

Granbury Independent School District
Mambrino School
2022-2023 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 21-22 school year our enrollment increased from the 20-21. Total enrollment at the end of the school year was 817, up from 756 at the beginning of the school year. As the campus moves into its fifth year as a STEAM Academy, we have just under 200 students who attend as STEAM transfers.

Due to the district offering free lunches for all students for the final year, our students who qualified to receive free and reduced lunch was only 44%, down from 51% for the 20-21 school year. Out of 817 students, 26 students were limited English proficient (LEP). 50 students were identified as gifted and talented. Mambrino has 71 students served in Special Education through Resource/Inclusion, 26 through the SLC model, and 27 in Life Skills. The office staff is comprised of the following: 3 administrators (Principal, 2 Assistant Principals), 2 instructional leadership team members (Instructional Specialist and Intervention Program Specialist), 1 Counselor, 2 Receptionists, 1 Secretary, 1 Nurse, and 1 SRO. The campus has specialized staff in the following areas: 3 FTE Resource/Inclusion teachers and 5 paras; 3 FTE SLC teachers and 6 paras; 4 FTE Life Skills teachers and 8 paras; 1 FTE LID teacher and 3 paras, and 3 FTE Speech teachers/pathologists. The general education staff is comprised of the following: 38 FTE in Kindergarten through 5th grade; 3 FTE in Specials (PE, Art); 2 paraprofessionals for Do the Math and LLI, and 2 part-time MTA teachers.

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 had originally elected to take all STAAR in grades 3-5 online for the Spring 2022 administration. However, as common assessment and benchmark data came in, it was evident that our students were performing significantly higher on paper, so campus administration made the decision to keep the campus on paper for one more year.

In preparation for STAAR testing, data from benchmarks, common assessments, and guided reading levels were used to monitor student progress. Teachers also utilized mClass, MAP, and BAS data to fine-tune small group and tutoring plans.

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 implemented "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 monitored RtI Tier 3 students and pushed into classes to provide model lessons, intervention strategies, support data analysis and work with small groups. The IPS will also spearhead the MTSS system for behavior for the 22-23 school year.

Initial campus data reflected the expected gaps due to COVID in the fall. However, through targeted interventions, students demonstrated academic gains. Common Assessment, Benchmark, and state assessment data reflected significant increases in student achievement in all sub-pops, and growth measures from approaches to meets and meets to masters.

School Culture and Climate

School Culture and Climate Summary

The front office administrative team saw a complete turnover in personnel this school year. However, with that turnover came a vision of increased staff recognition, instructional feedback, and student accountability. We strengthened the campus relationships through weekly teacher recognition (Talk About it Tuesday: Poppin' Para and You're on Fire awards). The 22-23 school year will bring a district initiative for PBIS which will target increased student engagement, decreased office referrals, and new ways to build relationships on campus to increase student achievement and behavioral success.

The June 2021 Start. Stop. Continue. survey clearly showed the staff was seeking clear and frequent communication, streamlined parent communication, and an open-door policy. The administrative team created the campus "Huddle" which was a home site that populated staff computers upon logging into Google. This site housed our mission, vision, goals, and all campus documents (handbook, forms, procedures, processes, staff directory, and district links). The principal created the Weekly Buzz, a document that provided staff a week-at-glance overview of every meeting, celebration, event, and birthday for the week. These were posted online and in every staff restroom. On the May 2022 Start. Stop. Continue. survey, 100% of respondents requested to keep the Weekly Buzz due to its clear and efficient campus communication. Administration sent feedback surveys to staff at the semester break and end of the school year in order to refine processes and procedures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The 21-22 school year brought about large personnel changes in the front office: two new Assistant Principals, a new Intervention Program Specialist, a new nurse, new counselor, and an additional receptionist. Staff morale continued to increase during the year, even during the hardest-hit months of COVID when we had no subs and student attendance was declining due to illness. The administration intentionally worked to boost morale and provide opportunities for celebration in order to decrease staff turnover at the conclusion of the school year. At the time of this document's creation, the campus is fully staffed with the exception of one 5th grade teacher and one paraprofessional.

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 four years. At the end of the 21-22 school year the campus was named as a PLTW Distinguished Launch School for the third year in a row. 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. All new staff will undergo a one day IDP training and two day PLTW training at Mambrino by Mambrino faculty.

