, explicit, and multisensory. Teachers use consistent routines, cue words, and gestures and preserve talk for instruction. All students are given a benchmark assessment three times a year to identify who is at risk of not meeting future reading goals. Teachers accurately and efficiently interpret student data and use the data to make instructional decisions by completing a diagnostic assessment that pinpoints exactly what skill the student is on and guides instruction to begin there. Data analysis and instructional planning sessions are held after the first two benchmarks to discuss the outcome. During these meetings, the teacher places the students into intervention groups that teachers meet with at different frequencies. The frequency of instruction is based on the benchmark assessment and what tier the student falls into. Tier 1 students are met with up to three times a week, Tier 2 students are met with three to five times a week and Tier 3 students are met with on a daily basis. Those at risk students receive an additional 20-30 minutes of intervention instruction each day and are progress monitored weekly or biweekly depending on their individual need for support. Bi-weekly data meetings with the principal, Mr. Fontanez, are held to discuss student progress and keep groups fluid. We strive to move students when they demonstrate progress and show they are ready for the next skill. By empowering teachers with the knowledge and skills they need, their classrooms become places where students learn to read accurately and automatically for meaning. As the students move into third grade they continue with the same reading program and routines but it shifts from learning to read to reading to learn. In the past years, third grade has been included in the professional development on the science of reading so that they have the knowledge of instruction to use with their students, especially for those students who transfer into Marvine later in their educational career. It has helped teachers understand the meaning of data-driven instruction and more importantly has provided so much success for the students.</p>
Wonders Weekly and Unit Assessments	<p>When starting the school year the teachers are using the gradual release model to give assessments to their students. They begin the year by taking the assessments for the students and modeling test taking skills. As the weeks go on they slowly have the students take the assessments on their own.</p>

English Language Arts Summary

Strengths

Teacher Training on the Science of Reading K-3
Coaching and Modeling of SoR for K-3
After School Reading Tutoring
Reading Specialists provide strategic and intensive levels of reading intervention

Challenges

Summer Slide
Kindergarten Readiness

Mathematics

Data	Comments/Notable Observations
IXL data	Marvine started the 2023-2024 year with 42% of students On or Above grade level in Math on IXL. Marvine ended the 2023-2024 year with 46% of students On or Above grade level in Math on IXL. Marvine started the 2022-2023 year with 27% of students On or Above grade level in Math on IXL. Marvine ended the 2022-2023 year with 45% of students On or Above grade level in Math on IXL, nearly doubling the percentage of students. Grades K, 1, 3, and 4 all had over 55% of their students make at least a 100-point growth (50 points for K) showing grade-level growth.
Reveal Math assessments	The mathematics Reveal Math curriculum was in Year 2 of implementation for the 23-24 school year. The focus for our primary students reflects an emphasis on kinesthetic learning while developing an understanding of one-to-one correspondence and the conceptual foundation of place value in our number system. This leads to their work with the four major whole number operations: addition, subtraction, multiplication, and division. As they age, fact fluency becomes increasingly important for students. As they progress through the grade levels, procedural fluency develops further for students with these operations.

Mathematics Summary

Strengths

First in Math culture and competition in the building
IXL weekly Diagnostics in conjunction with Year 2 of new Math Curriculum
IXL Benchmark Diagnostics

Challenges

After School Math groups

Student engagement
Intervention Math Groups

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
BASD Empower 1:1 Initiative	BASD Empower is the name for Bethlehem Area School District's 1:1 Take Home Technology initiative where all students have their own district-provided computing device to access blended, anywhere, anytime learning resources.

