



## **STEAM Academy at Mambrino 2021-2022 Campus Plan at a Glance**

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

**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.**

- STAAR goals for 21-22: increase Reading from 70%-75%; Math from 74%-79%, and Science from 79%-84%.
  - LLI and Guided Reading
  - Monitor RtI, MTA, and AIP tutoring groups
  - Implement Do the Math
  - Daily implementation of the Inquiry Design Process
  - Targeted vocabulary instruction for EL students
- Enhance parent understanding and involvement with campus culture.
  - Picnic area for family lunch on the porch garden
  - Weekly Remind communication
  - Increased social media presence
  - Campus newsletter each Six Weeks
  - PTO engagement opportunities
- Improve Mastery level on STAAR tests for each tested area. ELAR from 26% to 31%; Math from 27% to 32%; and Science from 27% to 32%.
  - HB3 Reading Academy for all staff in K-3 and administration
  - AIP monitoring

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

- Increase rigor of instruction.
  - Campus mentoring program, “Rookie Camp”
  - Implement PLC facilitators and meet as a PLC weekly
- Provide meaningful and relevant professional development.
  - All new staff is trained in IDP
  - IS and IPS will coach teachers on guided reading and writing
  - Send staff to the Ron Clark Academy in the fall and spring semesters

- Classroom visits within the district

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

- Increase positive peer relationships and connectedness to school.
  - Adapt Kid PLC to include mentoring between grade levels
  - Enrichment meetings three times a month
- Broaden student experiences in fine arts.
  - 2nd Annual Art Auction
  - 5th grade violin instruction
- Develop and implement PBIS on campus.
  - Student recognition
    - Golden Tray
    - Terrific Kid (monthly)
    - Positive Office Referrals
    - Popsicles with the Principal
    - Treasure Digs

**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.**

- Strengthen leadership and team building capacity in our students.
  - Steam Ambassadors (new program)
  - House system
  - Maintain recognition as a National School of Character
  - Boys Who Build program

**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.**

- Integrate digital content in meaningful ways to enhance instruction.
  - Tech Tip Tuesday
  - Fidelity to SeeSaw and Google Classroom
- Integrate4 online learning platforms: Seesaw in K-2 and Google Classroom in 3-5.
  - Utilize LMS to enhance student learning and parent access to instruction

**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.**

- Provide an innovative, safe, and well-maintained learning environment.
  - Book Kiosk vending machine
  - Implementation and reflection of safety protocols
  - Innovative uses of Collaborative spaces on campus

**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.**

- Apply for 10 grants through GEF.

# **Granbury Independent School District**

## **Mambrino School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

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

## Vision

### 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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

For the 20-21 school year our enrollment decreased from the 19-20 school year. Total enrollment at the end of the school year was 724, down from 795 the previous year. As the campus moves into its fourth year as a STEAM Academy, an additional 41 students will transfer to Mambrino from across the district therefore continuing to increase the total STEAM transfers to 195.

Throughout this year our free and reduced numbers dropped slightly to 50.4%, and in May we ended the year with 385/724 students receiving free or reduced lunches. 3.59% of the total population-26 students were limited English proficient (LEP) with 21 active and 5 on monitor status. 9.94%-72 students were identified as gifted and talented. Approximately 21.4% (155 students) of the students qualify as at risk based upon the 13 criteria defined by the state, and students receiving special education services was 206 students or 28.4%. Mambrino houses the life skills program, and up until this Spring, it also housed the ECSE-which encompasses 3 and 4 year old special education students as well. ECSE will now be housed at Emma Roberson. The campus has 83 staff members and because of the campuses unique programming, 22/83 staff members are para-professionals.

# Student Achievement

## Student Achievement Summary

By the 22-23 school year, all schools will take STAAR in the online platform. In preparation for this, the STEAM Academy elected to take all STAAR in grades 3-5 online for the Spring 2021 administration.

In preparation for STAAR testing, data such as benchmarks, common assessments, and guided reading levels were used to monitor student progress. Teachers also utilized mClass, MAP, and BAS data.

