# Granbury Independent School District

# Mambrino School

# Improvement Plan

# 2020-2021

# 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

### 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

# Comprehensive Needs Assessment

**Revised/Approved: June 11, 2020**

## Demographics

**Demographics Summary**

For the 19-20 school year our enrollment increased due to STEAM transfers as well as growth in the area. Total enrollment at the end of the school year was 795 up from 736 the previous year.  As the campus moves into its third year as a STEAM Academy, an additional 50 students will transfer to Mambrino from across the district therefore continuing to increase the total STEAM transfers to over 200.

Throughout this year our free and reduced numbers dropped slightly and in April following the March 6, 2020 COVID-19 school closure, we ended the year with 449/795 for an overall total of 52.7% free and reduced.  3.125% of the total population-23 students were limited English proficient (LEP) with 17 active and 6 on monitor status. 6.6%-53 students were identified as gifted and talented.  However, due to the COVID-19 shut down the kindergarteners did not get to complete the GT process for identification.   Approximately 22.6% (180 students) of the students qualify as at risk based upon the 13 criteria defined by the state and students receiving special education services was 212 students or 26.6%. Mambrino houses the life skills program as well as ECSE-which encompasses 3 and 4 year old special education students as well.  The campus has 84 staff members and because of the campuses unique programming, 24/84 staff members are para-professionals.

# Student Achievement

**Student Achievement Summary**

Due to the COVID-19 closures no STAAR tests were administered for the 19-20 school year.

Before closure, in prepartaion for STAAR testing, data such as benchmarks, common assesments, and guided reading levels were used to monitor student progress. From that data afterschool tutorials were implemented as well as focused instruction in the daily intervention period.

K-2 continues to show increased growth in guided reading levels and overall campus Istation. The campus has implemented guided reading and LLI with increased fidelity based upon 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 continued in the upper grade levels with tutors to support the pullout. More opportunities for LLI instruction were utilized with the addition of an LLI paraprofessional and additional LLI tutors. Many end of year data point assessments were not administered for the K-2 grade levels due to the COVID-19 pandemic closure.

Due to COVID-19 closures students are expected to have large learning gaps that will need to be addressed with the return to school. Mutliple baseline diagnostic assessments will be used at the beginng of the year to drive instructional practices of the campus including but not limited to the state provided assessment. Througout the year formative and summative assessments will need to be strategically used to measure student growth and progress in order to consistently reformulate instructional plans. Additional analysis of target areas of need will be updated following beginning of the year assessments for the 20-21 school year.

# 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 more than 200 new students in the past two years, there were some growing pains with communication and how it can be more effective and efficient. We continue 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 and an office news letter will be a target area for the campus after receiving parent feedback at our last CLT on May 27, 2020 via ZOOM. 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 future end of the year surveys from both.

# Staff Quality, Recruitment, and Retention

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

With implementation of a new to campus teacher program, reflection and feedback showed areas of continued growth and imporvement needed in this program. 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).

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

As a STEAM Academy the campus has implemented Project Lead The Way (PLTW) Launch curriculum for the past two years. At the end of the 19-20 school year the campus was named as a PLTW Distinguished Launch School. The campus will continue to work towards growth in the inquiry design process as well as plan to look into new PLTW modules as budgets allow.

Focus on guided reading and LLI will continue to be a focus with support through teachers, the LLI paraprofessional, and tutors. In grades 3-5 implementation will continued to be supported with fidelity.

In mathematics we are working to implement the guided math model across more of the campus.

Additional analysis of target areas of need will be updated following beginning of the year assessments for the 20-21 school year.

# Parent and Community Engagement

**Parent and Community Engagement Summary**

Community outreach continues to be an area of focus. The COVID-19 pandemic and closure has allowed a new perspective and areas of need to emerge from which the campus plans to use as an opportunity for growth. 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 purse other grant opportunities through local and state wide possibilities. (Lego, Google, etc.)

New parent engagement events were added this year such as the STEAM Scream. It was a very succesful event. Plans for the spring were made for another event but due to COVID-19 closures events were unable to be held. Should events be allowed in the 20-21 school year the campus plans to focus on events in neighborhoods as well as opportunities for parenst to come to the campus to be involved.

# Technology

**Technology Summary**

With the COVID-19 closures technology became a prevalent part of the educational process. This will be a focus to continue as schools reopen in planning for future closures as well as bridging the learning gap created through the closures. Training and innovative use of technology in a meaningful way will be a focus for professional development and the campus.

Additional analysis of target areas of need will be updated following beginning of the year technology survey for the 20-21 school year.