Science, Technology, and Engineering Education Summary

Strengths

Updating student Chromebooks for specific grade levels every year
1 to 1 Chromebook to student ratio

Challenges

Internet access/Digital citizenship
Accessing online content
Computer literacy

Related Academics

Career Readiness

Data	Comments/Notable Observations
All students contribute towards their Career and College Readiness preparation through lessons in the Leader In Me curriculum (LIM). All students submit no less than 4 LIM artifacts showing completion of Career and College Readiness as measured through BASD's Student Performance CCR measures.	Participation in community surveys, measurable results assessments, and family needs assessments must increase - considering incentivizing for better participation. Our district provides different programs, field trips, and surveys to reach our students.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Over 95% participation for in school events.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
2022-2023 Math PSSA - ELL - increase from 0% to 18.2% proficient/advanced	2022-2023 Math PSSA - ELL- 18.2% scored proficient/advanced 2021-2022 Math PSSA - ELL- 0.0% scored proficient/advanced
2022-2023 ELA PSSA - ELL - increase from 20% to 22.7% proficient/advanced	2022-2023 ELA PSSA - ELL- 22.7% scored proficient/advanced 2021-2022 ELA PSSA - ELL- 20% scored proficient/advanced

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
2022-2023 ELA PSSA - Studs. w/Disabilities - increase from 2.4% (21-22) to 4.7% proficient/advanced (22-23)	Students with Disabilities in Grade 4 showed a Growth Index of 1.0 on the 2023 ELA PSSAs according to PVAAS. Students with Disabilities in Grade 5 showed a Growth Index of 1.91 on the 2023 ELA PSSAs according to PVAAS. Students with Disabilities overall went well above the growth indicator with a growth index of 2.08 in the 2023 ELA PSSAs according to PVAAS.
2022-2023 Math PSSA - Studs. w/Disabilities - increase from 2.4% (21-22) to 4.7% proficient/advanced (22-23)	Students with Disabilities in Grade 4 showed a Growth Index of 3.25 on the 2023 Math PSSAs according to PVAAS, which went well above the growth indicator. Students with Disabilities in Grade 5 showed a Growth Index of 0.88 on the 2023 Math PSSAs according to PVAAS, which met the growth indicator. Students with Disabilities overall went above the growth indicator with a growth index of 1.54 in the 2023 Math PSSAs according to PVAAS.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
2022-2023 ELA PSSA - Econ. Disadvantaged -	20.9% of Economically Disadvantaged students scored proficient on the ELA PSSAs in 22-23

decrease from 25.2% (21-22) to 20.9% proficient/advanced (22-23)	school year. Economically Disadvantaged students in Grade 5 showed a Growth Index of 0.24 on the 2023 Math PSSAs according to PVAAS.
2022-2023 Math PSSA - Econ. Disadvantaged - increase from 12.4% (21-22) to 20% proficient/advanced (22-23)	20% of Economically Disadvantaged students scored proficient on the Math PSSAs in 22-23 school year. Economically Disadvantaged students in Grade 4 showed a Growth Index of 2.41 on the 2023 Math PSSAs according to PVAAS.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	Grade 4 Hispanic students showed a Growth Index of 2.5 on the 2023 Math PSSAs according to PVAAS, putting them well above the growth indicator. Hispanic students overall met the growth indicator with 0.19 in the 2023 Math PSSAs according to PVAAS.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Eligible students receive small group interventions for ELA daily
ELLs receive small group interventions for ELA in English language development daily
ESOL teachers on site, not shared with other schools
Family Center on site provides assistance with Food Insecurity and other resources of assistance

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Mental and behavioral health resources were scarce for the 23-24 school year due to lack of funding
Quality after school programs
Learning Support teachers split between buildings
Family Developmental Specialist needed to help connect economically disadvantaged families with resources.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Professional Learning in Reading

Partnering with local organizations.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Professional development for Math is on an ongoing basis throughout the year
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Positive behavior supports that are consistent throughout the building
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Mental health resources in the community are scarce

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
ELA	True
Math	False
Teacher Training on the Science of Reading K-3	False
Coaching and Modeling of SoR for K-3	False
First in Math culture and competition in the building	False
Updating student Chromebooks for specific grade levels every year	False
ELLs receive small group interventions for ELA in English language development daily	False
After School Reading Tutoring	False
IXL weekly Diagnostics in conjunction with Year 2 of new Math Curriculum	False
1 to 1 Chromebook to student ratio	False
Eligible students receive small group interventions for ELA daily	False
Reading Specialists provide strategic and intensive levels of reading intervention	False
IXL Benchmark Diagnostics	True
Over 95% participation for in school events.	False
Professional Learning in Reading	True
Partnering with local organizations.	True
ESOL teachers on site, not shared with other schools	False
Family Center on site provides assistance with Food Insecurity and other resources of assistance	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
ELA	True
ELA	False
Math	True
	False

