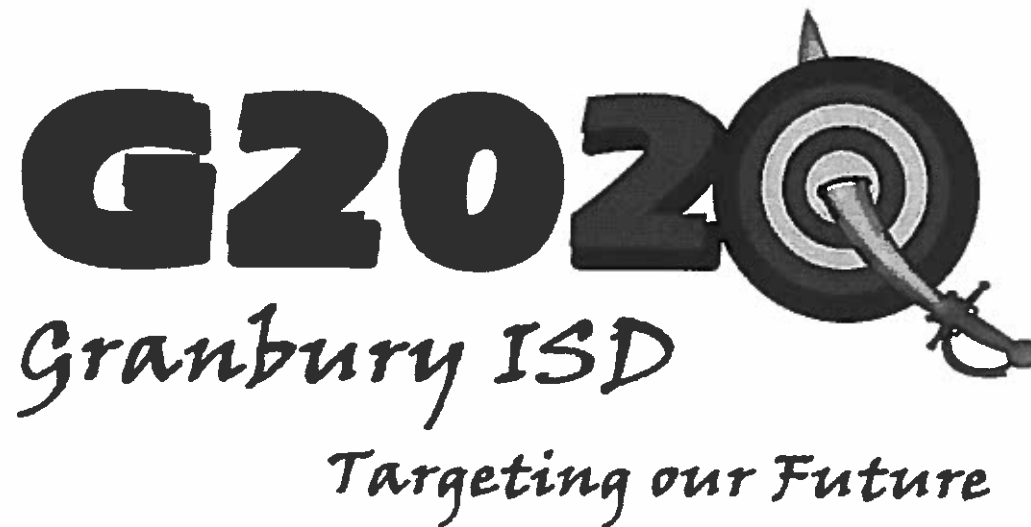


Granbury Independent School District
Mambrino School
2017-2018 Campus Improvement Plan



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Comprehensive Needs Assessment

Demographics

Demographics Summary

There are currently 652 students enrolled at Mambrino in grades PPCD-5th. Throughout this past school year our free and reduced lunch numbers have increased from 344 (59.4%) to 422 (64.7%). 3.57% of the enrollment is identified as LEP and 5.9% is GT. Approximately 33.5% of students qualify as At Risk. Overall special education percentages continue to represent approximately 21% of the student enrollment at Mambrino. (127 students) The PPCD and Life Skills programs are centralized at Mambrino for all of GISD through 5th grade. The ethnicity on campus is white-73%, Hispanic-21.5%, Black-1.09%, and asian, american indian, pacific islander and two or more races make up the additional 4.5%.

Student Academic Achievement

Student Academic Achievement Summary

Overall results on the state STAAR test are as follows:

Reading 3rd: 68/93= 72.3% Math 3rd: 72/93=77.4%

Reading 4th:68/91=74.7% Writing: 58/91=63.7% Math 74/91=81.3%

Reading 5th: 85/103=82.5% Math: 83/103=80.5% Science 85/104=81.7%

These scores show significant increases in cohort groups and additional growth in the area of progress. Data regarding comparability to TEA designated comparison group is not available yet, however the campus is above the district average in all areas except 5th grade math.

Kinder, 1st and 2nd data from Istation show a significant increase from the beginning of the year in students moving from Tier 2 & 3 into Tier 1. 2nd grade showed the most improvement in Tier 1 growth. This year the campus implemented SRA in K-2 and continuation of training and implementation of the program will continue. Math BOY to EOY showed increased growth in all grade levels.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based upon STAAR data & benchmark/common assessment data a campus wide focus on writing is a continued need on this campus. **Root Cause:** Need for focus on power standard in each grade level in the area of writing.

Problem Statement 2: Need for continued monitoring and implementation of district scope and sequence/primary resources as a starting point for lesson planning. **Root Cause:** Concern that teachers are not accessing the document and resources available to them.

Problem Statement 3: Economically disadvantaged students continue to perform at a lower rate than those that are not ECD. **Root Cause:** Lack of experiences and the need for targeted assistance on the most important aspects of grade level learning. (power standards)

School Processes & Programs

School Processes & Programs Summary

Campus culture has improved significantly over the past 2 years. Staff, parents, and students consistently remark on the positive impact of the campus events including: morning meeting, family nights, Odyssey of the Mind, campus musical, etc. (as noted on the end of year survey) The addition of the campus public relations committee has helped to make additional gains. Communication is always a target area and a request for additional social media publishing was requested on the end of the year survey as well.

