

# Mambrino STEAM Academy 2019-2020 Campus Plan At-A-Glance

## District 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.

## Campus Vision

Mambrino, policies, programs & practices will reflect our commitment to help all students learn at high levels.

*We envision a school in which:*

- our staff consistently works together- interdependently- in collaborative teams
- there are support systems for all staff and students
- joint accountability is demonstrated by all staff in order to ensure that all students learn at the highest level
- our staff collects and analyzes data to examine the effectiveness of student and staff support systems
- the schedules are designed to provide additional time for teachers to reflect on and plan for student success on the guaranteed and viable curriculum
- our staff supports continuous learning and professional development
- our campus has a strong partnership with parents/guardians and provides them with information they need to monitor and support the learning of their children
- staff integrates state required knowledge and skills with Inquiry-based learning systems
- campus provides individualized, interest-based enrichment opportunities

## Collective Commitments

In order to achieve the vision of our school, each member of the Mambrino staff have made the following commitments:

- I will be a positive, collaborative, and contributing member of the Mambrino staff
- I will monitor each student's learning on an ongoing basis through formative and summative assessments
- I will use the evidence of student learning to inform and improve my practice and to better meet the needs of my individual students
- I will work with my colleagues to determine and teach the essential knowledge and skills of our curriculum
- I will seek out, utilize, and share the most effective practices to help support student learning
- I will keep parents informed of the progress of their children
- I will integrate state required knowledge and skills with Inquiry-based learning systems
- I will provide individualized, interest-based enrichment opportunities

**Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.**

**Performance Objective 1:** Through implementation of the district scope and sequence, as well as unique and innovative teaching strategies, STAAR performance will increase 5% in reading and writing and 3% in math and science.

- Continue implementation of guided reading and LLI programs in K-5.
- Monitor strategies for all special populations through RTI, MTA, and tutorials
- Increase implementation of guided math
- Continue daily implementation of inquiry design process in all content areas.
- <https://docs.google.com/document/d/1sbSJRIUPIFxRC-M7kG2NnGfpc79na4YTOw5e4zQ8tTc/edit> (link for individual grade level goals in both reading and math for performance objectives 1 & 2)

**Performance Objective 2:** Through implementation of the district scope and sequence, as well as unique and innovative teaching strategies, STAAR performance (mastery percentage) will increase 5% in reading and writing and 3% in math and science.

- Continue after school opportunities for clubs (Odyssey of the Mind, UIL, Robotics, etc.)
- Participate in multiple competitions through a variety of organizations at the local, regional and state level, as well as, global challenges for STEAM and inquiry design

**Performance Objective 3:** Implement 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.

- Update Parent and Family Engagement Plan during each campus family night and daytime events  
(*Parent University, Family Nights, Back to School Picnic, Coffee with administration, Fun Fit Family Night, etc.*)
- Parent University/STEAM presentation nights (2 times per year)
- Family STEAM Nights (3 times per year)
- Coffee with administration (4 times per year)

**Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.**

**Performance Objective 1:** Increase the capacity and campus support of teachers in providing rigorous and challenging lessons for students.

- Implement new campus mentoring program (NTC meets monthly)
- Enhance weekly professional learning community meetings (PLC) discussing data, instruction & best practices to improve student performance using the 4 PLC questions

**Performance Objective 2:** Provide meaningful and relevant professional development surrounding needs of students and staff.

- Provide continued training on Inquiry Design Process (*Book Study, January Speaker, etc.*)
- Provide additional training and feedback for teachers on implementation of guided reading and writing. (*Debbie J on campus training, LLI trained staff to help with implementation and training of tutors, PLC disaggregation of BAS data/Istation/BOY/MOY/EOY/STAAR data*)
- Seek out new and innovative strategies for increasing rigor and relevancy with students while maintaining a positive campus culture including visiting various innovative sites, bringing in professional speakers, and digitally connecting with possible global partners. (*Send additional 2 teams to RCA, continue Carnegie Project with STEAM team through FW Museum, Google hangouts with additional STEAM schools, provide tours for interested schools across the metroplex*)

**Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.**

**Performance Objective 1:** We will implement strategies to increase positive peer relationships and promote student engagement and connectedness to school.