STAAR 2022 raw data:

Reading: 5th grade (84% approaches, 63% meets, 45% masters); 4th grade (87% approaches, 63% meets, 24% masters); 3rd grade (84% approaches, 65% meets, 47% masters)

Science: 5th grade (76% approaches).

Math: 5th grade (80% approaches, 52% meets, 24% masters) 4th grade (87% approaches, 52% meets, 28% masters); 3rd grade (82% approaches, 59% meets, 37% masters)

The campus made significant gains across every grade level in every content in every category with the exception of 5th Science. One of our two Science teachers resigned in late February, and the one remaining teacher continued to teach every child the remainder of the year to fill gaps from untaught content.

Parent and Community Engagement

Parent and Community Engagement Summary

We had an entirely new PTO board for the 21-22 school year, and they were very active and offered a strong partnership with campus administration and teachers. They hosted monthly breakfasts or lunches for staff, a mobile Pirate store for students who earned gold behavior coins at the end of each six weeks, and hosted the first annual Mambrino Grinchmas event for families at Christmas.

Face to face parent meetings resumed after the initial COVID surge in the fall, and we saw a increase in parents on campus for 504, SpEd, and LPAC meetings as well. Families reported feeling more engaged and in tune to their child's academic and behavioral progress due to this.

We held many in person family engagement events on campus from the onset of the 21-22 school year including: Meet the Teacher night, Title 1 family meetings, STEAM Scream, 1st responders parade, Veteran's Day breakfast, Grinchmas, Lunch with Loved Ones, Thanksgiving Feast, Awards ceremonies in the Spring, music concerts for K-5, Violin showcases for 5th grade each semester, STEAM Literacy Night, and Field Day.

We will resume Parent Universities and STEAM career days in the 22-23 school year.

Technology

Technology Summary

Our campus administration partnered with technology to create the landing page for all staff which housed all pertinent campus documents and processes. The campus expectation was for every classroom teacher to create a Remind for all parents; the administration created a campus Remind for staff, a separate one for parents, and also communicated through School Messenger.

As we move to online testing in the 22-23 school year, we will have to be intentional about utilizing technology in all contents, in all grade levels, and with an emphasis on writing. This will be a heavy focus for our IS and IPS as they push into 3-5 and K-2 respectively and model and co-teach.

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

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

- 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
- 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 23, 2022

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. STAAR Goals for 2022-23 (based on raw STAAR 2022 data): 3rd grade Reading: 87% App/50% Meets/ 45% Masters. 3rd grade Math: 87% App/ 50% Meets/30% Masters; 4th grade Reading: 92% App/70% Meets/50% Masters; 4th grade Math: 92% App/65% Meets/40% Masters; 5th grade Reading: 90% App/68% Meets/30% Masters; 5th grade Math: 90% App/57% Meets/35% Masters; 5th grade Science: 87% App/55% Meets/30% Masters. Campus rating goal: increase from a 91% to 93%.

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 and iReady

Strategy 1 Details	Reviews			
<p>Strategy 1: Increased guided reading time, LLI instruction in 1-5, after-school tutoring beginning in October and Saturday tutoring beginning in March.</p> <p>Strategy's Expected Result/Impact: Supplement HB4545 required remediation through targeted below grade level TEKS; provide intensive small group instruction through tutoring opportunities in order to fill gaps; 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., and increase overall math fluency across grade levels as shown through data tracking and three week progress monitoring.</p> <p>Staff Responsible for Monitoring: Campus administration, instructional specialist, teachers, intervention program specialist, do the math para-professional, LLI para-professional, LLI tutors, and after school tutors (K-2 and 3-5 staff and personnel)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors - Title I (211) - \$75,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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, and 3 week monitoring.</p> <p>Strategy's Expected Result/Impact: Review sub pop student performance and student progress monitoring after each formative and summative assessment each data cycle. This data will be posted and reviewed on the data wall in the PLC room. The instructional specialist will facilitate this strategy.</p> <p>Review student group performance and Item analysis review during biweekly PLCs.</p> <p>Staff Responsible for Monitoring: Campus administration, instructional specialist, intervention program specialist and teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue daily implementation of inquiry design process through multiple content areas. (PLTW)</p> <p>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 problem-solving ability.</p> <p>Staff Responsible for Monitoring: STEAM Coordinator, campus administration, teachers & staff</p> <p>Title I: 2.5 -</p> <p>Funding Sources: PLTW update materials and new kits - Local (199) - \$8,000, Inquiry Design process materials - Local (199) - \$2,500</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase all student performance on Math and Science STAAR through targeted vocabulary instruction and academic and content language alignment in K-5.</p> <p>Strategy's Expected Result/Impact: Increase academic vocabulary comprehension in Math and Science, specifically in 3rd-5th math and 5th Science.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Specialist</p> <p>Title I: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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>				

