Granbury Independent School District

Mambrino School

2018-2019 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.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 23, 2015

Needs Assessment Overview

In summary, the campus continues to make super progress in all targeted areas. As we face new challenges brought on by the transition into a STEAM Academy, the campus is focused on making sure communication and clarity are of the utmost importance to our staff and our families. Innovative opportunities for students to study and present projects will help increase the awareness and highlight the different methods by which the campus is implementing. Taking new risks and learning from mistakes will be met with grace in order to model for students that when we fail-we fail forward. Additional supports through campus "Houses" will help provide older students an outlet to model growth mindset for our younger students and for our younger students a mentor to provide them with extra help from our older students. Competition is based off of 5 characteristics "Amazing Attendance", "Superb Citizenship", "Fantastic Fail Forwards", "Exceptional Effort," and "Captivating Cooperation". These areas will be the basis of House Points and teaching students ways to improve them will be the focus of weekly design challenges lead by various grade level teachers and admin.

Demographics

Demographics Summary

At the end of the 17-18 school year there were 592 student enrolled at Mambrino in grades PPCD-8th grade. Throughout the past school year our free and reduced lunch numbers have fluctuated from 332 students or 52.5% in September to 360 student or 60.8% in May. 4.03% of the total population-24 students- were limited English proficient (LEP) and 7.2%-43 students- were identified as gifted and talented. Approximately 40.2% of students qualify as at risk based upon the 13 state qualifying characteristics and students receiving services under special education was 133 students or 23%. 51 students of the 133 are served in a life skills homeroom between PK-8th grade. This number does not include PPCD students which are 3 or 4 years old or receive special education services through resource/inclusion.

As the campus moves into the 18-19 school year it will transition into a STEAM Academy. This transition will increase overall numbers as "transfer" students accepted into the program based on attendance and discipline. 140 students were accepted into the academy in grades K-5. After confirmation from parents the number of students planning to attend by grade level for next school year is expected to be as follows: Kinder-22, 1st grade-19, 2nd grade-36, 3rd grade-19, 4th grade-22, 5th grade-16

Adding these students will elevate overall numbers to 732. Additional staff has been added to cover the additional students bringing the total number of staff (excluding cafeteria and custodial) to 76. Because of the campuses unique programming 23 of the 76 are para-professionals.

Student Achievement

Student Achievement Summary

Overall results on state STAAR testing (STAAR and STAAR Alt) are as follows:

Reading 3rd grade-88% Math 3rd grade-94%

Reading 4th grade-79% Math 4th grade-83%%

Reading 5th grade-80% Math 5th grade-89% Science 5th-82%

These scores show continued progress in cohort groups across longitudinal data in the all students category as well as the Hispanic category. Huge growth in the Hispanic sub pop was noted in math as they outperformed the white students by almost 20 points in 4th math and 12 points in 4th grade reading. The 4th grade teachers were part of the TEA Writing Pilot this year which took the place of the 4th grade STAAR writing test. Therefore, no scores are available for the 4th grade writing.

With regards to reading Kinder, 1st and 2nd data from Istation showed a significant increase from the beginning of the year to the end of the year of students in Tier 2 or 3 moving up a tier. All grade levels showed good growth as implementation of SRA is in its 2nd year and the campus began using the LLI program for intervention with students. Math beginning of the year to the end of the year showed progress as well as individual progress noted on the ESGI assessments used to assess students on grade level skills considered "power standards."

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate continues to be a strength for the school. As the school moves forward in its transition to a STEAM Academy this area will need to be a major focus coupled with exceptional communication. Teachers and staff are learning a tremendous amount of "new" ways of teaching and assessing using multiple curriculum. After meeting with the Campus Leadership Team at the the end of the year meeting, the committee agreed that there will be a need to balance traditional expectations and the need for innovative integration of strategies.

Communication and clarity of expectations for staff, students and parents will be critical in this process in order to increase success as documented by next year's qualitative survey on climate and culture.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement is critical to the success of any school. The partnership built between educators and parents will be strengthened by the family and communities ability to participate and witness the growth of the students within. Frequent opportunities are needed for students to "show off" their learning and the campus is committed to tying those "presentations" to the STEAM enrichment clubs.

Our PTO was able to fund additional field trips throughout the year and the campus continues to receive GEF grants for their unique ideas-this year receiving almost $10,000. Continued implementation of Professional Learning Communities including an additional hour of plan time weekly during the school day will keep teachers focused on the standards and the student's level of understanding.

Attendance continues to be a struggle - however, the discrepancy was noted in regards to the students that are covered under special education special programs on this campus. The ARD committees continue to reinforce the need for students to attend school daily, but the increase of medical exemptions continues to negatively affect the overall attendance rate of the campus.