- Implement weekly "Kid PLC" to foster implementation of 21st Century Skills, inquiry design process and leadership.
- Continue implementation of weekly enrichment groups to foster creativity, imagination and application of inquiry design.
- Teach students the seven skills of interpersonal communication and hold the 1st annual "Amazing Shake" competition to highlight student's "soft skills". (*The Amazing Shake is a competition that focuses on teaching students discipline, respect and professional conduct*)

**Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.**

**Performance Objective 1:** Strengthen the leadership and team building capacity of students.

- Train current 5th and 4th grade students on the "Leadership is a Life Skill" curriculum.
- Continue to implement the house system with monthly meetings focused around team building and character traits.
- Become a School of Character (Through character.org)

**Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.**

**Performance Objective 1:** Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning.

- Monitor technology integration including training, communication, and development of strategies and tools, to ensure readiness when utilizing different devices. (*Walkthroughs for tech integration, Tech Tip Tuesday*)
- Digital safety and responsible usage through library classes

**Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.**

**Performance Objective 1:** Provide an innovative, safe, comfortable and well maintained environment.

- Redesign library to reflect an inquiry design/ STEAM based layout. *(Expand library out into the school with book kiosks while also maximizing alternating, hands on STEAM experiences within the library, create a maker space section where each wall represents a different branch of science)*
- Practice ongoing safety protocols and communicate proficiency to students and staff through: staff meetings, classroom discussions, etc. including debrief after state required drills. *(Fire, tornado, lockdown, active shooter, AED, CPR, etc.).*
- Track use of collaborative areas. *(big collaborative area, kitchen, small collaborative area, read-write-'rithmetic room, etc.)*

**Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.**

**Performance Objective 1:** Investigate and apply for innovative funding through approved grant opportunities.

- Apply for 10 grants throughout the school year for funding on innovative classroom, grade level or program ideas including STEAM and/or Inquiry Design. *(GEF, Crayola Foundation, Lego, etc.)*

# Mambrino Campus Goals

## SY:19-20

**Reading/ELA Campus Goals:** *Through implementation of the district scope and sequence, as well as unique and innovative teaching strategies, STAAR performance in reading and writing will increase by at least 5%.*

### Individual grade level reading and/or writing goals

- K: 80% of students on Guided Reading level D or above at year end  
Every student making *at least 1 year's growth* (at least 4 levels)
- 1st: 85% of students on Guided Reading level I or above at year end  
Every student making *at least 1 year's growth* (at least 6 levels)
- 2nd: 90% of students on Guided Reading level M or above at year end  
Every student making *at least 1 year's growth* (at least 4 levels)
- 3rd: Every student making *at least 1 year's growth* (at least 4 GR levels)  
85% of students at the approaches level on STAAR reading  
25% of students at the masters level on STAAR reading
- 4th: Every student making *at least 1 year's growth* (at least 4 GR levels)  
At least 85% of students at the approaches level on STAAR reading  
At least 25% of students at the masters level on STAAR reading  
At least 80% of students at the approaches level on STAAR writing  
At least 20% of students at the masters level on STAAR writing
- 5th: Every student making *at least 1 year's growth* (at least 4 GR levels)  
At least 95% of students at the approaches level on STAAR reading  
At least 32% of students at the masters level on STAAR reading

# Mambrino Campus Goals

## SY:19-20

***Math/Science Campus Goal:*** Through implementation of the district scope and sequence, as well as unique and innovative teaching strategies, STAAR performance in math and science will increase by at least 3-5%.

### **Individual grade level math and/or science goals**

K: -80% of students passing with 80% or above on EOY Screener

1st: -85% of students passing with 80% or above on EOY Screener  
(self-read)

2nd: -90% of students passing with 80% or above on EOY Screener  
-90% of students passing with 80% or above on EOY common  
assessment. (self-read)

3rd: -85% of students at the approaches level on STAAR math  
-25% of students at the masters level on STAAR math

4th: -85% of students at the approaches level on STAAR math  
-28% of students at the masters level on STAAR math

5th: -95% of students at the approaches level on STAAR math  
-40% of students at the masters level on STAAR math  
-90% of students at the approaches level on STAAR science  
-25% of students at the masters level on STAAR science

# Mambrino Campus Goals

## SY:19-20

***Daily Implementation of Inquiry Design Process (IDP) Campus Goal:***

Teachers will document lessons from Project Lead the Way and daily IDP in weekly lesson plans.

IDP will be documented by answering the following questions:

1. What are you doing in the lesson?
2. How are you going to do it?
3. What do you want the kids to know or be able to do at the end of the lesson?