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: Increase Family Nights (Parent University) and begin Parent Connect 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, Back to School Picnic and Parent University, Title I Family Meeting, Family Christmas Event, STEAM Literacy Night) Develop and distribute Parent and Family Engagement Policy; offer flexible number of parent involvement meetings.


High Priority


Evaluation Data Sources: Sign In sheets, parent feedback, positive end of year campus survey, increased engagement in school functions, increased two-way communication on Remind and social media

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will launch Parent Connect events on campus each month of the 22-23 school year in order to bring together families from our campus to share insights over topics related to their students. The campus will continue with Parent University, STEAM Scream, PTO holiday family night, and STEAM Literacy Night.</p> <p>Strategy's Expected Result/Impact: Engage parents at a more frequent level regarding student topics they survey as important; the counselor will provide resources for support and community outreach agencies. Increased parent attendance at campus events.</p> <p>Staff Responsible for Monitoring: Counselor, campus administration</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Family night materials, refreshments, banners, coffee, etc. - Title I (211) - \$1,000, Family night materials, refreshments, banners, coffee, etc. - Local (199) - \$500</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 1: Continue targeted campus support of teachers to increase rigorous and challenging lessons for students.

High Priority

Evaluation Data Sources: TTESS, Get Better Faster, Walkthroughs, increased teacher retention rates, overall student performance and growth rate.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement campus mentoring program for teachers new to campus and/or new to teaching through partnerships with master veteran teachers in other grade levels.</p> <p>Strategy's Expected Result/Impact: Increased rigor in lessons and planning as documented in walkthroughs, positive attainment of TTESS 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>Staff Responsible for Monitoring: Campus administration, new teachers and selected mentors</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials for meetings - Local (199) - \$350</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue biweekly 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>Strategy's Expected Result/Impact: PLC agendas and meetings, implementation of decisions monitored by campus administration Facilitators lead discussions rather than administrators, and conversations revolve around increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus administration, instructional specialist, intervention program specialist, and teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

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. Conduct faculty meetings digitally each month and reserve the 30 minute meeting time for teacher-led PD based on the campus needs/interest survey.





Evaluation Data Sources: Get Better Faster (Waterfall), TTESS evaluator meetings and walkthroughs, data reflections

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training on integrated writing with Sarah Waller in October.</p> <p>Strategy's Expected Result/Impact: Increased authentic writing integration in K-5 classrooms in all contents</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 continuation of "Kid PLC".

Strategy 1 Details	Reviews			
<p>Strategy 1: "Kid PLC" amongst all grade levels one Friday a month for an hour to foster 21st Century Skills and deepen understanding of the inquiry design process and promote student leadership capabilities.</p> <p>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. 5th grade STEAM Ambassadors will mentor 4th grade students in the Spring to prepare them for leadership opportunities.</p> <p>Staff Responsible for Monitoring: Partner teachers, campus administrators, teachers and staff.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Materials for weekly implementation of Kids PLC - Local (199) - \$1,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue implementation of enrichment groups within grade levels 3 times a month to foster creativity, imagination and application of inquiry design.</p> <p>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. (Partner PEEPS, UCS sports and robotics).</p> <p>Staff Responsible for Monitoring: Campus administration, teachers and staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Enrichment materials - Local (199) - \$1,000, Enrichment materials - State Comp Ed (24) - \$1,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 and promote student engagement and connectedness to the outside world.