# 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:** Continue to monitor, intervene and improve student performance according to state standards including all student subgroups in all academic areas.  See HB 3 for early reading and math goals for PK-3rd grade.  STAAR Goals for 2020-2021 (baseline data from 2019 due to COVID): Increase Reading from 82%-85%, Math from 86%-88%, Science from 82%-85%, and Writing from 77%-80%.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Test, BOY/MOY/EOY Assessments, mClass, MAP, PLCs, DMAC Data Sheets, Agendas, Meeting Notes, PBMAS, Intervention Documentation, LLI, F&P, 3-week checkpoints, benchmarks, and Education Galaxy.

**Summative Evaluation:** None

| Strategy 1: Continued implementation of guided reading and leveled literacy instruction expanding from kindergarten through 5th grade. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** 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. | | **Formative** |
| | | **Dec** |
| | | **Feb** |
| **Staff Responsible for Monitoring:** Campus administration, instructional specialist, teachers, LLI para-professional,  LLI tutors, and after school tutors as COVID guidelines allow. | | **Apr** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** Build a foundation of reading and math | **Funding Sources:** Tutors Title I (211) $10,000 Tutors Local (199) $5,000 | **June** |
| **ESF Levers:** None | | |

| **Strategy 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. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Review sub pop student performance and student tracking sheet (orange folder) each data cycle.<br><br>Review student group performance and Item analysis review during data meetings | | **Formative** |
| | | **Dec** |
| | | **Feb** |
| **Staff Responsible for Monitoring:** Campus administration, instructional specialist, teachers , tutors and staff. | | **Apr** |
| **Title I Schoolwide Elements:** 2.4, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:** None | **June** |
| **ESF Levers:** None | | |

| **Strategy 3:** Increase implementation of guided math. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** 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. | | **Formative** |
| | | **Dec** |
| **Staff Responsible for Monitoring:** Campus administration, instructional specialist, teachers , tutors and staff. | | **Feb** |
| | | **Apr** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:** None | **June** |
| **ESF Levers:** None | | |

| **Strategy 4:** Continue daily implementation of inquiry design process through multiple content areas. (PLTW, etc.) | |
|---|---|
| **Strategy's Expected Result/Impact:** 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.<br><br>**Staff Responsible for Monitoring:** STEAM Coordinator, campus administration, instructional specialist, teachers & staff<br><br>**Title I Schoolwide Elements:** 2.5        **Problem Statements:** None<br><br>**TEA Priorities:** None<br><br>**ESF Levers:** None        **Funding Sources:**<br>PLTW update materials and new kits Local (199) $7,000<br>Inquiry Design process materials Title I (211) $2,500 | **Formative**<br>**Dec**<br>**Feb**<br>**Apr**<br>**Summative**<br>**June** |

| **Strategy 5:** Increase student exposure to multiple formats of text through multiple disciplines/<br>content. (Increase digital platform usage as well as newspapers, journals, blogs, articles, computer based games, etc.-not just books) | |
|---|---|
| **Strategy's Expected Result/Impact:** Students will be able to navigate multiple formats of text without a drop in scores between formats.<br>(As documented by increases on STAAR, Istation, and increasing guided reading levels)<br><br>**Staff Responsible for Monitoring:** Teachers, Instructional specialist, LLI Aide, tutors, etc.<br><br>**Title I Schoolwide Elements:** 2.4, 2.5        **Problem Statements:** None<br><br>**TEA Priorities:** None<br><br>**ESF Levers:** None        **Funding Sources:**<br>Digital and hands on resources-Scholastic Kids NatGeo Kids, etc.<br>Local (199) local $5,000 | **Formative**<br>**Dec**<br>**Feb**<br>**Apr**<br>**Summative**<br>**June** |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 2:** 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 Sources:** Sign In sheets, parent feedback, positive end of year campus survey.

**Summative Evaluation:** None

| | |
|---|---|
| **Strategy 1:** As COVID guidelines allow, 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.  The campus will work to implement virtual parent and community engagement opportunities whenever possible until the time in which COVID guidelines have eased. | |

| | | **Formative** |
|---|---|---|
| **Strategy's Expected Result/Impact:** Increased awareness of plan for family engagement opportunities, multiple opportunities to revisit and revise plan with discussion surrounding events that generate the biggest response. | | **Dec** |
| **Staff Responsible for Monitoring:** Campus administration, PTO board, Family Night Team, teachers & staff | | **Feb** |
| **Title I Schoolwide Elements:** 3.1, 3.2 | **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None | **Funding Sources:** Family night materials, refreshments, banners, coffee, etc. Title I (211) $500 Family night materials, refreshments, banners, coffee, etc. Local (199) $500 | **Summative** |
| **ESF Levers:** None | | **June** |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 3:** Improve College Readiness Performance by increasing Mastery Level on STAAR Tests for each tested area: Increase ELAR from 29% to 35%, Math from 36% to 40%, Writing from 17% to 20% and Science from 25% to 30%.

