

Coppell Independent School District



Mockingbird Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Vision

Our guiding purpose is to develop young learners with innovative and creative minds, a sense of understanding, and compassion for others.

Value Statement

Relationships: We value authentic relationships. When we invest in each other, we learn and flourish.

Great Teaching: We value great teaching because we believe it is key to deep learning.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Redefining Success: We value each individual's contribution because success can be different for everyone.

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Comprehensive Needs Assessment

Demographics

Summary

Mockingbird Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. In the 2025-26 school year, total enrollment was 429 which represents a decrease of 2.2% from the prior year (-10 total learners).

In 2025-26, the student population was 36.8% Asian, 35.7% White, 14% Hispanic, 5.4% African American, 0.2% American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander and 7.7% multi-racial. Females made up 44.3% of the learners and males represented 55.7%. Our economically disadvantaged percentage was 10.5%.

Our Emergent Bilingual (EB) population consisted of 73 learners that made up 17% of our campus. The top 5 foreign languages spoken by this student group were: Tamil (16.4%), Telugu (9.6%), Spanish (9.6%), Hindi (8.2%), and Mandarin (Chinese) (6.8%). Additionally, 9.6% of our EBs were also economically disadvantaged.

Our 50 gifted and talented learners constituted 11.7% of our population. Our gender split in the GT group was 38% female and 62% male. Of the four major ethnic groups, our GT learners were 54% Asian, 28% White, 4% Hispanic and 0% African American.

We had 101 learners that qualified for special education services, which represented 23.5% of our population. There were 17 learners with 504 accommodations, which was 4% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 97.1%, which increased by 0.8% from the prior year.

STAFFING

Mockingbird employed 34 educators and 14 instructional aides in the 2025-26 school year. The number of teachers decreased by 1 from the prior year while the number of aides increased by 1. The ethnic breakdown for the teaching staff was 8.8% Asian, 73.5% White, 8.8% Hispanic, 5.9% African American and 2.9% multi-racial. Females made up 94.1% of the educators and males represented 5.9%.

Overall, our educators had a varied level of professional experience: 26.5% (9) had 2-5 years, 17.6% (6) had 6-10 years, 17.6% (6) had 11-15 years, 11.8% (4) had 16-20 years, and 26.5% (9) had more than 20 years.

Looking at longevity within the district, 17.6% of our teachers had 0-1 years in district, 38.2% had 2-5 years, 20.6% had 6-10 years, 2.9% had 11-15 years, 5.9% had 16-20 years and 14.7% had more than 20 years. The average years of professional experience was 13.6 with 8.4 years in the district.

Advanced degrees were held by 32.3% of our teachers: 11 with master's degrees. Our campus principal had 25 years of career experience in a professional position (not necessarily as a principal) and 9 years in Coppell. Our assistant principal had 25 years of professional experience and 6 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 83.8%. For educational aides it was 84.6%. We hired 3 new teachers in 2025-26. The characteristics of our new teachers were as follows: 33.3% White, 66.7% Hispanic, 100% female, 3.3% with 6-10 years, 33.3% with 11-15 years, 33.3% with more than 20 years and 8.8% new to the campus. The average years of professional experience was 15.7 with 4.3 years in the district. 0% of our new teachers had advanced degrees.

Strengths

- Mockingbird has a diverse student population.

- There are numerous languages represented at Mockingbird, and the teaching staff is 100% ESL certified.
- We have successfully identified 11.7% of our student population as gifted and talented through various means.
- Approximately 44% of our teaching staff has greater than 5 years of experience with over one-third of the total staff holding advanced degrees.
- Our teacher retention rate is nearly 84%, and teachers are committed to the campus.
- Our staff is diverse both in ethnicity and years of experience.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a need to continue strengthening Tier-1 instruction across all grade levels in all core content areas for alignment and maximum growth for all student sub-populations.	Curriculum updates have recently taken place and educators need ongoing support to ensure implementation with fidelity.
2	There is a need to ensure that targeted instruction is being provided on a regular basis to learners from a low socio-economic background to ensure equal access and growth for all.	Recent data indicates that learners from a low socio-economic background are not progressing at the expected rate as compared with their peers.
3 ★	There is a need to closely monitor the mathematical progress of learners in subpopulations to ensure that targeted growth measures are met.	Recent data from TEA indicates that learners in the Hispanic, White, and Asian populations are not meeting their growth goals in mathematics.