Summer Slide	False
Kindergarten Readiness	False
After School Math groups	False
	False
Student engagement	False
Intervention Math Groups	False
Internet access/Digital citizenship	False
Transportation to businesses	False
Mental health resources in the community are scarce	True
Professional development for Math is on an ongoing basis throughout the year	False
Computer literacy	False
Accessing online content	False
Quality after school programs	False
Positive behavior supports that are consistent throughout the building	False
Mental and behavioral health resources were scarce for the 23-24 school year due to lack of funding	False
Learning Support teachers split between buildings	False
Family Developmental Specialist needed to help connect economically disadvantaged families with resources.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Professional development will wean in Math into Year 3 of our new curriculum implementation. Students will make literacy goals based on their levels and projected growth. Expected growth is a big jump, how will we get there? How can we get staff, partners, and/or community members to take our after-school programs to the next level of academic rigor?

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA	In the 2022-2023 ELA PSSAs, data shows that our 3, 4, and 5 graders scored at 22.1% proficiency compared to the pre-pandemic 45.8%. The statewide average for 2022-2023 was 54.5% In the 2021-2022 ELA PSSAs, data shows that our 3, 4, and 5 graders scored at 25.8% proficiency compared to the pre-pandemic 45.8%. The statewide average for 2021-2022 was 54.1%	True
Math	In year 2 of using iXL, students in grades K-5 used the iXL diagnostic tool in the BOY, MOY, and EOY to get a diagnostic checkpoint. The EOY diagnostic showed 46% of students performing on or above their math grade level. Students will continue to use diagnostic checkpoints and growth points to increase math grade level proficiency.	True
Mental health resources in the community are scarce	Outside funding, in conjunction with additional Title I allocations, will provide a School-Based Counselor from Valley Youth House to be present in Marvine for 4 days/week, for the 2024-2025 school year. Plans to find sustainable funding for VYH School-Based Counselor support 5 days/week for continued years to come.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA	In the 2024-2025 school year, all students will set literacy goals based on projected growth, using our curriculum-based, grade-level essential skills as lead measures. The K-3 teachers and specialists received intense professional development on the science of how children learn to read and how to apply that knowledge to classroom instruction. Their instruction is direct, explicit, and multi-sensory. Teachers use consistent routines, cue words, and gestures and preserve talk for instruction. All students are given a benchmark assessment three times a year to identify who is at risk of not meeting future reading goals. Teachers accurately and efficiently interpret student data and use the data to make instructional decisions by completing a diagnostic assessment that pinpoints exactly what skill the student is on and guides instruction to begin there. Data analysis and instructional planning sessions are held after the first two benchmarks to discuss the outcome. During these meetings, the teacher places the students into intervention groups that teachers meet with at different frequencies. The frequency of intervention and instruction is based on the benchmark assessment and what tier the student falls into. Teams meet on a bimonthly basis to monitor and adjust small groups based on intervention assessments to ensure students are in the correct group receiving small group instruction on the correct skill.
IXL Benchmark Diagnostics	In the 2024-2025 school year, all students will set math goals based on projected growth, using iXL grade-level diagnostic skills as lead measures. The EOY iXL diagnostic showed 46% of students performing on or above their math grade level. This is a small jump from the BOY diagnostic of 42% on or above grade level. We will continue to use diagnostic checkpoints and growth points to increase math grade level proficiency.