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

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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

Revised/Approved: September 06, 2018

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 90% positive feedback on student, parent and staff surveys at year end.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Continuation of implementation of cross grade level "House" system.		Principal, AP, Counselor, Campus Leadership Team	Campus wide implementation of multi grade level house system focused around character traits will contribute to the positive climate established and increase the % of positive results on the end of year survey from parent staff and students.				
2) Implement additional Family Nights (Parent University) to focus on educating parents on the inquiry design process, growth mindset and a variety of additional educational strategies as well as communicating campus expectations in order to enhance parent understanding and involvement with campus culture. (Family Reading Night, Family Math/Science Night, Fun Fit Family Night, Back to School Picnic, Family Movie Nights)	2.4, 2.5, 3.1	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 done through Parent University-providing information required for parents as well as information requested by parents. (including Title 1 Campus Overview & Parent Notification)	3.1, 3.2	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 1.				

4) PK/Kinder Round Up, Kinder Parent Meetings & Conferences.	2.6	Principal, Counselor, 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.		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-character education infused with meaning behind the individual houses, Fun Fit Friday)	2.5	Principal, AP, Teachers & students	Using observations, daily master schedule, campus social media posts of activities, etc. to monitor positive perceptions of surrounding school community.				
7) Mambrino staff will visit various schools and organizations that teach teachers and students creatively while maintaining motivation for staff while creating a climate and culture that promotes student success.	2.4, 2.5, 2.6	Principal, Asst. Principal, Instructional Specialist and Teachers	Following implementation of site visit information: Increase in student engagement as noted on campus walkthroughs/evaluations, positive feedback from students and parents on campus culture.				

✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement mentoring programs		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.		Principal, AP, Counselor, Instructional Specialist, teachers.	(Kiwanis 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		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.				
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

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 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 4: Provide informational sessions and tours to the Mambrino STEAM Academy across the district.

   Evaluation Data Source(s) 4: Implement 4 informational sessions at neighborhood community centers across the district (January/February) regarding application requirements, curriculum, etc. surrounding STEAM.

   Summative Evaluation 4:

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	ELEMENTS	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		Early adopter cohort teachers, GISD Curriculum/Technology Coordinators	Certificate through Eduphoria for participation.				

2) Summer 2018 trained PBL staff will implement 1 project per semester along with previous cohorts.		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		Principal, AP, Instructional Specialist, Cohort 1,2,3 representatives.	Minutes & agendas of campus committee meetings and trainings				

✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue

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	ELEMENTS	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)		Principal, AP, Instructional Specialist, Counselor, Teachers, certified tutors	Student intervention documentation used to increase incremental growth.				
2) Monitor and promote student growth in all academic areas utilizing small group instruction and effective RTI implementation.		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.				
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)		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.		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.				
5) Utilize Instructional Specialist to work within classrooms to help teachers improve instruction (Tier 1) and enhance effective RTI implementation		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.				
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.		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		Librarian, Teachers	Increasing the number of completed individual student BINGO cards over last year by 15%.				
8) Implement weekly 4th grade writing planning with Instructional Specialist to increase collaborative/data driven lessons.		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.				
9) Teachers will attend professional development for literacy to implement balanced literacy for all student pops		Campus Principal, Instructional Specialist	Foundational literacy skills improvement				

✔ = Accomplished   ➔ = Continue/Modify   ◕ = Considerable   ◔ = Some Progress   ⬤ = No Progress   ✘ = Discontinue

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	ELEMENTS	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.		Principal, AP, Instructional Specialist, Campus Librarian (UIL Coordinator), teachers	Enrichment schedule, student year and end of year feedback survey showing positive implementation.				
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance		Principal, AP, Office staff, Teachers	Improved attendance of targeted students/families, improved overall attendance to 96%				
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.		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.		Principal, Counselor, Instructional Specialist, Teachers, parent volunteers	Students year end feedback survey, teams attending regional competition.				
5) Implement additional library resources for use with students PPCD/PK-5th grade. (Books/Maker spaces activities/supplies)		Librarian	End of the year feedback from teachers and staff, survey on library resources used from students.				
✔ = Accomplished → = Continue/Modify ◑ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue							

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	ELEMENTS	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.		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		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		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)		Teachers, Principal, Instructional Specialist	Individual student progress through Istation, RTI documentation, report cards, etc documenting increased participation.				
5) Attend additional trainings/conferences that promote academic rigor while meeting the needs of all learners and increase student engagement through higher order thinking and questioning.		Principal, Asst. Principal, Instructional Specialist, Teachers	Increase of student engagement and higher order thinking skills as documented by walkthroughs and evaluations.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue							

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	ELEMENTS	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!		Health & Wellness Committee/PE Teacher, Principal, AP, School nurse	sign in sheets, feedback forms, social media posts on campus Facebook page and increased participation.				
3) Highlight implementation of Campus Miler's Club		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		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				
✔ = Accomplished ➡ = Continue/Modify ⬤ = Considerable ⬤ = Some Progress ⬤ = No Progress ✖ = Discontinue							

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:

				Reviews			
Strategy Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Dec	Feb	Apr	June
1) All students will perform in a grade level musical presentation		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)		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.		Classroom Teachers	Increase student awareness of types of art.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

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 7: Students will experience an integrated arts curriculum through extension activities and coordinated lessons involving the arts.