★ = Priority

Student Learning

Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 25-26 BOY, MOY, EOY

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 25 to Spring 26. Click [HERE](#) for an explanation if needed.

	0326 TELPAS Kindergarten	0326 TELPAS Grade 1	0326 TELPAS Grade 2	0326 TELPAS Grade 3	0326 TELPAS Grade 4	0326 TELPAS Grade 5
Mockingbird Elementary						
Total Students	12	12	6	11	10	18
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	0%	66.67%	70%	75%	68.75%
1 Level Higher	-	100%	33.33%	30%	25%	31.25%
2 Levels Higher	-	0%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.63	3.49	2.6	2.94	2.6	2.87
No Rating	0%	0%	0%	0%	0%	0%
Beginning	25%	0%	0%	0%	10%	5.56%
Intermediate	16.67%	8.33%	50%	36.36%	40%	33.33%
Advanced	16.67%	8.33%	50%	63.64%	30%	38.89%
Advanced High	41.67%	83.33%	0%	0%	20%	22.22%
Listening Raw Score	0	0	20.17	22.82	17	19.56
Listening Scale Score	0	0	1603	1665	1539.6	1575.11
Speaking Raw Score	0	0	25.33	27.73	27.7	24.28
Speaking Scale Score	0	0	1528.5	1571.73	1585.8	1528.5
Writing Raw Score	0	0	10.33	15.18	22.6	25.11
Writing Scale Score	0	0	1453.83	1463	1476.9	1500.56
Reading Raw Score	0	0	13.17	21.64	18.7	24.28
Reading Scale Score	0	0	1476	1565.45	1531.2	1603.72
Economic Disadvantage						

Total Students	1	-	1	2	2	1
Date Taken	03/01/26	-	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	-	100%	0%	100%	0%
1 Level Higher	-	-	0%	100%	0%	100%
2 Levels Higher	-	-	0%	0%	0%	0%
3 Levels Higher	-	-	0%	0%	0%	0%
TELPAS Composite Score	4	-	2	2.55	3.4	1.5
No Rating	0%	-	0%	0%	0%	0%
Beginning	0%	-	0%	0%	0%	0%
Intermediate	0%	-	100%	50%	0%	100%
Advanced	0%	-	0%	50%	50%	0%
Advanced High	100%	-	0%	0%	50%	0%
Listening Raw Score	0	-	21	20.5	20.5	13
Listening Scale Score	0	-	1611	1642.5	1567	1478
Speaking Raw Score	0	-	20	21.5	31.5	10
Speaking Scale Score	0	-	1439	1472.5	1650	1337
Writing Raw Score	0	-	7	12	25	11
Writing Scale Score	0	-	1397	1413	1514	1342
Reading Raw Score	0	-	5	21.5	27.5	15
Reading Scale Score	0	-	1383	1568.5	1636.5	1486
Asian						
Total Students	8	8	4	10	7	14
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	0%	75%	77.78%	60%	64.29%
1 Level Higher	-	100%	25%	22.22%	40%	35.71%
2 Levels Higher	-	0%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.79	3.49	2.65	2.9	2.67	2.87
No Rating	0%	0%	0%	0%	0%	0%
Beginning	25%	0%	0%	0%	0%	7.14%
Intermediate	12.50%	12.50%	50%	40%	57.14%	28.57%
Advanced	12.50%	12.50%	50%	60%	14.29%	35.71%
Advanced High	50%	75%	0%	0%	28.57%	28.57%
Listening Raw Score	0	0	19.75	22.5	17.43	19.14
Listening Scale Score	0	0	1599	1655.7	1550.86	1572.21
Speaking Raw Score	0	0	26.5	27.7	28.43	24.57