When building the IDP lessons teachers should support student by prompting students to consider:

*What questions should I be asking? (ASK)*

*In what ways can I accomplish the task? What is the best way? (EXPLORE)*

*Come to consensus on the best possible way and complete the task (MODEL)*

*Did it work? What could have been done differently? (EVALUATE)*

*This is what I did, this is what I could have done differently and here's why I think that would have been better or worse. (EXPLAIN)*

# Granbury Independent School District

## Mambrino School

### 2019-2020 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

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## Vision

### Campus Vision

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*We envision a school in which:*

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- there are support systems for all staff and students
- joint accountability is demonstrated by all staff in order to ensure that all students learn at the highest level
- our staff collects and analyzes data to examine the effectiveness of student and staff support systems
- the schedules are designed to provide additional time for teachers to reflect on and plan for student success on the guaranteed and viable curriculum
- our staff supports continuous learning and professional development
- our campus has a strong partnership with parents/guardians and provides them with information they need to monitor and support the learning of their children
- staff integrates state required knowledge and skills with Inquiry-based learning systems
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- I will work with my colleagues to determine and teach the essential knowledge and skills of our curriculum
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

For the 18-19 school year our enrollment increased significantly with the addition of approximately 140 STEAM transfers. Total enrollment at the end of the school year was 736 up from 593 the previous year. As the campus moves into it's second year as a STEAM Academy and additional 77 students will transfer bringing the total STEAM transfers to approximately 200, with a campus total to approximately 800 students. (if incoming kindergarten numbers remain the same as last year)

Throughout the year our free and reduced numbers held steady and we ended the year with 415/736 for an overall total of 56.4% free and reduced. 3.125% of the total population-23 students were limited English proficient (LEP) and 8.15%-60 students were identified as gifted and talented. Approximately 22.6% (167 students) of the students qualify as at risk based upon the 13 criteria defined by the state and students rec receiving special education services was 172 students or 23.6%. 55 of the 133 students are served in a life skills homeroom including PPCD students which are 3 and 4 years old or receive special education services through resource/inclusion. Because of the campuses unique programming 23/76 staff members are para-professionals.

### Demographics Strengths

# Student Achievement

## Student Achievement Summary

Overall preliminary results on state STAAR testing (STAAR/STAAR ALT) are as follows:

3rd Reading 70.4%/ 3rd Math-82%

4th Reading 85%/ 4th Math-87%/ 4th Writing-78%

5th Reading 92% (2nd round included)/Math 90%/Science 81%

Our 3rd grade reading scores were significantly lower than previous years. There was a tremendous amount of change in ELA teachers in 3rd grade this year and adjustments to scheduling will need to be made for next year in order accelerate their progress in 4th grade reading. The gap was not the same for the math. In 4th grade the STAAR scores were significantly above the district average and as we move into next year teachers will "dig in" to their data and use intervention strategies to facilitate additional improvement.

K-2 continues to show growth increase in guided reading levels and overall campus Istation. Education Galaxy (used for math) also shows added growth in mathematics. The campus has implemented guided reading and LLI with increased fidelity on campus reports from ESGI assessments in both reading and math. All 1st and 2nd grade teachers taught LLI (reading intervention program from Fountas and Pinnell) and these reading programs will be implemented in the upper grade levels moving into next year.

## Student Achievement Strengths

# **School Culture and Climate**

## **School Culture and Climate Summary**

School culture and climate continue to be a strength for the campus. With the addition of 140 new students this past year, there were some growing pains with communication and how we communicated differently than families previous campus. We continued to strive to build relationships across the campus through house meetings, professional learning communities for kids, and enrichment clubs.

Communication and clarity involving social media will be a target area for the campus after receiving the results of the parent feedback survey. Too many ways of communicating is compounded by multiple platforms and parents get confused if those platforms are different from grade level to grade level. The campus will continue to discuss possibilities for streamlining communication with parents and will use the parent information and staff information collected through an end of the year surveys from both.

## **School Culture and Climate Strengths**

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

Through discussion and feedback the campus feels a more formal process for teachers new to the campus would be beneficial. The CLT will consider the possibility of the "NTC" club (new to campus) to give the new teachers a deeper reference point for the excellent resources and wealth of information on campus available to them. Communication continues to be an area that we can always improve and moving into next year the CLT will be developing some standard operating procedures/protocols for teachers to reference. (As we increase clarity-confusion goes down).