**Evaluation Data Sources:** STAAR Testing, Teacher Data,  DMAC Data, 3-week checkpoints, and benchmarks.

**Summative Evaluation:** None

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

**Performance Objective 1:** Increase campus support of and capacity of teachers to increase rigorous and challenging lessons for students.

**Evaluation Data Sources:** Walkthroughs, GAP, increased teacher retention rates, overall student performance and growth rate.

**Summative Evaluation:** None

| Strategy 1: Implement campus mentoring program for teachers new to campus and/or new to teaching. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** 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. | | **Formative** |
| | | **Dec** |
| | | **Feb** |
| **Staff Responsible for Monitoring:** Campus administration, chosen mentors, and mentees. | | |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | **Apr** |
| **TEA Priorities:** Recruit, support, retain teachers and principals | **Funding Sources:** Materials for meetings Local (199) $250 | **Summative** |
| **ESF Levers:** None | | **June** |
| Strategy 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) | | |
| **Strategy's Expected Result/Impact:** PLC agendas and meetings, implementation of decisions monitored by campus administration | | **Formative** |
| **Staff Responsible for Monitoring:** Campus administration, instructional specialist, teacher & staff | | **Dec** |
| | | **Feb** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None | **Funding Sources:** None | **Summative** |
| **ESF Levers:** None | | **June** |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | |

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

**Evaluation Data Sources:** Walkthroughs, GAP, increased teacher retention rates, overall student performance and growth rate

**Summative Evaluation:** None

| Strategy 1: Provide updated training on the Inquiry Design Process. | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** 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. | | **Dec** |
| | | **Feb** |
| **Staff Responsible for Monitoring:** Campus administration, Campus STEAM Coordinator, Campus STEAM committee, teachers. | | |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None | **Funding Sources:** | **Summative** |
| **ESF Levers:** None | Inquiry Design Professional Development Title I (211) $7,500 Inquiry Design Materials Local (199) $2,500 | **June** |

| Strategy 2: Provide additional training and feedback for teachers on implementation of guided reading and writing. | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** 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. | | **Dec** |
| | | **Feb** |
| **Staff Responsible for Monitoring:** District elementary reading coordinator, campus administration, instructional specialist, teachers and LLI para. | | **Apr** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:** | **June** |
| **ESF Levers:** None | None | |

| **Strategy 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. | |
|---|---|
| **Strategy's Expected Result/Impact:** 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. | **Formative** |
| | **Dec** |
| **Staff Responsible for Monitoring:** Campus administration, instructional specialist, counselor, teachers and staff. | **Feb** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6     **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None     **Funding Sources:** | **Summative** |
| **ESF Levers:** None    Conference registration Local (199) $3,000<br>Conference registration State Comp Ed (24) $1,000<br>Conference registration Title I (211) $3,000<br>Speaker fees Title I (211) $3,000 | **June** |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**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 Sources:** Positive feedback from students and external stakeholders on end of year survey.

**Summative Evaluation:** None

| Strategy 1: Continue weekly "Kid PLC" to foster implementation of 21st Century Skills and deepen understanding of the inquiry design process and promote student leadership capabilities. | | Reviews |
|---|---|---|
| **Strategy's Expected Result/Impact:** 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. | | **Formative** |
| | | **Dec** |
| **Staff Responsible for Monitoring:** PLC presenters, campus admin, teachers and staff. | | **Feb** |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None | **Funding Sources:** Materials for weekly implementation of Kids PLC Local (199) $1,000 | **Summative** |
| **ESF Levers:** None | | **June** |
| Strategy 2: Continue implementation of weekly enrichment groups within grade levels to foster creativity, imagination and application of inquiry design all while maintaining COVID safety guidelines. | | |
| **Strategy's Expected Result/Impact:** Increase of traditional non-school experiences to provide students a way to broaden their understanding of applying content learned in different ways. | | **Formative** |
| | | **Dec** |
| **Staff Responsible for Monitoring:** Campus administration, teachers and staff | | **Feb** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None | **Funding Sources:** Enrichment materials Local (199) $1,000 Enrichment materials State Comp Ed (24) $1,000 | **Summative** |
| **ESF Levers:** None | | **June** |