Evaluation Data Sources: Positive feedback from students, external stakeholders on end of year survey, increased involvement of diversified student groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students a variety of experiences with multiple outside community groups as well as increased opportunities for interactions with students of different abilities and backgrounds.</p> <p>Strategy's Expected Result/Impact: Students will participate in UCS (Unified Champion Schools) events this year as we increase opportunities for our life skills and general education students opportunities to connect with the community through athletic and robotics events. Classrooms will invite parent speakers in to create awareness of diverse career paths; classroom teachers will create opportunities for Mambrino classrooms to connect virtually with classrooms across the globe.</p> <p>Staff Responsible for Monitoring: OT/PT, PE teacher, STEAM Coordinator, Campus Administration, District Administration</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>Strategy 1: Provide students with celebrations and recognition for positive behaviors and corrective behaviors, counselor lessons in the classroom and school wide lessons during house meeting times the first Friday of each month.</p> <p>Strategy's Expected Result/Impact: 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. Student behavior folders have positive behavior recognition this year as well for traits supported by our 10 Houses.</p> <p>Staff Responsible for Monitoring: MTSS/IPS, Campus administration, counselor, and teachers.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - State Comp Ed (24) - \$500</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 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>Strategy 1: Train current 5th grade students as STEAM Ambassadors.</p> <p>Strategy's Expected Result/Impact: 5th grade students will be selected by their teachers as STEAM Ambassadors. They will lead tours on campus, speak at recruitment sessions in the Spring semester, support House activities, and support our UCS initiatives. These students will mentor 4th graders in leadership in the Spring semester of 2023.</p> <p>Staff Responsible for Monitoring: Campus administration, Counselor, teachers & staff, STEAM Coordinator and Librarian</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the house system with monthly meetings the first Friday of each month focused around team building and character traits.</p> <p>Strategy's Expected Result/Impact: Increase house points dedicated toward team building indicators (through LIVEHOUSE app) Increase student awareness of the meanings of the house names- (ex. Matumaini means hope in Swahili)</p> <p>Staff Responsible for Monitoring: Campus administration, counselor, instructional specialists, teachers & staff.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Live School point tracking app - Local (199) - \$2,500</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain and improve upon skill set that helped become a National School of Character.</p> <p>Strategy's Expected Result/Impact: Increase the positive climate of the school, increase growth mindset of students. Students are recognized for positive behaviors on their behavior charts, the counselor pushes in for lessons, and community service projects.</p> <p>Staff Responsible for Monitoring: Campus administration, counselor, teaching staff</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</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>Strategy 1: Monitor technology integration including training, communication, and development of strategies and tools, to ensure readiness when utilizing different devices.</p> <p>Strategy's Expected Result/Impact: Increase of observed tech integration on classroom walkthroughs, increased use of authentic learning produced on technology, positive survey on types of technology used by students on year end student survey. Fidelity to implementation of Google Classroom in 2-5, Seesaw in K-2, and the use of online District resources.</p> <p>Staff Responsible for Monitoring: Campus administration, Technology Committee, librarian, teachers & staff</p> <p>Title I: 2.4, 2.5 -</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 keyboarding curriculum to increase students' keyboarding fluency as we move to all online STAAR testing and increased online assessment.





Evaluation Data Sources: Classroom observations as well as student keyboarding growth data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the district approved keyboarding resource to increase students' typing fluency.</p> <p>Strategy's Expected Result/Impact: Students will increase speed and accuracy on the keyboard as they create authentic writing samples and complete assessments online.</p> <p>Staff Responsible for Monitoring: Teachers and campus administration.</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 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 a safe learning environment with increased monitoring and security measures.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Practice ongoing safety protocols and communicate proficiency to students and staff through: staff meetings, classroom discussions, etc. including debrief after state required drills. (All doors locked, TEA auditors, visitors on campus procedures, Fire, tornado, lock down, active shooter, AED, CPR, etc.)</p> <p>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. Increased awareness of non-District staff on campus and fidelity to checking for identification and proper supervision of all campus property, both inside and outside.</p> <p>Staff Responsible for Monitoring: Campus administration, Crisis/Safety Team, campus security, teachers & staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>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)</p> <p>Staff Responsible for Monitoring: Campus administration, office staff, and teachers.</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>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, and the furthering of community building through Restorative Practices.</p> <p>Strategy's Expected Result/Impact: Receive additional funding from awarded grants.</p> <p>Staff Responsible for Monitoring: Campus administration, STEAM Committee, teachers.</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Mambrino School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Mambrino School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christie Bills	Do the Math Interventionist	1
Martha Phillips	LLI Accelerated Reading Paraprofessional	1

Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

A comprehensive improvement plan was developed on August 23, 2022 to address how the school will improve academic achievement throughout the school, particularly for the lowest-achieving students, by addressing the needs identified in the CNA.