## **Staff Quality, Recruitment, and Retention Strengths**

# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

As we move into our 2nd year as a STEAM Academy and are getting our feet under us, we recognize the need for outreach into the community. While our PTO continues to support our needs and many of our wants, we see a need to help deepen the capacity of our PTO by adding another layer of involvement from our teachers. Each grade level will have a PTO rep that attends the monthly meetings. Teachers will promote involvement of their homeroom parents with the PTO and serve as liaisons as well.

Communication continues to be a common theme throughout the needs assessment process and the desire to implement face to face communication over student progress has been repeated from multiple stakeholders. The use of video technology as a means for improving communication as well as designating types of communication platforms was also suggested to investigate.

We continue to be blessed by our PTO with several additional field trip opportunities and through the grant writing process of the Granbury Education Foundation. Our staff will continue to pursue other grant opportunities through local and state wide possibilities. (Lego, Google, etc.)

## **Parent and Community Engagement Strengths**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain

## 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
- 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 math assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Enrollment trends

## **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

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



# Goals


**Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.**

**Performance Objective 1:** Through implementation of the district scope and sequence, as well as unique and innovative teaching strategies, STAAR performance will increase 5% in reading and writing and 3% in math and science.

**Evaluation Data Source(s) 1:** % of approaching grade level standard on STAAR reports.

**Summative Evaluation 1:**

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|---|--|-----------|-----|-----|-----------|
|  |               |   |  | Formative |     |     | Summative |
|  |               |   |  | Dec       | Feb | Apr | June      |
| <p><b>TEA Priorities</b><br/>Build a foundation of reading and math</p> <p>1) Continued implementation of guided reading and leveled literacy instruction expanding from kindergarten through 5th grade.</p> | 2.4, 2.5, 2.6 | Campus administration, instructional specialist, teachers, LLI para-professional, and LLI tutors. | Increase fluency and comprehension of individual student reading levels (growth) as well as an increase in overall reading levels within each grade level as shown through teacher guided reading tracking sheets, student data folders, pre & post test results, etc. |           |     |     |           |
| <b>Funding Sources:</b> Title I (211) - 10000.00, Local (199) - 5000.00  |               |   |  |           |     |     |           |
| <p>2) Monitor strategies to promote continuous improvement for EL, SPED, Dyslexia, 504 and At Risk students through various means including RTI small group instruction, MTA and tutoring.</p>               | 2.4, 2.6      | Campus administration, instructional specialist, teachers, tutors and staff.                      | <p>Review sub pop student performance and student tracking sheet (orange folder) each data cycle.</p> <p>Review student group performance and Item analysis review during data meetings</p>  |           |     |     |           |

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------------|--|--|-----------|-----|-----|-----------|
|   |               |  |  | Formative |     |     | Summative |
|   |               |  |  | Dec       | Feb | Apr | June      |
| 3) Increase implementation of guided math.  | 2.4, 2.5, 2.6 | Campus administration, instructional specialist, teachers, tutors and staff.         | Increase numerical fluency (growth) as well as an increase in overall problem solving within each grade level as shown through teacher tracking sheets, student data folders, pre & post test results, etc.                |           |     |     |           |
| 4) Continue daily implementation of inquiry design process through multiple content areas. (PLTW, Eco Rise, etc.) | 2.5           | STEAM Coordinator, campus administration, instructional specialist, teachers & staff | Increased student ability to solve problems and use the process of ask, explore, model, explain, and evaluate. Increased scores on multiple formative assessments, increased student stamina and grit for problem solving. |           |     |     |           |
| <b>Funding Sources:</b> Local (199) - 7000.00, Title I (211) - 2500.00  |               |  |  |           |     |     |           |
|                                 |               |  |  |           |     |     |           |

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 2:** Through implementation of the district scope and sequence, as well as unique and innovative teaching strategies, STAAR performance (mastery percentage) will increase overall 5% in reading and writing and 3% in math and science.