Attendance continues to be a struggle. Overall attendance showed no improvement from the previous year (94.3%) with the lowest areas of attendance being tied to special education (PPCD specifically at 88.4%) and Pre-K. (92.3%) Overall special education was at 93.2% which was lower than all other special populations. While attendance continues to be a target for the campus, students with medically fragile designations do have exemption from accountability under the attendance policies-but their attendance is still factored in overall attendance for the campus. The overall attendance for the campus with PPCD removed would be at 95%.

The staff at Mambrino is highly qualified. 43.75% of eligible staff received GTEI and all 15 earned 100% of the incentive because of missing 3 or less days of attendance. (Our goal last year was set to 40% of eligible staff earning the incentive)

Family and community involvement continues to be very successful. This year our PTO funded several of the grants that went unfunded through GEF. (approximately \$4000 was donated to implementation of these grants) Microphones, a Reading-Riding-Arithmetic Lab, and Planetarium Lab visits were grants awarded.

Technology integration has improved through the technology lessons implemented in each grade level this year. Use of a variety of tools and apps will continue to be monitored and additional professional development/training for teachers and students will be reviewed.

Continued implementation of Professional Learning Communities (PLC) including an additional 1 hour of plan time during the school day for focus on implementation of power standards and formative common assessments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Need to vary communication to include more social media **Root Cause:** Parent request for increase in communication through social media

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals


Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and Implement Procedures to enhance a positive school climate.

Evaluation Data Source(s) 1: Mambrino School will have 85% positive feedback on student, parent and staff surveys at year end.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Combine Campus Public Relations and Culture Committees into one committee focused on implementing programs/activities to enhance positive school climate.	1, 2, 5, 6	Principal, AP, Counselor, Campus Leadership Team	Campus wide implementation of Thoughtful Thursday, character lessons, positive pirate posts will contribute to the positive climate established and increase the % of positive results on the end of year survey.				
2) Implement additional Family Nights to enhance parent involvement in positive campus culture. (Family Reading Night, Family Math/Science Night, Fun Fit Family Night, Back to School Picnic, Family Movie Nights)	1, 2, 6, 10	Principal, AP, Counselor, Campus Leadership Team	Sign-in sheets, communication fliers, school calendar, etc. will be used to increase communication and indirectly contribute to the positive results on the end of year survey.				
3) Parent Orientation meetings-(including Title I Campus Overview & Parent Notification)	1, 2, 6	Principal, AP, Campus Leadership Team, Teachers.	Sign-in sheets, communication fliers, school calendar, school messengers, parent feedback forms, agendas and minutes. Resulting in increased communication, input and feedback from parents as well as meeting the requirements under Title I.				
4) PK/Kinder Round Up, Kinder Parent Meetings & Conferences.	6, 7	Principal, Public Info Officer, Office staff and teachers.	Flyers, campus & district calendars, registration, public announcements, pictures & social media posts resulting in improved communication with stakeholders.				
5) Provide training and procedures for staff on child abuse awareness, Jenna's Law, bullying awareness & prevention, and suicide prevention.	2, 3, 4, 10	Principal, AP, Counselor and staff	Using sign in sheets from trainings, certificate documentation of completion, agendas and handouts from coordinating agencies involved in training (CAC, CPS, etc.) will result in a continued awareness for staff of the procedures and protocols surrounding these issues.				

6) Create school unity through daily morning meeting (Music Monday, Drop Everything and Read, Watch It Wednesday, Thoughtful Thursday, Fun Fit Friday)	1, 2	Principal, AP, Teachers & students	Using observations, daily master schedule, campus social media posts of activities, etc. to monitor positive perceptions of surrounding school community.				
							