Professional Learning in Reading	Our professional development plan in reading is very strong. We can use this as a guide and transfer it to multiple areas that we want to strengthen up. As teachers move and switch grades, training will continue in the science of Reading for K-3 teachers and in Keys to Literacy for teachers in grade 4-5.
Partnering with local organizations.	We have partners that are always willing to support us in our efforts. We have built strong relationships along the way and now have to work hard to sustain the relationships and utilize them to meet our vision and goals.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In the 2024-2025 school year, all students will set literacy goals based on projected growth, using our curriculum-based, grade-level essential skills as lead measures.
	In the 2024-2025 school year, all students will set math goals based on projected growth, using iXL grade-level diagnostic skills as lead measures. The EOY iXL diagnostic showed 46% of students performing on or above their math grade level. This is a small jump from the BOY diagnostic of 42% on or above grade level. We will continue to use diagnostic checkpoints and growth points to increase math grade level proficiency.
	Outside funding, in conjunction with additional Title I allocations, will provide a School-Based Counselor from Valley Youth House to be present in Marvine for 4 days/week, for the 2024-2025 school year. Plans to find sustainable funding for VYH School-Based Counselor support 5 days/week for continued years to come.

Goal Setting

Priority: In the 2024-2025 school year, all students will set literacy goals based on projected growth, using our curriculum-based, grade-level essential skills as lead measures.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, the number of students needing intensive and strategic literacy support will decrease by 10% measured by the Acadience benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
Intensive & Strategic Reading Goal #1			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of MP1, students placed in Intensive and Strategic level of intervention due to BOY benchmark data will be progress monitored weekly/biweekly, skills inventories will be conducted, and students will be grouped in skills based small group instruction fluidly.	By the end of MP2, students will have MOY data and those students in Intensive and Strategic level of intervention will be progress monitored weekly/biweekly, skills inventories will be conducted, and students will be grouped in skills-based small group instruction fluidly. With MOY data, Pathways of Progress will be utilized to project growth and determine core and specialized small group instruction. The number of students in I or S should be down by 2.5% as measured by the Acadience benchmark.	By the end of MP3, students in Strategic level will have reduced and those needing Intensive levels of intervention will be placed on intensive tracks to course-correct. With MOY data, Pathways of Progress, and Progress Monitoring data will be utilized to project growth and determine core and specialized small group instruction. The number of students in I or S should be down by 5% as measured by the Acadience benchmark.	By the end of the year school year, the number of students needing intensive and strategic literacy support will decrease by 10% measured by the Acadience benchmark assessment.

Priority: In the 2024-2025 school year, all students will set math goals based on projected growth, using iXL grade-level diagnostic skills as lead measures. The EOY iXL diagnostic showed 46% of students performing on or above their math grade level. This is a small jump from the BOY diagnostic of 42% on or above grade level. We will continue to use diagnostic checkpoints and growth points to increase math grade level proficiency.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By the end of the 2024-2025 school year, 95% of students at Marvine will increase their IXL diagnostic score by 100 points (50 for K) or one grade

level of growth.			
Measurable Goal Nickname (35 Character Max)			
Math Focus			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of MP1, 95% of students will make 25pts (12.5pts for K) of growth on their grade level diagnostic on IXL.	By the end of MP2, 95% of students will make 50pts (25pts for K) of growth on their grade level diagnostic on IXL.	By the end of MP3, 95% of students will make 75pts (37.5pts for K) of growth on their grade level diagnostic on IXL.	By the end of MP4, 95% of students will make 100pts (50pts for K) of growth on their grade level diagnostic on IXL.

Priority: Outside funding, in conjunction with additional Title I allocations, will provide a School-Based Counselor from Valley Youth House to be present in Marvine for 4 days/week, for the 2024-2025 school year. Plans to find sustainable funding for VYH School-Based Counselor support 5 days/week for continued years to come.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, 100% of students referred to the Student Assistance Plan (SAP) / MTSS process at Marvine for behavioral health will receive support from VYH School-Based Counselor, providing Tier II intervention or referral to Tier III interventions.			
Measurable Goal Nickname (35 Character Max)			
Mental and Behavioral Health Focus			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of MP1, 25% of students SAP'd for behavioral health services through the VYH School Based Counselor will be identified.	By the end of MP2, 50% of students SAP'd for behavioral health services through the VYH School Based Counselor will be identified and receiving behavioral health support.	By the end of MP3, 75% of students SAP'd for behavioral health services through the VYH School Based Counselor will be identified and receiving behavioral health support or will be referred to Tier III support.	By the end of MP4, 100% of students SAP'd for behavioral health services through the VYH School Based Counselor have been identified and are receiving behavioral health support or have been referred for Tier III support.