**Evaluation Data Source(s) 2:** Campus administration, instructional specialist, GT teachers, teachers.

**Summative Evaluation 2:**

| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|--|--|-----------|-----|-----|-----------|
|   |          |  |  | Formative |     |     | Summative |
|   |          |  |  | Dec       | Feb | Apr | June      |
| 1) Continue after school opportunities for additional clubs with a desire to participate in multiple competitions through a variety of organizations.<br>(Odyssey of the Mind, UIL, Robotics, etc.) | 2.5      | After school programs committee, campus administration, GT Coordinator, teachers & staff | Broaden the experiences for students to draw upon for use of content in multiple applications including practice in 21st Century Skills. |           |     |     |           |
| <b>Funding Sources:</b> Gifted (21) - 1000.00   |          |  |  |           |     |     |           |
|   |          |  |  |           |     |     |           |


**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 3:** Implement 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)

**Evaluation Data Source(s) 3:** Sign In sheets, parent feedback, positive end of year campus survey.

**Summative Evaluation 3:**


| Strategy Description   | ELEMENTS | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|---|---|-----------|-----|-----|-----------|
|  |          |   |   | Formative |     |     | Summative |
|  |          |   |   | Dec       | Feb | Apr | June      |
| 1) Complete and update Parent and Family Engagement Plan during family nights, daytime campus events (grandparents day/lunch with loved ones, etc.), coffee with the administration and campus PTO meetings. | 3.1, 3.2 | Campus administration, PTO board, Family Night Team, teachers & staff | Increased awareness of plan for family engagement opportunities, multiple opportunities to revisit and revise plan with discussion surrounding events that generate the biggest response. |           |     |     |           |
| <b>Funding Sources:</b> Title I (211) - 500.00, Local (199) - 500.00   |          |   |   |           |     |     |           |
|   |          |   |   |           |     |     |           |

## Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

**Performance Objective 1:** Increase the capacity and campus support of teachers in providing rigorous and challenging lessons for students.

**Evaluation Data Source(s) 1:** Walkthroughs, GAP, increased teacher retention rates, overall student performance and growth rate.

### Summative Evaluation 1:


| Strategy Description   | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|--|--|-----------|-----|-----|-----------|
|  |               |  |  | Formative |     |     | Summative |
|  |               |  |  | Dec       | Feb | Apr | June      |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br>1) Implement campus mentoring program for teachers new to campus and/or new to teaching.                                  | 2.5           | Campus administration, chosen mentors, and mentees.              | Increased rigor in lessons as documented in walkthroughs, positive attainment of GAP goals set in planning meeting with evaluator, increased growth of students as documented in student data folders and on campus formative assessments. |           |     |     |           |
| <b>Funding Sources:</b> Local (199) - 250.00   |               |  |  |           |     |     |           |
| 2) Enhance weekly professional learning communities (PLC) (discussing appropriate grade level data, instruction, and best practices to improve student performance using the 4 PLC critical questions) | 2.4, 2.5, 2.6 | Campus administration, instructional specialist, teacher & staff | PLC agendas and meetings, implementation of decisions monitored by campus administration   |           |     |     |           |
|    |               |  |  |           |     |     |           |

**Goal 2:** We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

**Performance Objective 2:** Provide meaningful and relevant professional development surrounding needs of students and staff.

**Evaluation Data Source(s) 2:** Walkthroughs, GAP, increased teacher retention rates, overall student performance and growth rate

**Summative Evaluation 2:**


| Strategy Description   | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|--|--|-----------|-----|-----|-----------|
|  |               |  |  | Formative |     |     | Summative |
|  |               |  |  | Dec       | Feb | Apr | June      |
| 1) Provide updated training on the Inquiry Design Process.   | 2.5           | Campus administration, Campus STEAM Coordinator, Campus STEAM committee, teachers.                               | Increase a deeper understanding of the inquiry design process, provide teachers with unique and innovative ideas for implementation as well as increase the teachers capacity for fidelity and validity of implementation.                           |           |     |     |           |
| <b>Funding Sources:</b> Title I (211) - 7500.00, Local (199) - 2500.00   |               |  |  |           |     |     |           |
| 2) Provide additional training and feedback for teachers on implementation of guided reading and writing.  | 2.4, 2.5, 2.6 | District elementary reading coordinator, campus administration, instructional specialist, teachers and LLI para. | Increased understanding of guided reading and writing curriculum, increase in student growth in guided reading and LLI programs, documented growth on formative assessments in each grade level, increased performance on STAAR reading and writing. |           |     |     |           |
| 3) Seek out new and innovative strategies for increasing rigor and relevancy with students while maintaining a positive campus culture including visiting various innovative sites, bringing in professional speakers, and digitally connecting with possible global partners. | 2.4, 2.5, 2.6 | Campus administration, instructional specialist, counselor, teachers and staff.                                  | Increase staff buy in for unique and innovative strategies, increase student engagement and academic performance, and increase community engagement through use of innovative ideas utilized.  |           |     |     |           |
| <b>Funding Sources:</b> Local (199) - 3000.00, State Comp Ed (24) - 1000.00, Title I (211) - 6000.00   |               |  |  |           |     |     |           |
|    |               |  |  |           |     |     |           |

### Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 1:** We will implement strategies to increase positive peer relationships and promote student engagement and connectedness to school.