- \$75,000 towards after school and Saturday tutoring
- Increased use of diagnostic online assessment tools (iReady, mClass, MAP)

Heather Boisjolie, Jessica Johnson, Molly Whisenhunt, Angie Couto, Nuvia Velazquez, Lacey McGowan, Candice Jenkins, Kayla Kreutzer, Patti Young, Crystal Vargas, Melissa McKelvain, Nicole Moody, Jennifer Bloodworth, Char-Lee Hamilton, Stacey Dudley, Jeffrey Ross (parent), R. Moore (Community Member), Karla Willmeth (District Administrator)

2.2: Regular monitoring and revision

The CIP will be reviewed regularly (December, February, April, and June) to ensure that the school is on track to meet the goals set through the activities noted in the plan related to providing opportunities to meet the challenging State academic standards. The CIP will be revised at any time deemed necessary based on the student needs and especially when progress is not being made towards the goals and objectives of the plan to ensure that all students are provided opportunities to meet the challenging State academic standards.

2.3: Available to parents and community in an understandable format and language

The CIP will be available to the district, parents, and the public on the district website in an understandable and uniform format.

2.5: Increased learning time and well-rounded education

Instructional strategies and increased learning time from CIP:

- Intervention time (HB4545) AIP minutes
- Increased tutoring outside of the instructional day
- Alignment of academic vocabulary in K-5, specifically in Science and Academic Vocabulary

2.6: Address needs of all students, particularly at-risk

How we will address the needs of all children in the school, particularly the needs of those at risk of not meeting the State academic standards.

- students strategically placed in homerooms with more flexibility for LLI and Do the Math support
- RtI time embedded for reading and math during the school day
- Increased guided reading time across all grade levels
- Increased parent engagement opportunities in Parent Connect evenings with the counselor

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Schoolwide Title 1 Campus Plan and its implementation will be evaluated annually. Data (such as state assessments, other student performance data, and perception data) will be used in the annual evaluation to determine if the schoolwide program has been effective in addressing the identified areas of need and, in turn, increasing student achievement, particularly for the lowest-achieving students.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed on August 30, 2022 and will be posted in English and Spanish on the district website in addition to a link sent through School Messenger.

4.2: Offer flexible number of parent involvement meetings

Meetings will be scheduled with different meeting times to provide parent participation flexibility.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nuvia Velazquez	Instructional Specialist	Title I	1

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administration	Heather Boisjolie	Principal
Non-classroom Professional	Jessica Johnson	Assistant Principal
Non-classroom Professional	Molly Whisenhunt	Assistant Principal
Classroom Teacher	Candice Jenkins	Teacher
Classroom Teacher	Kayla Kreutzer	Teacher
Classroom Teacher	Patti Young	Teacher
Classroom Teacher	Melissa McKelvain	Teacher
Classroom Teacher	Nicole Moody	Teacher
Classroom Teacher	Deidra Zschiesche	Teacher
Classroom Teacher	Stacey Dudley	Teacher
Classroom Teacher	Char-Lee Hamilton	Teacher
Non-classroom Professional	Nuvia Velazquez	Instructional Specialist
Non-classroom Professional	Lacey McGowan	Intervention Program Specialist
Non-classroom Professional	Angie Couto	Counselor
Classroom Teacher	Jennifer Bloodworth	STEAM Coordinator/Teacher
Classroom Teacher	Crystal Vargas	Teacher

Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors		\$75,000.00
1	2	1	Family night materials, refreshments, banners, coffee, etc.		\$1,000.00
Sub-Total					\$76,000.00
Budgeted Fund Source Amount					\$166,333.00
+/- Difference					\$90,333.00
Grand Total Budgeted					\$166,333.00
Grand Total Spent					\$76,000.00
+/- Difference					\$90,333.00