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide volunteer opportunities for parent and community service

Evaluation Data Source(s) 2: During the school year, volunteers will log over 150 hours of assistance during the year.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement mentoring programs	1, 2, 10	Counselor, Teachers	Students/Mentor feedback forms used to document results of interaction between mentors and students in order to maintain impact of mentoring and guidance provided. Impact results in students having a positive relationship with members of the community.				
2) Partner with community organizations and businesses for student recognition-awards, coupons, certificates, grants.	1, 2, 6, 10	Principal, AP, Counselor, Instructional Specialist, teachers.	(Kiwaniis Super Citizens Lunch, Kiwanis Terrific Kids rosters, Lions Club Perfect Attendance, Six Flags Read to Succeed, Coupons from local restaurants.) Result: increased awareness of school community of how much local community serves students/families at Mambrino. It would also be great if the participation provided local businesses an increase in their profits as well. Identifies the benefit of partnership with schools and their communities.				
3) Enlist volunteers through PTO	1, 2, 10	PTO teacher rep, principal, teachers	(sign in sheets, agendas, minutes from PTO meetings) Increased communication tool and increase in parent participation in events at the school.				

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 3: Increase parent communication and Mambrino's digital presence using multiple modes of social media to provide updates of events and student based activities & opportunities.

Evaluation Data Source(s) 3: During the school year teachers and staff will use social media to communicate with parents multiple times each grading period.

Summative Evaluation 3:

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Sustain Project Based Learning

Evaluation Data Source(s) 1: 100 % of applicable staff are PBL trained.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All teachers will attend 3 day PBL Training from Buck Institute	2, 4, 8	Early adopter cohort teachers, GISD Curriculum/Technology Coordinators	Certificate through Eduphoria for participation.				
2) Summer 2017 trained PBL staff will implement 1 project per semester. (Cohort 1,2,3 will implement 3 projects per school year)	1, 2, 3, 10	Principal, AP, Instructional Specialist, PBL Committee	Documentation of presentation (project overview) and continued participation in PBL. Positive feedback from students and teachers on projects implemented.				
3) Maintain PBL Campus Committee	1, 2, 3, 4	Principal, AP, Instructional Specialist, Cohort 1,2,3 representatives.	Minutes & agendas of campus committee meetings and trainings				

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas

Evaluation Data Source(s) 2: All student groups will grow by at least 10%

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide supplemental interventions to increase student success for low performing students in all sub groups (based off of 3 week assessments, common assessments and benchmarks)	1, 2, 3, 9, 10	Principal, AP, Instructional Specialist, Counselor, Teachers, certified tutors	Student intervention documentation used to increase incremental growth.				
				Funding Sources: State Comp Ed (24) - \$0.00, Local (199) - \$0.00, Title I (211) - \$0.00			
2) Monitor and promote student growth in all academic areas utilizing small group instruction and effective RTI implementation.	1, 2, 3, 9, 10	Principal, AP, Instructional specialist, teachers, certified tutors	Using walk throughs, local & state assessment data, student intervention forms with progress monitoring, individualize student data charts teachers will be able to identify trends and patterns of growth and targets for continued intervention.				
				Funding Sources: Title I (211) - \$0.00			
3) Monitor tiers of intervention/progress to ensure all students have access to the general curriculum. (Implement "Power Hour" for intervention time separate and above content area time)	1, 2, 3, 8, 9	Principal, AP, Instructional Specialist, Teachers, certified tutors	Using individual student progress charts, RTI progress reports on pre-post assessment measures, local and state assessment data students are able to reflect on their progress and identify strengths and weaknesses.				
4) Implement Motivation Math & Reading 2nd-5th, Motivation Writing (4th), Empowering Writers (K-5th), Abydos Pro-supplemental writing curriculum (PK-5)ans Motivation Science (5th) to enhance skills and provide higher level thinking and learning opportunities.	1, 3, 8, 9, 10	Principal, AP, Instructional Specialist, Teachers	Documented through walk throughs, lesson plans, Students Data Folders teachers are able to have multiple sources of curriculum to target the diverse needs of their students and take them further.				
				Funding Sources: Title I (211) - \$0.00			
5) Utilize Instructional Specialist to work within classrooms to help teachers improve instruction (Tier 1) and enhance effective RTI implementation	1, 3, 4, 9	Principal, AP, Instructional Specialist	Positively impact performance on local and state assessments, progress on pre/post assessments through RTI process, student data folder documented discussions.				
				Funding Sources: Title I (211) - \$0.00, Local (199) - \$0.00			
6) Implement grading period data meetings to promote in depth content knowledge and collaboration surrounding student data & effective instruction in reading, writing, math and science.	1, 2, 8, 9	Principal, AP, Instructional Specialist	Minutes, agendas, CARA forms				