K-2 continues to show increased growth in guided reading levels, and there was growth in K-2 from BOY, MOY to EOY assessment reading levels. The campus continued guided reading and LLI with increased fidelity. 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. The campus will implement "Do the Math", a targeted math intervention program for Tier 3 students, similar to LLI as well as add the position of Intervention Program Specialist who will monitor RtI Tier 3 students and push into classes to provide model lessons, intervention strategies, support data analysis and work with small groups.

Due to the COVID closure, gaps were expected and were evident. However, through targeted interventions, many students demonstrated academic gains. Throughout the next school year formative and summative assessments will need to be strategically used to measure student growth and progress in order to consistently reformulate instructional plans.



# 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. The 21-22 school year will bring the implementation of Restorative Practice campus and district wide. Teachers will receive targeted training on tools to implement with ongoing PD support throughout the year. Administration will evaluate discipline and referral data to target needs for improvement in classroom and campus culture.

Communication and clarity involving social media and a weekly newsletter to the staff from the principal will be a target area for the campus after receiving parent and staff feedback on a Start. Stop Continue. survey and our final CLT meeting on June 1, 2021. The campus will provide a communication/app tutorial station at Parent University in August at the Title 1 meeting as well as support for Skyward use.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Spring 2021 brought about large personnel changes: a new principal, a newly added position of Intervention Program Specialist, one additional LID paraprofessional, and 6 instructional positions. The CLT will collaborate on a new teacher mentor program to provide a deeper reference point for the excellent resources and information on campus available to them. Administration will create the "Treasure Box": a live document for the staff to access all forms, documents, procedures, calendars, and contacts. Communication continues to be an area that we can always improve and moving into next year the principal will send out a weekly newsletter highlighting the campus happenings, celebrations, assessment, ARDs, 504, RtI meetings, and birthdays.

# 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 three 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. Due to Covid restrictions, much of the PLTW and IDP processes were altered or greatly reduced, therefore, in summer 2021, a refresher training in IDP and PLTW will be provided for all new staff as well as previous staff who elect to attend.

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. The district has adopted "Do the Math", and a full-time paraprofessional will be hired to provide this instructional resource. The Intervention Program Specialist will coordinate all tutors and LLI and Do the Math paras as well as monitor student progress.

### STAAR 2021 raw data:

Reading: 5th grade (81% approaches, 52% meets, 39% masters); 4th grade (64% approaches, 40% meets, 21% masters); 3rd grade (66% approaches, 40% meets, 19% masters)

Writing: 4th grade (54% approaches, 27% meets, 4% masters)

Science: 5th grade (79% approaches, 44% meets, 26% masters)

Math: 5th grade (75% approaches, 51% meets, 26% masters) 4th grade (70% approaches, 49% meets, 28% masters); 3rd grade (80% approaches, 47% meets, 25% masters)

The data reflects large gaps between our Hispanic and White populations of almost 20% across all STAAR tested contents. This will be a focus of instruction this academic year.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Community outreach continues to be an area of focus. Covid restrictions in 20-21 almost entirely eliminated in-person meetings and community and parental involvement in the traditional sense. Our PTO has new leadership, and we will continue 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 we found that COVID created the necessity of Zoom conferencing. While we missed face to face encounters with parents, we realized that parent participation greatly increased due to the ability to participate from work in ARD, 504, RtI and parent/teacher conferences. CLT will discuss how much of the video-conferencing we will continue with communication of student achievement and progress as well as survey parents for their input.

We hope to begin engaging in educational opportunities such as field trips which are supported by our PTO 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.)

We anticipate bringing parents and the community back on campus as restrictions have lifted and we return to more normal operation procedures. We will conduct the STEAM Scream event in the fall as well as Parent University, Fit Nights, Academic nights (math, reading and science), and the family picnic in August. The new principal sent introductory letters home to all enrolled students and their families and will hold a "Popsicles with the Principals in the park" in June with the new Principal and Assistant Principals. We also hope to schedule a Mambrino family drive-in theater night.

# Technology

## Technology Summary

With the COVID-19 restrictions technology became a prevalent part of the educational process in the 20-21 school year. While this was extremely challenging, it did force our staff to learn and adapt to new technologies very quickly, many of which increased the communication with parents and provided new tools to our students. Training and innovative use of technology in a meaningful way will be a focus for professional development and the campus.