Action Plan

Measurable Goals

Intensive & Strategic Reading Goal #1	Math Focus
Mental and Behavioral Health Focus	

Action Plan For: Implement content-focused programming

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, the number of students needing intensive and strategic literacy support will decrease by 10% measured by the Acadience benchmark assessment.

Action Step		Anticipated Start/Completion Date	
Continue to provide professional learning to K-2 teachers on the science of reading.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administrator with guidance from a Literacy Consultant.	Literacy Consultant visits, coaching, job-embedded professional development, ALO	Yes	
Action Step		Anticipated Start/Completion Date	
Instructional Literacy coaches will provide job-embedded professional development throughout the year to teachers in K-3		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administrator with guidance from Literacy Consultants and Literacy coaches.	Literacy Consultant visits, coaching, job-embedded professional development, ALO, MTSS	Yes	
Action Step		Anticipated Start/Completion Date	
Continue to implement Weekly Data meetings with grade levels to discuss progress, determine the growth of students, and plan intentional movement of students as they gain/don't gain literacy proficiency.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists /Literacy Coaches, building administrators	Acadience Data Reports, SBSL Data, class literacy data	No	
Action Step		Anticipated Start/Completion Date	
Conduct BOY Acadience Benchmark Testing for Grades K-5		2024-08-29	2024-09-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Reading Specialists, Instructional Support staff, Building Administrator	ALO	No	
Action Step		Anticipated Start/Completion Date	
Implement Acadience Progress Monitoring to students in Intensive and Strategic levels of instruction according to ALO benchmark.		2024-09-02	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Homeroom/core teachers, specialists, reading specialists	ALO data, "FLITE" (prev. SBSL) lessons, MTSS manual	No	
Action Step		Anticipated Start/Completion Date	
Implement WIN Intervention Groups for students reading at Intensive and Strategic instructional levels according to BOY Acadience benchmark		2024-09-02	2025-01-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrator, Reading specialists, support service specialists, classroom teachers	ALO data, "FLITE" (prev. SBSL) lessons, MTSS manual	No	
Action Step		Anticipated Start/Completion Date	
Conduct MOY Acadience Benchmark Testing for Grades K-5		2025-01-06	2025-01-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers and Reading specialists (only if needed).	ALO	No	
Action Step		Anticipated Start/Completion Date	
Implement WIN Intervention Groups for students reading at Intensive and Strategic instructional levels according to MOY Acadience benchmark		2025-01-06	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrator, Reading specialists, support service specialists, classroom teachers	ALO data, "FLITE" (prev. SBSL) lessons, MTSS manual	No	
Action Step		Anticipated Start/Completion Date	
Conduct EOY Acadience Benchmark Testing for Grades K-5		2025-05-12	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers and Reading specialists (only if needed).	ALO	No	

Action Step		Anticipated Start/Completion Date	
Provide additional support to ESL students in the core classes.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESL teachers	Wonders ELD materials	No	
Action Step		Anticipated Start/Completion Date	
Provide literacy lead learner training to the building administrator to learn how to best help and support the building's staff on how to meet literacy goals.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Literacy Consultant	Ongoing training materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Informed instructional planning by utilizing benchmark assessments and additional data to best implement intervention services for our students in intensive and strategic need for literacy support.	August, 2024 through June, 2025. The grade level teams will also convene on a bimonthly basis for data meetings. Methods: Building/Grade Level Data meetings Frequency: Bi-monthly (every other week) People: Grade level teams

Action Plan For: Implement content-focused programming

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, 95% of students at Marvine will increase their IXL diagnostic score by 100 points (50 for K) or one grade level of growth.