7) Implement beginning of the year Reading BINGO to foster a love of reading and enhance fluency and comprehension in a variety of genres	2	Librarian, Teachers	Increasing the number of completed individual student BINGO cards over last year by 15%.				
System Safeguard Strategy 8) Implement weekly 4th grade writing planning with Instructional Specialist to increase collaborative/data driven lessons.	1, 4, 8, 9, 10	Teachers, Instructional specialist	Consistently evaluate weekly lesson plans, benchmark data, common assessment data, STAAR scores in order to increase knowledge of expectations and increase student performance on district and state assessments.				

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance

Evaluation Data Source(s) 3: In 2017-2018, students in grades 3-5 will increase in Level III performance overall by 5%

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement weekly enrichment to promote higher level thinking applications of 21st Century Skills while increasing opportunities for competition.	1, 2, 3, 9, 10	Principal, AP, Instructional Specialist, Campus Librarian (UIL Coordinator), teachers	Enrichment schedule, student year and end of year feedback survey showing positive implementation.				
				Funding Sources: Local (199) - \$0.00, Title I (211) - \$0.00			
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance	2, 6, 10	Principal, AP, Office staff, Teachers	Improved attendance of targeted students/families, improved overall attendance to 96%				
				Funding Sources: Local (199) - \$0.00			
3) GT students will design and create the layout for the campus yearbook in order to increase opportunity to expand and apply real life skills.	1, 2	Instructional Specialist, Campus Librarian, Counselor, GT Teachers and GT Committee	Completed yearbook & positive student feedback on year end survey				
4) Implement Odyssey of the Mind teams with desire to participate in regional competition.	1, 2, 6, 10	Principal, Counselor, Instructional Specialist, Teachers, parent volunteers	Students year end feedback survey, teams attending regional competition.				
				Funding Sources: Gifted (21) - \$0.00, Local (199) - \$0.00			
5) Implement additional library resources for use with students PPCD/PK-5th grade. (Books/Maker spaces activities/supplies)	2, 9, 10	Librarian	End of the year feedback from teachers and staff, survey on library resources used from students.				
				Funding Sources: Title I (211) - \$0.00			

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Provide opportunities for additional growth for students at risk of dropping out of school or not completing.

Evaluation Data Source(s) 4: Documented progress in reading and math. (State testing- 4th/5th, or EOY assessments in K-3rd)

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All instructional staff will participate in the data meetings using the CARA process to identify areas of needed growth based upon common assessment and benchmark data for at risk students. Small group intervention will be implemented for identified students based upon 3 week assessment intervals-pre/post assessments for progress.	1, 4, 8, 9, 10	Principal, AP, Instructional Specialist, teachers	Calendar, Tutoring documentation sheets, RTI documentation, CARA forms, Individual student data folders with students reflection of increased awareness of individual needs.				
2) 5th Grade Field Trip to GHS with tour of the Career & Tech opportunities	3, 9, 10	Principal, AP, 5th grade teachers, CTE Director	Improved attendance, students year end survey feedback, CTE Trip feedback form-showing positive outlook for future in GISD and options available.				
3) Monitor student progress and interventions to reduce retention	1, 2, 3, 8, 9, 10	Principal, AP, Instructional Specialist, Teachers, Counselor	RTI documentation, retention documentation, report cards evaluated to provide teachers with information regarding needed interventions as well as the need for possible special programming..				
4) Implement early reading extension based activities during & before school and home reinforcement opportunities. (Including across grade level collaboration during PLC time)	1, 2, 3, 8	Teachers, Principal, Instructional Specialist	Individual student progress through Istation, RTI documentation, report cards, etc documenting increased participation.				
Funding Sources: State Comp Ed (24) - \$0.00							

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Students will participate in coordinated school health activities