**Evaluation Data Source(s) 1:** Positive feedback from students and external stakeholders on end of year survey.

#### Summative Evaluation 1:


| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|---|---|-----------|-----|-----|-----------|
|   |               |   |   | Formative |     |     | Summative |
|   |               |   |   | Dec       | Feb | Apr | June      |
| 1) Implement weekly "Kid PLC" to foster implementation of 21st Century Skills, inquiry design process and leadership.   | 2.5           | PLC presenters, campus admin, teachers and staff.     | Increased connectedness (relationships) to students in multiple grade levels (positive peer relationships), deeper application of the inquiry design process including the ability to discuss plans and outcomes with other students.               |           |     |     |           |
| <b>Funding Sources:</b> Local (199) - 1000.00   |               |   |   |           |     |     |           |
| 2) Continue implementation of weekly enrichment groups to foster creativity, imagination and application of inquiry design.   | 2.4, 2.5, 2.6 | Campus administration, teachers and staff             | Increase of traditional non-school experiences to provide students a way to broaden their understanding of applying content learned in different ways.  |           |     |     |           |
| <b>Funding Sources:</b> Local (199) - 1000.00, State Comp Ed (24) - 1000.00   |               |   |   |           |     |     |           |
| 3) Teach students the seven skills of interpersonal communication and hold the campuses 1st annual "Amazing Shake" competition to highlight student's "soft skills".<br><br>(The Amazing Shake is a competition that focuses on teaching students discipline, respect and professional conduct) | 2.5, 3.1, 3.2 | Campus administration, House Team, teachers and staff | Increased engagement within the community as volunteers from local businesses come and "judge" students on their abilities to present themselves professionally. (Hand shake, posture, eye contact, charm, introduction, ask a question and listen) |           |     |     |           |
| <b>Funding Sources:</b> Local (199) - 500.00  |               |   |   |           |     |     |           |
|   |               |   |   |           |     |     |           |

## Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

**Performance Objective 1:** Strengthen the leadership and team building capacity of students.

**Evaluation Data Source(s) 1:** Positive results on end of year survey evaluating leadership and team building capacity of our students with a focus on student growth. Be named a school of character.

### Summative Evaluation 1:

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|--|--|-----------|-----|-----|-----------|
|  |          |  |  | Formative |     |     | Summative |
|  |          |  |  | Dec       | Feb | Apr | June      |
| 1) Train current 5th and 4th grade students on the "Leadership is a Life Skill" curriculum.                        | 2.5      | Campus administration, Counselor, teachers & staff                             | 5th grade students will complete the leadership training during the 1st semester of the 19-20 year and following the completion they will become the "house leaders" for our monthly house meetings. 4th grade will be trained during the 2nd semester in order to take over the "house leader" role next school year. |           |     |     |           |
| 2) Continue to implement the house system with monthly meetings focused around team building and character traits. | 2.5      | Campus administration, counselor, instructional specialists, teachers & staff. | Increase house points dedicated toward team building indicators<br>Increase student awareness of the meanings of the house names- (ex. Matumaini means hope in Swahili)  |           |     |     |           |
| <b>Funding Sources:</b> Local (199) - 2500.00  |          |  |  |           |     |     |           |
| 3) Become a School of Character.   | 2.5      | Campus administration, counselor, instructional specialist, teachers & staff.  | Increase the positive climate of the school, increase growth mindset of students.  |           |     |     |           |
|                                |          |  |  |           |     |     |           |




**Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.**

**Performance Objective 1:** Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning.

**Evaluation Data Source(s) 1:** Increase proficiency measurement in the area of "classroom" on the BrightBytes Survey. (This includes teacher and student use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity), teacher and student Digital Citizenship skills, and using digital methods for assessment within the classroom.)