Breakout sessions will be added to the campus inservice dates based on staff survey feedback in order to reinforce platforms for communication and strengthen teams' presence on social media.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

**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

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement 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
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: August 5, 2021

**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 2021-2022 (baseline data from 2021): Increase Reading from 70%-75%, Math from 74%-79%, and Science from 79%-84%.

**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continued implementation of guided reading and leveled literacy instruction expanding from kindergarten through 5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 &amp; post test results, etc., and increase overall math fluency across grade levels as shown through data tracking and three week progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, instructional specialist, teachers, intervention program specialist, do the math para-professional, LLI para-professional, LLI tutors, and after school tutors.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Tutors - Title I (211) - \$10,000, Tutors - Local (199) - \$5,000</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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, and 3 week monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Review sub pop student performance and student progress monitoring after each formative and summative assessment each data cycle.</p> <p>Review student group performance and Item analysis review during weekly PLCs</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, instructional specialist, intervention program specialist, teachers, tutors and staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Do the Math as the district math intervention program and curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 &amp; post test results, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, instructional specialist, intervention program specialist, Do the Math para-professional, teachers, tutors and staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue daily implementation of inquiry design process through multiple content areas. (PLTW)</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> STEAM Coordinator, campus administration, instructional specialist, intervention program specialist, teachers &amp; staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> PLTW update materials and new kits - Local (199) - \$7,000, Inquiry Design process materials - Title I (211) - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Increase EL student performance on Math, Reading and Science STAAR through targeted vocabulary instruction and academic language supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading decoding, encoding, fluency and comprehension</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>


skills as shown through CFAs, CAs, benchmarks, and student data tracking in PLC.

**Staff Responsible for Monitoring:** Teachers, Instructional specialist, intervention program specialist, tutors.

**Title I Schoolwide Elements:** 2.4, 2.5

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**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:** 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.

(STEAM Scream Academic Nights, Fun Fit Family Night, Back to School Picnic and Parent University, Family Movie Nights)





**Evaluation Data Sources:** Sign In sheets, parent feedback, positive end of year campus survey, increased engagement in school functions