Evaluation Data Source(s) 5: 100 % of eligible Mambrino students will participate in fitness programs through physical education classes.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in Fitness Gram		Principal, AP, PE Teacher	Fitness Gram report showing individual student growth.				
2) Implement campus wide family event geared toward health and wellness activities-incorporating community volunteers. * Fun Fit Family Night!	1, 6	Health & Wellness Committee/PE Teacher, Principal, AP, School nurse	sign in sheets, feedback forms, social media posts on campus facebook page and increased participation.				
Funding Sources: Local (199) - \$0.00							
3) Highlight implementation of Campus Miler's Club	1, 6, 10	PE Teacher, Nurse, Principal, AP, Counselor, teachers	PE Lesson plans, individual student and class Miler's Charts, Pictures posted of milers with highest miles each grading period.				
4) Raise funds for American Heart Association through Jump Rope for Heart to promote heart health	1, 6	PE Teacher, Health & Wellness Committee, Principal, AP	Donation of funds, student's heart health bulletin board, presentation of funds to American Heart Association showing increased donation				

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 6: Students will participate in coordinated school fine arts activities

Evaluation Data Source(s) 6: 100 % of eligible Mambrino students will participate a fine arts production activity for music/theater and art.

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All students will perform in a grade level musical presentation	1, 2, 6	Music teacher, grade level teachers	Increased numbers of people attending.				
2) Students will be provided an opportunity to audition and participate in the school musical (Jungle Book)	1, 2, 10	Musical Committee	Audition schedule, performance of campus musical, programs, sign in sheets showing increased interest in participation.				
3) All students will participate in an art based competition during the school year.	2, 6	Classroom Teachers	Increase student awareness of types of art.				

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Provide technology professional development to support instruction

Evaluation Data Source(s) 1: 100 % of Mambrino teachers will participate in at least 2 technology trainings.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Monthly professional development for Mambrino staff through the GISD Technology Dept. and/or campus technology committee. (Appy Hours)	1, 2, 3, 4	Principal, AP, Campus Librarian, Instructional specialists, campus technology committee, district technology coordinators	Walkthrough/Data walks showing an increase in types of technology/apps taught through professional development sessions.				
2) Increase use of technology in classrooms	1, 10	Principal, AP, Campus Librarian, Instructional Specialist, Technology Committee, Technology Coordinators	Technology walk throughs, T-Tess, positive increase on year end Bright Bytes survey				
Funding Sources: Local (199) - \$0.00							
3) Implement campus wide technology lessons on district early release days	1, 2, 3, 4, 5, 8, 9, 10	Principal, AP, Instructional Specialist, Campus Librarian, Campus Technology Committee, GISD Technology Coordinators, Teachers	Technology lesson plans, walk throughs on early release days, technology committee meetings minutes, agendas, sign in sheets				

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship.

Evaluation Data Source(s) 2: 100% of mambrino students will participate in internet safety lessons.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students participate in Internet Safety education training utilizing GISD lesson built by Technology Department	1, 2, 3, 4, 10	Principal, AP, Campus Librarian	Principal attestation, Library lesson plans, reduction in violation of internet policy				

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 3: Expose students to a variety of digital tools and software.

Evaluation Data Source(s) 3: Mambrino teachers will utilize digital tools 75% of the class time to enhance student learning.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Create opportunities for students to use a variety of technology through classroom lessons during early dismissal days and RTI.	1, 2, 3, 8, 9, 10	Teachers, Principal, AP, Certified tutors	Lesson plans, T-Tess, RTI walk throughs, etc.				
2) Teachers will utilize a variety of digital tools to enhance student performance: interactive smart board, hand held devices, projection system, chrome books, ipads, computer lab, software and apps	1, 4, 10	Principal, AP, Instructional Specialist, Librarian, Teachers	Increased % of technology tools used as documented in walk throughs, GAP, presentations through PBL and additional projects.				
3) Students will utilize multiple applications/software: iStation, Imagne Learning, (ESL & SPED), AR, Think through Math, IXL, Reading Eggs, Brain Pop, No Red Ink, etc.	1, 2, 3, 7, 8, 9, 10	Principal, AP, Instructional Specialist, Librarian	T TESS, Bright Bytes survey, Individual applications/software usage reports				

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: Mambrino will evaluate, improve and maintain campus safety and security