**Summative Evaluation 1:**


| Strategy Description  | ELEMENTS | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|---|--|-----------|-----|-----|-----------|
|   |          |   |  | Formative |     |     | Summative |
|   |          |   |  | Dec       | Feb | Apr | June      |
| 1) Monitor technology integration including training, communication, and development of strategies and tools, to ensure readiness when utilizing different devices. | 2.4, 2.5 | Campus administration, Technology Committee, teachers & staff | Increase of observed integration of tech on classroom walkthroughs, increase teacher attendance at Tech Tip Tuesday trainings, positive survey on types of technology used by students on year end student survey. |           |     |     |           |
|    |          |   |  |           |     |     |           |

## Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

**Performance Objective 1:** Provide an innovative, safe, comfortable and well maintained environment.

**Evaluation Data Source(s) 1:** Positive response rate from internal and external stakeholders as documented by year end survey generated by campus culture and crisis/safety teams.

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|---|--|-----------|-----|-----|-----------|
|   |          |   |  | Formative |     |     | Summative |
|   |          |   |  | Dec       | Feb | Apr | June      |
| 1) Redesign library to reflect an inquiry design/STEAM based layout. (Expand library out into the school with book kiosks while also maximizing alternating, hands on STEAM experiences within the library. )   |          | Superintendent, district facilities directors, campus administration, STEAM Team, teachers & staff. | Campus library that expands throughout the building and allows additional inquiry design/collaborative spaces.   |           |     |     |           |
| 2) Practice ongoing safety protocols and communicate proficiency to students and staff through: staff meetings, classroom discussions, etc. including debrief after state required drills. (Fire, tornado, lock down, active shooter, AED, CPR, etc.) |          | Campus administration, Crisis/Safety Team, campus security, teachers & staff                        | Improvement in response time on repeated drills, procedures followed during drills as documented by campus admin., feedback provided & reflection discussion documented at campus Crisis/Safety Team meetings. |           |     |     |           |
| 3) Track use of collaborative areas. (big collaborative area, kitchen, small collaborative area, read-write-rithmetic room, etc.) .   |          | Campus administration, office staff, and teachers.  | Documentation of innovative use of facility. (Use of documentation at the end of the year will be shared with staff to help in generating ideas for future needs/use)  |           |     |     |           |
|   |          |   |  |           |     |     |           |

## Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.


**Performance Objective 1:** Investigate and apply for innovative funding through approved grant opportunities.

**Evaluation Data Source(s) 1:** Documentation of grant applications, letters of acceptance and/or grant awards.


### Summative Evaluation 1:

| Strategy Description   | ELEMENTS | Monitor   | Strategy's Expected Result/Impact               | Reviews   |     |     |           |
|--|----------|---|---|-----------|-----|-----|-----------|
|  |          |   |   | Formative |     |     | Summative |
|  |          |   |   | Dec       | Feb | Apr | June      |
| 1) Apply for 10 grants throughout the school year for funding on innovative classroom, grade level or program ideas including STEAM and/or Inquiry Design. | 2.5      | Campus administration, STEAM Committee, teachers. | Receive additional funding from awarded grants. |           |     |     |           |


  




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# State Compensatory

## Budget for Mambrino School:

| <u>Account Code</u>               | <u>Account Title</u>                           | <u>Budget</u>      |
|-----------------------------------|--|--------------------|
| <b>6100 Payroll Costs</b>         |  |                    |
| 199 e 11 6118 00 107 0 24 000     | 6118 Extra Duty Stipend - Locally Defined      | \$6,700.00         |
| 199 e 11 6125 00 107 0 24 000     | 6125 Salary Support - Locally Defined          | \$28,125.00        |
| <b>6100 Subtotal:</b>             |  | <b>\$34,825.00</b> |
| <b>6300 Supplies and Services</b> |  |                    |
| 199 e 11 6395 00 107 0 34 000     | 6395 Supplies, DP Operations - Locally Defined | \$229.00           |
| <b>6300 Subtotal:</b>             |  | <b>\$229.00</b>    |

## Personnel for Mambrino School:

| <u>Name</u>     | <u>Position</u>          | <u>Program</u> | <u>FTE</u> |
|-----------------|--------------------------|----------------|------------|
| Kelly Winkleman | Reading Paraprofessional | State Comp Ed  | 1.0        |

# Title I Personnel

| <u>Name</u>   | <u>Position</u>          | <u>Program</u> | <u>FTE</u> |
|---------------|--------------------------|----------------|------------|
| Jayne Duckett | Instructional SPecialist | Title I        | 1.0        |