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will welcome parents back on campus for evening academic nights and events, lunch with their children, volunteer opportunities, guest STEAM speaker opportunities, and PTO engagement activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of plan for family engagement opportunities, new campus family newsletter each six weeks from the Principal, increased social media engagement with parents, and more involvement in academic meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, PTO board, Family Night Team, teachers &amp; staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Family night materials, refreshments, banners, coffee, etc. - Title I (211) - \$500, Family night materials, refreshments, banners, coffee, etc. - Local (199) - \$500</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** Improve College Readiness Performance by increasing Mastery Level on STAAR Tests for each tested area: Increase ELAR from 26% to 31%, Math from 27% to 32% and Science from 27% to 32%.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All K-3 staff will complete the HB3 Reading Academy during the 21-22 school year in order to learn how to better serve and extend our students in their reading fluency and comprehension, and AIPs will be implemented for students in grades 4-5 who were unsuccessful on grades 3-5 STAAR testing in the Spring of 2021.</p> <p><b>Strategy's Expected Result/Impact:</b> Students entering in grade 3 will increase STAAR performance and overall literacy through more targeted reading instruction. In the coming years, 4-5 grade teachers will complete HB3 Reading Academy, and all students in K-5 will benefit from high rigor reading instruction.</p> <p>The Accelerated Instructional Plans will provide extension time for those students who are already at Approaches and Meets while providing intensive targeted remediation for those who were below Approaches.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, Intervention Program Specialist, teachers, staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement campus mentoring program for teachers new to campus and/or new to teaching through "Rookie Camp" and partnering new staff with master veteran teachers in other grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> 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, and retention of new staff.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, instructional specialist, counselor, chosen mentors, and mentees.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Materials for meetings - Local (199) - \$250</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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), assign PLC facilitators at each grade level to prepare the team and lead the weekly meetings. Hang up posters of Tier 2 and 3 intervention strategies from the Reading Academy in the PLC meeting room.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC agendas and meetings, implementation of decisions monitored by campus administration Facilitators lead discussions rather than administrators, and increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, instructional specialist, intervention program specialist, and teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide updated training on the Inquiry Design Process.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Campus STEAM Coordinator, Campus STEAM committee, teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Inquiry Design Professional Development - Title I (211) - \$7,500, Inquiry Design Materials - Local (199) - \$2,500</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide additional training and feedback for teachers on implementation of guided reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> District elementary reading coordinator, campus administration, instructional specialist, intervention program specialist, instructional media specialist, teachers and LLI para.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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, sending two groups of staff to the Ron Clark Academy in the Fall and Spring, restorative practice training, and digitally connecting with possible global partners.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, instructional specialist, counselor, teachers and staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Conference registration - Local (199) - \$3,000, Conference registration - State Comp Ed (24) - \$1,000, Conference registration - Title I (211) - \$3,000, Speaker fees - Title I (211) - \$3,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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, implementation of the STEAM Ambassadors in 5th grade, and the creation of the Boys who Build group.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue weekly "Kid PLC" between two teachers from different grade levels 20 minutes each week to foster implementation of 21st Century Skills and deepen understanding of the inquiry design process and promote student leadership capabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Partner teachers, campus administrators, teachers and staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Materials for weekly implementation of Kids PLC - Local (199) - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue implementation of enrichment groups within grade levels 3 times a month to foster creativity, imagination and application of inquiry design.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of traditional non-school experiences to provide students a way to broaden their understanding of applying content learned in different ways.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, teachers and staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Enrichment materials - Local (199) - \$1,000, Enrichment materials - State Comp Ed (24) - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**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.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students a variety of experiences with multiple artists and modes of artistic expressions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase in their knowledge of different types of art and artistic expressions presented in the year end art show as well as conduct the online Art Auction again. Students in 5th grade will also learn the violin from the music instructor.</p> <p><b>Staff Responsible for Monitoring:</b> Art para, music teacher, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



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

**Performance Objective 3:** We will develop and implement PBIS on campus to reduce discipline referrals, increase desired social and academic engagement, and promote a healthy sense of well-being and community within the school.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with celebrations and recognition for positive behaviors and corrective behaviors, counselor lessons in the library, and school wide lessons during house meeting times the first Monday of each month.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student awareness and self-regulation of emotions and long term reduction of student discipline referrals.</p> <p>Increased opportunities to recognize and celebrate students: Student of the Month, Terrific Kid, Popsicles with the Principals, Golden Tray award, Positive Office referrals, and treasure digs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, counselor, and teachers.</p> <p><b>Funding Sources:</b> - State Comp Ed (24) - \$500</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 strategies on building character and continuation of being named a National School of Character.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train current 5th and 4th grade students as STEAM Ambassadors in place of Student Council.</p> <p><b>Strategy's Expected Result/Impact:</b> 5th grade students will complete the leadership training during the 1st semester of the 21-22 school 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. These ambassadors will also present at our STEAM recruitment events in the Spring as well as help document through photography with our librarian for social media.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Counselor, teachers &amp; staff, and librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the house system with monthly meetings the first Friday of each month focused around team building and character traits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase house points dedicated toward team building indicators Increase student awareness of the meanings of the house names- (ex. Matumaini means hope in Swahili)</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, counselor, instructional specialists, teachers &amp; staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Live School point tracking app - Local (199) - \$2,500</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Maintain and improve upon skill set that helped become a National School of Character.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the positive climate of the school, increase growth mindset of students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, counselor, instructional specialist, teachers &amp; staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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.)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor technology integration including training, communication, and development of strategies and tools, to ensure readiness when utilizing different devices.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. Fidelity to implementation of Seesaw and Google Classroom in K-5.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Technology Committee, librarian, teachers &amp; staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 2:** Implement, integrate, and utilize specific online learning platforms (Seesaw and Google Classroom) in order to increase student's understanding and effectiveness multi-media learning within the expectations of acceptable use.