Evaluation Data Source(s) 1: 100% of mambrino teachers will participate in safety training and monthly disaster drills.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus will complete monthly facilities inspection	1, 2, 4, 10	Principal, AP, Lead custodian	Work Order completion, completed monthly inspection report				
2) All staff will complete state and local safety trainings including: 10 GISD required trainings, student drills, and science lab trainings. (Fire, Tornado, Nuclear, Lock down, Bus evac)	1, 2, 4, 10	Principal, AP, Teachers, staff	State and local completion reports				
3) Implementation and training of 5 Rule school wide discipline system and procedures surrounding the system	2, 3, 4	Principal, AP, Teachers, staff	Documentation of procedures taught, sign in sheet, end of year evaluation from discipline committee on effective use of system				
4) Implement Mambrino safe release procedures for pick up (blue card, designated parent and student waiting areas) Implement safe loading and unloading procedures for bus students (caution zone-backpack tags, ordered tables for bus students-ordered for quick release)	1, 2	Principal, AP, Teachers, staff	Documentation of procedures taught, parent letters communicating procedures, staff and parent feedback				

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling

Evaluation Data Source(s) 1: All grade levels will participate in alternate scheduling

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students participate in enrichment and intervention classes during flexible scheduling	1, 2, 3, 9, 10	Principal, AP, Instructional Specialist, Teachers	Enrichment/Intervention schedule, lesson plans, student enrichment feedback				
				Funding Sources: Local (199) - \$0.00			
2) Early release days followed by professional development day at the end of grading periods is utilized for campus staff development and curriculum planning.	1, 2, 3, 4, 8, 9, 10	Principal, AP, CLT, Instructional Specialist, Teachers	CLT Professional Development Plan, agendas, sign in sheets, campus calendar, district calendar				
				Funding Sources: Title I (211) - \$0.00, Local (199) - \$0.00, Special Education (23) - \$0.00			

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize campus leadership team to determine and evaluate professional development needs of the campus.

Evaluation Data Source(s) 2: The Campus Leadership Team meets a minimum of 6 times each year.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus Leadership Team (CLT) meets regularly to review data and establish campus needs and goals including professional development needs of the campus	1, 2, 3, 4, 6, 8	Principal, AP, Instructional Specialist, CLT members	Minutes, sign in sheets, agendas, campus professional development policy				

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Community resources list will be updated and made available throughout the school year.

Evaluation Data Source(s) 1: Community resources list will be maintained and/or edited by the CLT 3 times per year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Families in need of assistance are directed to resources within the district and community	2, 6, 9	Principal, AP, Instructional Specialist, Office Staff, Nurse, Teachers	Comprehensive list of known resources & services, campus procedures outlining how to direct families to needed resources				
2) Training on campus procedures for all staff members on referral process for families in need	1, 2, 4, 6, 7, 10	Principal, AP, Counselor, Nurse, Office Staff, Teachers	Documentation of training agenda, sign in sheet				

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize the Speaker's Bureau

Evaluation Data Source(s) 2: Mambrino staff will increase use of the Speaker's Bureau, other community speakers and resources by 5%

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will consult with and utilize the Speaker's Bureau to enhance academic application and bring relevant real world experiences from community members and organizations in Granbury	1, 2, 3, 6, 8, 10	Principal, AP, Instructional Specialist, Teachers	Lesson plans, sign in documentation of speakers				