Action Step		Anticipated Start/Completion Date	
Utilize benchmark assessments in the areas of Mathematics to obtain data on student proficiency and grade level knowledge.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional staff, Math coach	IXL Diagnostics, Math MTSS	No	
Action Step		Anticipated Start/Completion Date	
Weekly Data Meetings to discuss: progress towards IXL Diagnostic goals, growth, patterns of concern		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Building administrator, instructional staff, Math coaches	IXL Diagnostics, Math MTSS, Data Meeting schedule	No	
Action Step		Anticipated Start/Completion Date	
Hold quarterly data conferences with students.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional staff, students, Math coaches	IXL Diagnostics, Math MTSS, Data Meeting data	No	
Action Step		Anticipated Start/Completion Date	
Provide Math support/coaching to Instructional staff.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building administrator	Math Coach	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Informed instructional planning by utilizing benchmark assessments and additional data to best implement intervention services for our students not showing grade level growth.	August 2024 through June 2025. The grade level teams will also convene on a bimonthly basis for data meetings. Methods: Building/Grade Level Data meetings Frequency: Bi-monthly (every other week) People: Grade level teams

[Action Plan For: Provide behavioral and mental health resources to students](#)

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, 100% of students referred to the Student Assistance Plan (SAP) / MTSS process at Marvine for behavioral health will receive support from VYH School-Based Counselor, providing Tier II intervention or referral to Tier III interventions.

Action Step	Anticipated Start/Completion Date
Coordinate with Valley Youth House for placement of School Based Counselor at Marvine on a 4 day/week schedule.	2024-08-26 2025-06-09
Lead Person/Position	Material/Resources/Supports Needed
Building administrator, Valley Youth House personnel, Director of Pupil Services, Director of SEL	Scheduled support
Action Step	Anticipated Start/Completion Date

Secure additional funding for Valley Youth House School Based Counselor to be at Marvine on a 4 day/week schedule.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building administrator, Director of Grants	Title I Funding	No	
Action Step		Anticipated Start/Completion Date	
Find sustainable and ongoing funding for Valley Youth House School Based Counselor to be at Marvine on a 5 day/week schedule.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building administrator, Valley Youth House personnel, Director of Pupil Services, Director of SEL, Director of Grants	Additional and sustainable funding source	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With continued behavioral and mental health support available to our students, the number of behavioral incidents as well as the number of safety/threat/risk assessments will go down.	Monitoring data: August 26, 2024, through June 9, 2025. Evaluation: Through the SAP/MTSS referral process and meetings held on either a bi-monthly or monthly basis (dependent on need and referral rate) Methods: SAP meetings Frequency: Monthly / Bi-monthly (dependent on student need and referral rate) People: Building Administrator, School Counselor, VYH School Based Counselor, Homeroom teachers, Community School Coordinator

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Implement content-focused programming 	Instructor Salaries (187826
Instruction	<ul style="list-style-type: none"> Implement content-focused programming 	Instructor Benefits (83773
Other Expenditures	<ul style="list-style-type: none"> Provide behavioral and mental health resources to students 	Contracted Services for Student SEL and Mental Wellness	19000
Instruction	<ul style="list-style-type: none"> Implement content-focused programming 	After School Staff Extra Duty Wages	1723
Instruction	<ul style="list-style-type: none"> Implement content-focused programming 	After School Extra Duty Benefits	424
Instruction	<ul style="list-style-type: none"> Implement content-focused programming 	After School Program Contracted Services	1167
Total Expenditures			293913

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement content-focused programming	Continue to provide professional learning to K-2 teachers on the science of reading.
Implement content-focused programming	Instructional Literacy coaches will provide job-embedded professional development throughout the year to teachers in K-3

"FLITE" Job Embedded Professional Development

Action Step		
<ul style="list-style-type: none"> Continue to provide professional learning to K-2 teachers on the science of reading. Instructional Literacy coaches will provide job-embedded professional development throughout the year to teachers in K-3 		
Audience		
K-3 teachers		
Topics to be Included		
Literacy Coaching		
Evidence of Learning		
Meeting with Consultant, bi-monthly data meetings to discuss coaching outcomes. Monthly Consultant meetings with the Administrator to discuss student progress		
Lead Person/Position	Anticipated Start	Anticipated Completion
TBD/FLITE Literacy Consultant	2024-08-26	2025-06-09

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Julissa Jimenez	2024-07-30
School Improvement Facilitator Signature	Date