Evaluation Data Source(s) 7: 100% of students will participate in at least 1 project each year that incorporates and integrates creative design with science, technology, engineering and/or math.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will use an integrated arts curriculum that incorporates and integrates creative design with science, technology, engineering and/or math.		Principals, Instructional specialists, teachers	Increased understanding of integrated content and exposure through various branches of the arts.				
✔ = Accomplished ➡ = Continue/Modify ◗ = Considerable ◗ = Some Progress ◯ = No Progress ✗ = Discontinue							

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 8: Sustain and support implementation of Project Lead the Way (PLTW)

Evaluation Data Source(s) 8: Increase number of trained staff in Project Lead the Way (PLTW)

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Train 3 staff members to become PLTW Trainers at the campus to provide support for currently trained staff as well as implementation of additional staff.	2.4, 2.5	Principals, STEAM Coordinator, Teachers.	Increase number of trained PLTW staff on campus.				
2) Purchase additional materials (kits) for newly trained teachers	2.4, 2.5	Principals, STEAM Coordinator, Instructional Specialist, Teachers.	Provide materials needed for continued implementation of PLTW curriculum.				
3) Students will compete in various STEAM based competitions available through PLTW and other entities across the state.	2.5	STEAM Coordinator, teachers	Improved skill surrounding specified competition (engineering, mathematics, etc.) and increase in attendance in number of competitions.				
✔ = 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 connected to STEAM based application in PLTW, EcoRise, and Education Closet curriculums.

Summative Evaluation 1:

Strategy Description	ELEMENTS	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. (Happy Hours)		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		Principal, AP, Campus Librarian, Instructional Specialist, Technology Committee, Technology Coordinators	Technology walk throughs, T-Tess, positive increase on year end Bright Bytes survey				
3) Implement campus wide technology lessons on district early release days		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				
4) Increase use of PLTW iPad applications with integration of STEAM based kits.	2.5	Principals, STEAM Coordinator, Instructional specialist, teachers	Familiarity of applications and increased use of those applications in PLTW presentations by students.				

✔ = 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 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	ELEMENTS	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		Principal, AP, Campus Librarian	Principal attestation, Library lesson plans, reduction in violation of internet policy				
✔ = 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 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	ELEMENTS	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.		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		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, Imagine Learning, (ESL & SPED), AR, Think through Math, IXL, Reading Eggs, Brain Pop, No Red Ink, etc.		Principal, AP, Instructional Specialist, Librarian	T TESS, Bright Bytes survey, Individual applications/software usage reports				
✓ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus will complete monthly facilities inspection		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)		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		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)		Principal, AP, Teachers, staff	Documentation of procedures taught, parent letters communicating procedures, staff and parent feedback				
✔ = Accomplished ➜ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students participate in enrichment and intervention classes during flexible scheduling		Principal, AP, Instructional Specialist, Teachers	Enrichment/Intervention schedule, lesson plans, student enrichment feedback				
2) Early release days followed by professional development day at the end of grading periods is utilized for campus staff development and curriculum planning.		Principal, AP, CLT, Instructional Specialist, Teachers	CLT Professional Development Plan, agendas, sign in sheets, campus calendar, district calendar				
3) Inquiry Design Process Challenges (STEAM Challenges) with infused 21st Century Skills presented weekly to all grade levels during cross grade level collaboration time.	2.5, 2.6	Specials teachers, Instructional specialist, Principals, STEAM Coordinator	Increased camaraderie between grade levels & houses focused around relationships and an increased level of comfort and skill in communication, collaboration, critical thinking and creativity as measured through specific rubrics.				

✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

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	ELEMENTS	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		Principal, AP, Instructional Specialist, CLT members	Minutes, sign in sheets, agendas, campus professional development policy				
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

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	ELEMENTS	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		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		Principal, AP, Counselor, Nurse, Office Staff, Teachers	Documentation of training agenda, sign in sheet				
✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

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	ELEMENTS	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		Principal, AP, Instructional Specialist, Teachers	Lesson plans, sign in documentation of speakers				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

State Compensatory

Budget for Mambrino School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 e 11 6118 00 107 0 24 000	6118 Extra Duty Stipend - Locally Defined	$5,913.00
	6100 Subtotal:	**$5,913.00**
6300 Supplies and Services		
199 e 11 6395 MM 107 0 24 000	6395 Supplies, DP Operations - Locally Defined	$5,000.00
	6300 Subtotal:	**$5,000.00**

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Jayme Duckett	Instructional Specialist	Title I	1