**Evaluation Data Sources:** Classroom observations as well as teacher, student, and parent usage reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the grade banded designated learning platform beginning the first week of school: K-2 will utilize SeeSaw as their LMS, and grades 3-5 will utilize Google Classroom as their LMS.</p> <p><b>Strategy's Expected Result/Impact:</b> Allow students and parents the capability to seamlessly navigate these technology platforms in face to face classroom instruction and while at home for support.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and campus administration.</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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. )</p> <p><b>Strategy's Expected Result/Impact:</b> Campus library that expands throughout the building and allows additional inquiry design/collaborative spaces.</p> <p><b>Staff Responsible for Monitoring:</b> District librarian coordinator, Campus administration, STEAM Team, campus library aide, teachers &amp; staff.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.)</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in response time on repeated drills, procedures followed during drills as documented by campus admin., feedback provided &amp; reflection discussion documented at campus Crisis/Safety Team meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Crisis/Safety Team, campus security, teachers &amp; staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Track use of collaborative areas. (big collaborative area, kitchen, small collaborative area, read-write-rithmetic room, etc.) and utilize the bike reading room for incentives with homeroom classes.</p> <p><b>Strategy's Expected Result/Impact:</b> 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)</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, office staff, and teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Apply for 10 grants throughout the school year for funding on innovative classroom, grade level or program ideas including STEAM and/or Inquiry Design, and the furthering of community building through Restorative Practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Receive additional funding from awarded grants.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, STEAM Committee, teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for Mambrino School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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
<b>6100 Subtotal:</b>		<b>\$43,611.00</b>
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
<b>6300 Subtotal:</b>		<b>\$43,681.00</b>

## Personnel for Mambrino School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katie Unruh	Do the Math Interventionist	ESSER	1
Kelly Winkleman	LLI Accelerated Reading Paraprofessional	Reading State Comp	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Johnson	Instructional Specialist	Title I	1

# 2021-2022 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administration	Heather Boisjolie	Principal
Administration	Denisa Mendel	Assistant Principal
Administration	Jillian Parsons	Assistant Principal
Non-classroom Professional	Jessica Johnson	Instructional Specialist
Non-classroom Professional	Angie Molinari	Counselor
Non-classroom Professional	Molly Whisenhunt	Intervention Program Specialist
Non-classroom Professional	Oakley Tyler	Instructional Media Specialist
Classroom Teacher	Karisa Glenn	Teacher
Classroom Teacher	Hailey Massey	Teacher
Classroom Teacher	Jan Krause	Teacher
Classroom Teacher	Melissa McKelvain	Teacher
Classroom Teacher	Kelli Godi	Teacher
Classroom Teacher	Deidra Zschiesche	Teacher
Classroom Teacher	Nicole Periello	Teacher
Classroom Teacher	Kate Robertson	Teacher

# Campus Funding Summary

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors		\$5,000.00
1	1	4	PLTW update materials and new kits		\$7,000.00
1	2	1	Family night materials, refreshments, banners, coffee, etc.		\$500.00
2	1	1	Materials for meetings		\$250.00
2	2	1	Inquiry Design Materials		\$2,500.00
2	2	3	Conference registration		\$3,000.00
3	1	1	Materials for weekly implementation of Kids PLC		\$1,000.00
3	1	2	Enrichment materials		\$1,000.00
4	1	2	Live School point tracking app		\$2,500.00
<b>Sub-Total</b>					\$22,750.00
State Comp Ed (24)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Conference registration		\$1,000.00
3	1	2	Enrichment materials		\$1,000.00
3	3	1			\$500.00
<b>Sub-Total</b>					\$2,500.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors		\$10,000.00
1	1	4	Inquiry Design process materials		\$2,500.00
1	2	1	Family night materials, refreshments, banners, coffee, etc.		\$500.00
2	2	1	Inquiry Design Professional Development		\$7,500.00
2	2	3	Conference registration		\$3,000.00
2	2	3	Speaker fees		\$3,000.00
<b>Sub-Total</b>					\$26,500.00
<b>Grand Total</b>					\$51,750.00

# Addendums