							2017-18	2017-18	2017-18	Encumbered	2017-18		
FND	T	FC	OBJ	SO	ORG	F	PI	LOC	Original Budget	Revised Budget	FYTD Activity	Amount	Available Funds
199	E	11	6112	00	107	0	34	000					
199	E	11	6112	13	107	0	24	000					
199	E	11	6112	98	107	0	24	000					
199	E	11	6116	00	107	0	24	820					
199	E	11	6117	00	107	0	24	000					
199	E	11	6117	00	107	0	34	000					
199	E	11	6117	13	107	0	24	000					
199	E	11	6117	IS	107	0	24	000					
199	E	11	6118	00	107	0	24	000	11,000.00	11,000.00			11,000.00
199	E	11	6118	00	107	0	24	00F					
199	E	11	6125	00	107	0	24	000					
199	E	11	6125	00	107	0	24	940					
199	E	11	6125	00	107	0	34	000					
199	E	11	6131	00	107	0	24	000					
199	E	11	6141	00	107	0	24	000					
199	E	11	6141	00	107	0	24	00F					
199	E	11	6141	00	107	0	24	820					
199	E	11	6141	00	107	0	24	940					
199	E	11	6141	00	107	0	34	000					
199	E	11	6141	13	107	0	24	000					
199	E	11	6141	98	107	0	24	000					
199	E	11	6142	00	107	0	24	000					
199	E	11	6142	00	107	0	24	940					
199	E	11	6142	00	107	0	34	000					
199	E	11	6142	13	107	0	24	000					
199	E	11	6142	DN	107	0	24	000					
199	E	11	6142	HI	107	0	24	000					
199	E	11	6143	00	107	0	24	000					
199	E	11	6143	00	107	0	24	00F					
199	E	11	6143	00	107	0	24	820					
199	E	11	6143	00	107	0	24	940					
199	E	11	6143	00	107	0	34	000					
199	E	11	6143	13	107	0	24	000					
199	E	11	6143	98	107	0	24	000					
199	E	11	6144	00	107	0	24	000					
199	E	11	6144	00	107	0	24	00F					
199	E	11	6144	00	107	0	24	940					
199	E	11	6144	00	107	0	34	000					
199	E	11	6144	13	107	0	24	000					
199	E	11	6144	IS	107	0	24	000					
199	E	11	6145	00	107	0	24	000					
199	E	11	6145	00	107	0	24	00F					
199	E	11	6145	00	107	0	24	820					
199	E	11	6145	00	107	0	24	940					
199	E	11	6145	00	107	0	34	000					
199	E	11	6145	13	107	0	24	000					
199	E	11	6145	98	107	0	24	000					
199	E	11	6146	00	107	0	24	000					
199	E	11	6146	00	107	0	24	00F					
199	E	11	6146	00	107	0	24	940					
199	E	11	6146	00	107	0	34	000					
199	E	11	6146	13	107	0	24	000					
199	E	11	6219	00	107	0	24	000					
199	E	11	6219	00	107	0	24	820					
199	E	11	6297	99	107	0	24	000					
199	E	11	6325	00	107	0	24	000					
199	E	11	6326	00	107	0	24	000					

FND	T	FC	OBJ	SO	ORG	F	PI	LOC	2017-18	2017-18	2017-18	Encumbered	2017-18
									Original Budget	Revised Budget	FYTD Activity	Amount	Available Funds
199	E	11	6326	00	107	0	24	900					
199	E	11	6329	00	107	0	24	000					
199	E	11	6395	00	107	0	24	000					
199	E	11	6395	00	107	0	24	390					
199	E	11	6395	00	107	0	24	490					
199	E	11	6395	00	107	0	24	900					
199	E	11	6395	00	107	0	24	950					
199	E	11	6395	00	107	0	34	000	651.00	651.00			651.00
199	E	11	6395	13	107	0	24	000					
199	E	11	6395	AM	107	0	24	000					
199	E	11	6395	ER	107	0	24	000					
199	E	11	6395	EW	107	0	24	000	1,800.00	1,800.00			1,800.00
199	E	11	6395	MM	107	0	24	000	9,125.00	9,125.00			9,125.00
199	E	11	6395	VG	107	0	24	000					
199	E	11	6396	00	107	0	24	000					
199	E	11	6397	00	107	0	24	000	3,000.00	3,000.00			3,000.00
199	E	11	6397	EM	107	0	24	000	3,000.00	3,000.00			3,000.00
199	E	11	6397	IS	107	0	24	00N					
199	E	11	6397	SM	107	0	24	000	2,500.00	2,500.00			2,500.00
199	E	11	6411	00	107	0	24	000					
199	E	11	6411	00	107	0	24	820					
199	E	11	6411	00	107	0	24	900					
199	E	11	6412	00	107	0	24	000					
199	E	11	6631	00	107	0	24	000					
199	E	11	6639	00	107	0	24	00B					
199	E	11	6645	00	107	0	24	000					
199	E	13	6119	NJ	107	0	24	000					
199	E	13	6395	00	107	0	24	000					
199	E	13	6411	00	107	0	24	000					
199	E	13	6411	00	107	0	24	900					
199	E	13	6497	00	107	0	24	000					
199	E	13	6497	00	107	0	24	900					
199	E	31	6339	00	107	0	24	000					
199	E	31	6339	00	107	0	24	900					
Grand Expense Totals									30,076.00	30,076.00			30,076.00

Number of Accounts: 91

***** End of report *****

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Danielle Rodrique	Instructional Specialist	Title I	1.0