**Strategy 3:** Within the constraints of COVID guidelines, teach students the seven skills of interpersonal communication and hold the campuses 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)

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Increased engagement within the community as volunteers from local businesses connect with and "judge" students on their abilities to present themselves professionally. (Greeting, posture, eye contact, charm, introduction, ask a question and listen) | | **Dec** |
| | | **Feb** |
| **Staff Responsible for Monitoring:** Campus administration, House Team, teachers and staff | | **Apr** |
| **Title I Schoolwide Elements:** 2.5, 3.1, 3.2 | **Problem Statements:** None | |
| **TEA Priorities:** None | **Funding Sources:** | **Summative** |
| **ESF Levers:** None | Judging materials, refreshments for trainings & competition Local (199) $500 | **June** |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 2:** We will implement strategies to broaden experiences with fine arts to promote student engagement and connectedness to the outside world.

**Evaluation Data Sources:** Positive feedback from students and external stakeholders on end of year survey.

**Summative Evaluation:** None

| Strategy 1: Provide students  a variety of experiences with multiple artists and modes of artistic expressions. | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Students will increase in their knowledge of different types of art and artistic expressions presented in the year end art show which will be either in person or virtual. | | **Dec** |
| | | **Feb** |
| **Staff Responsible for Monitoring:** Art para, teachers, instructional specialist | | **Apr** |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | |
| **TEA Priorities:** None | **Funding Sources:** Various art materials Title I (211) 211 E 11 6395 $2,500 | **Summative** |
| **ESF Levers:** None | | **June** |
| | 0% No Progress      100% Accomplished      → Continue/Modify      ✗ Discontinue | |

**Performance Objective 3:** We will implement a social-emotional learning curriculum to promote student mental health and emotional well being.

**Evaluation Data Sources:** Feedback from students, teachers, and parents through interviews and surveys.

**Summative Evaluation:** None

| | |
|---|---|
| **Strategy 1:** Provide students lessons within the classrooms, counselor lessons in the library, and school wide lessons during house meeting times, within the constraints of COVID guidlines. | |

| | **Formative** |
|---|---|
| **Strategy's Expected Result/Impact:** Increased student awareness and self-regulation of emotions and long term reduction of student discipline referrals. | |
| | **Dec** |
| **Staff Responsible for Monitoring:** Campus administration, counselor, and teachers. | **Feb** |
| **Title I Schoolwide Elements:** None  **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None  **Funding Sources:** State Comp Ed (24) $500 | **Summative** |
| **ESF Levers:** None | **June** |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**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 Sources:** Positive results on end of year survey evaluating leadership and team building capacity of our students with a focus on student growth.  Continuing building on being named a National School of Character using feedback provided from the application process.

**Summative Evaluation:** None

| Strategy 1: Train current 5th and 4th grade students on the "Leadership is a Life Skill"  curriculum. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** 5th grade students will complete the leadership training during the 1st semester of the 20-21 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. | | **Formative** |
| | | **Dec** |
| | | **Feb** |
| **Staff Responsible for Monitoring:** Campus administration, Counselor, teachers & staff | | |
| | | **Apr** |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | |
| **TEA Priorities:** None | **Funding Sources:** None | **Summative** |
| **ESF Levers:** None | | **June** |

| Strategy 2: Continue to implement the house system with monthly digital meetings focused around team building and character traits. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Increase house points dedicated toward team building indicators Increase student awareness of the meanings of the house names- (ex. Matumaini means hope in Swahili) | | **Formative** |
| | | **Dec** |
| **Staff Responsible for Monitoring:** Campus administration, counselor, instructional specialists, teachers & staff. | | **Feb** |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None | **Funding Sources:** Live School point tracking app Local (199) $2,500 | **Summative** |
| **ESF Levers:** None | | **June** |

**Strategy 3:** Maintain and improve upon skill set that helped become a National School of Character.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Increase the positive climate of the school, increase growth mindset of students. | |
| | Dec |
| **Staff Responsible for Monitoring:** Campus administration, counselor, instructional specialist, teachers & staff. | |
| | Feb |
| **Title I Schoolwide Elements:** 2.5      **Problem Statements:** None | |
| | Apr |
| **TEA Priorities:** None      **Funding Sources:** None | |
| **ESF Levers:** None | Summative |
| | June |

0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue

**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 Sources:** 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.)

**Summative Evaluation:** None

| Strategy 1: Monitor technology integration including training, communication, and development of strategies and tools, to ensure readiness when utilizing different devices. | | Formative |
| --- | --- | --- |
| **Strategy's Expected Result/Impact:** Increase of observed tech integration 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. | | Dec |
| **Staff Responsible for Monitoring:** Campus administration, Technology Committee, teachers & staff | | Feb |
| **Title I Schoolwide Elements:** 2.4, 2.5 | **Problem Statements:** None | Apr |
| **TEA Priorities:** None | **Funding Sources:** None | Summative |
| **ESF Levers:** None | | June |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | |

**Performance Objective 2:** Implement, integrate, and utilize specific online learning platforms (Seesaw and Google Classroom) in order to increase student's understanding and effectiveness in navigating virtual learning.

**Evaluation Data Sources:** Classroom observations as well as teacher, student, and parent feedback through surveys.

**Summative Evaluation:** None

| Strategy 1: Implement the grade banded designated learning platform beginning the first week of school. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Allow students and parents the capability to seamlessly navigate these technology platforms in face to face classroom instruction or remote virtual learning. | | **Formative** |
| | | **Dec** |
| **Staff Responsible for Monitoring:** Teachers and campus administration. | | **Feb** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None | **Funding Sources:** None | **Summative** |
| **ESF Levers:** None | | **June** |
| 0% No Progress  100% Accomplished  → Continue/Modify  ✕ Discontinue | | |

**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 Sources:** Positive response rate from internal and external stakeholders as documented by year end survey generated by campus culture and crisis/safety teams.

**Summative Evaluation:** None

| Strategy 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. ) | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Campus library that expands throughout the building and allows additional inquiry design/collaborative spaces. | | **Formative** |
| | | **Dec** |
| **Staff Responsible for Monitoring:** District librarian coordinator, Campus administration, STEAM Team, campus library aide, teachers & staff. | | **Feb** |
| | | **Apr** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | |
| **TEA Priorities:** None | **Funding Sources:** None | **Summative** |
| **ESF Levers:** None | | **June** |
| Strategy 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.) | | |
| **Strategy's Expected Result/Impact:** 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. | | **Formative** |
| | | **Dec** |
| **Staff Responsible for Monitoring:** Campus administration, Crisis/Safety Team, campus security, teachers & staff | | **Feb** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None | **Funding Sources:** None | |
| **ESF Levers:** None | | **Summative** |
| | | **June** |

**Strategy 3:** Track use of collaborative areas.
(big collaborative area, kitchen, small collaborative area, read-write-'rithmetic room, etc.) .

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** 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) | **Dec** |
| **Staff Responsible for Monitoring:** Campus administration, office staff, and teachers. | **Feb** |
| **Title I Schoolwide Elements:** None     **Problem Statements:** None | **Apr** |
| **TEA Priorities:** None     **Funding Sources:** None | **Summative** |
| **ESF Levers:** None | **June** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0% | No Progress | 100% | Accomplished | → | Continue/Modify | ✕ | Discontinue |

**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 Sources:** Documentation of grant applications, letters of acceptance and/or grant awards.

**Summative Evaluation:** None

| Strategy 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. | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Receive additional funding from awarded grants. | | **Dec** |
| **Staff Responsible for Monitoring:** Campus administration, STEAM Committee, teachers. | | |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | **Feb** |
| **TEA Priorities:** None | **Funding Sources:** None | **Apr** |
| **ESF Levers:** None | | **Summative** |
| | | **June** |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ 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 | $15,486.00 |
| 199 e 11 6125 00 107 0 24 000 | 6125 Salary Support - Locally Defined | $28,125.00 |
| | **6100 Subtotal:** | **$43,611.00** |
| | | |
| 6300 Supplies and Services | | |
| 199 e 11 6395 CI 107 0 24 390 | 6395 Supplies, DP Operations - Locally Defined | $5,340.00 |
| 199 e 11 6395 MM 107 0 24 000 | 6395 Supplies, DP Operations - Locally Defined | $20,000.00 |
| 199 e 11 6397 CA 107 0 24 000 | 6397 Other Equipment - Locally Defined | $7,210.00 |
| 199 e 11 6397 EG 107 0 24 000 | 6397 Other Equipment - Locally Defined | $3,045.00 |
| 199 e 11 6397 IS 107 0 24 000 | 6397 Other Equipment - Locally Defined | $5,000.00 |
| 199 e 11 6397 MM 107 0 24 180 | 6397 Other Equipment - Locally Defined | $3,086.00 |
| | **6300 Subtotal:** | **$43,681.00** |

## Personnel for Mambrino School

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Kelly Winkleman | LLI Accelerated Reading Paraprofessional | Reading State Comp | 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Jessica Johnson | Instructional Specialist | Title I | 1 |