Speaking Scale Score	0	0	1550.5	1571.8	1594.14	1530.79
Writing Raw Score	0	0	10	14.9	23	26.07
Writing Scale Score	0	0	1449.75	1458.6	1478.29	1509.07
Reading Raw Score	0	0	15.5	21.2	18	23.64
Reading Scale Score	0	0	1501.75	1559.9	1524.29	1596.5
Black/African American						
Total Students	3	-	-	-	1	-
Date Taken	03/01/26	-	-	-	03/01/26	-
Lower/Same Level	-	-	-	-	100%	-
1 Level Higher	-	-	-	-	0%	-
2 Levels Higher	-	-	-	-	0%	-
3 Levels Higher	-	-	-	-	0%	-
TELPAS Composite Score	2.5	-	-	-	3.3	-
No Rating	0%	-	-	-	0%	-
Beginning	33.33%	-	-	-	0%	-
Intermediate	0%	-	-	-	0%	-
Advanced	33.33%	-	-	-	100%	-
Advanced High	33.33%	-	-	-	0%	-
Listening Raw Score	0	-	-	-	20	-
Listening Scale Score	0	-	-	-	1560	-
Speaking Raw Score	0	-	-	-	30	-
Speaking Scale Score	0	-	-	-	1626	-
Writing Raw Score	0	-	-	-	23	-
Writing Scale Score	0	-	-	-	1496	-
Reading Raw Score	0	-	-	-	27	-
Reading Scale Score	0	-	-	-	1629	-
Hispanic						
Total Students	1	1	1	-	-	4
Date Taken	03/01/26	03/01/26	03/01/26	-	-	03/01/26
Lower/Same Level	-	-	0%	-	-	100%
1 Level Higher	-	-	100%	-	-	0%
2 Levels Higher	-	-	0%	-	-	0%
3 Levels Higher	-	-	0%	-	-	0%
TELPAS Composite Score	1.8	3.5	3	-	-	2.85
No Rating	0%	0%	0%	-	-	0%

Beginning	0%	0%	0%	-	-	0%
Intermediate	100%	0%	0%	-	-	50%
Advanced	0%	0%	100%	-	-	50%
Advanced High	0%	100%	0%	-	-	0%
Listening Raw Score	0	0	21	-	-	21
Listening Scale Score	0	0	1611	-	-	1585.25
Speaking Raw Score	0	0	26	-	-	23.25
Speaking Scale Score	0	0	1530	-	-	1520.5
Writing Raw Score	0	0	15	-	-	21.75
Writing Scale Score	0	0	1527	-	-	1470.75
Reading Raw Score	0	0	12	-	-	26.5
Reading Scale Score	0	0	1466	-	-	1629
White						
Total Students	-	3	1	1	2	-
Date Taken	-	03/01/26	03/01/26	03/01/26	03/01/26	-
Lower/Same Level	-	0%	100%	0%	100%	-
1 Level Higher	-	100%	0%	100%	0%	-
2 Levels Higher	-	0%	0%	0%	0%	-
3 Levels Higher	-	0%	0%	0%	0%	-
TELPAS Composite Score	-	3.5	2	3.3	2	-
No Rating	-	0%	0%	0%	0%	-
Beginning	-	0%	0%	0%	50%	-
Intermediate	-	0%	100%	0%	0%	-
Advanced	-	0%	0%	100%	50%	-
Advanced High	-	100%	0%	0%	0%	-
Listening Raw Score	-	0	21	26	14	-
Listening Scale Score	-	0	1611	1758	1490	-
Speaking Raw Score	-	0	20	28	24	-
Speaking Scale Score	-	0	1439	1571	1536.5	-
Writing Raw Score	-	0	7	18	21	-
Writing Scale Score	-	0	1397	1507	1462.5	-
Reading Raw Score	-	0	5	26	17	-
Reading Scale Score	-	0	1383	1621	1506.5	-
Currently Emergent Bilingual						
Total Students	12	12	6	11	10	18

Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	0%	66.67%	70%	75%	68.75%
1 Level Higher	-	100%	33.33%	30%	25%	31.25%
2 Levels Higher	-	0%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.63	3.49	2.6	2.94	2.6	2.87
No Rating	0%	0%	0%	0%	0%	0%
Beginning	25%	0%	0%	0%	10%	5.56%
Intermediate	16.67%	8.33%	50%	36.36%	40%	33.33%
Advanced	16.67%	8.33%	50%	63.64%	30%	38.89%
Advanced High	41.67%	83.33%	0%	0%	20%	22.22%
Listening Raw Score	0	0	20.17	22.82	17	19.56
Listening Scale Score	0	0	1603	1665	1539.6	1575.11
Speaking Raw Score	0	0	25.33	27.73	27.7	24.28
Speaking Scale Score	0	0	1528.5	1571.73	1585.8	1528.5
Writing Raw Score	0	0	10.33	15.18	22.6	25.11
Writing Scale Score	0	0	1453.83	1463	1476.9	1500.56
Reading Raw Score	0	0	13.17	21.64	18.7	24.28
Reading Scale Score	0	0	1476	1565.45	1531.2	1603.72
Special Ed Indicator						
Total Students	4	3	1	1	2	7
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	0%	100%	100%	100%	100%
1 Level Higher	-	100%	0%	0%	0%	0%
2 Levels Higher	-	0%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	1.38	2.93	3.5	2.5	1.65	2.14
No Rating	0%	0%	0%	0%	0%	0%
Beginning	75%	0%	0%	0%	50%	14.29%
Intermediate	0%	33.33%	0%	100%	50%	71.43%
Advanced	25%	0%	100%	0%	0%	14.29%
Advanced High	0%	66.67%	0%	0%	0%	0%
Listening Raw Score	0	0	24	22	8	15.57
Listening Scale Score	0	0	1674	1629	1416.5	1515.29
Speaking Raw Score	0	0	31	25	23.5	20.43
Speaking Scale Score	0	0	1633	1512	1526.5	1470.86

Writing Raw Score	0	0	12	14	17.5	17.43
Writing Scale Score	0	0	1491	1438	1418	1421.86
Reading Raw Score	0	0	25	16	11	20
Reading Scale Score	0	0	1606	1494	1437	1549.29

	May 2026 STAAR Mathematics, Grade 3	May 2026 STAAR Mathematics, Grade 4	May 2026 STAAR Mathematics, Grade 5	May 2026 STAAR Reading Language Arts, Grade 3	May 2026 STAAR Reading Language Arts, Grade 4	May 2026 STAAR Reading Language Arts, Grade 5	May 2026 STAAR Science, Grade 5
Mockingbird Elementary							
Total Students	74	85	96	75	86	96	96
Raw Score	26	28	27	33	35	37	17
Scale Score	1588	1672	1701	1557	1674	1726	0
Percent Score	70.56%	69.59%	64.24%	63.13%	66.41%	71.85%	56.49%
Approaches Grade Level (TX)	95.95%	87.06%	90.62%	89.33%	86.05%	90.62%	0%
Meets Grade Level (TX)	77.03%	70.59%	59.38%	77.33%	77.91%	76.04%	0%
Masters Grade Level (TX)	45.95%	43.53%	29.17%	46.67%	48.84%	53.12%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	1.35%	3.53%	3.12%	9.33%	8.14%	5.21%	-
Did Not Meet High	2.70%	9.41%	6.25%	1.33%	5.81%	4.17%	-
Approaches Low	8.11%	9.41%	16.67%	8%	1.16%	2.08%	-
Approaches High	10.81%	7.06%	14.58%	4%	6.98%	12.50%	-
Meets	31.08%	27.06%	30.21%	30.67%	29.07%	22.92%	-
Masters	45.95%	43.53%	29.17%	46.67%	48.84%	53.12%	-
Economic Disadvantage							
Total Students	6	8	7	7	8	7	7
Raw Score	22	26	18	23	33	31	12
Scale Score	1489	1617	1542	1417	1641	1605	0
Percent Score	58.11%	64.06%	43.20%	45.05%	62.98%	59.62%	40.48%

Approaches Grade Level (TX)	83.33%	75%	57.14%	71.43%	100%	85.71%	0%
Meets Grade Level (TX)	33.33%	62.50%	14.29%	42.86%	62.50%	57.14%	0%
Masters Grade Level (TX)	33.33%	37.50%	14.29%	14.29%	37.50%	28.57%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	16.67%	0%	28.57%	28.57%	0%	14.29%	-
Did Not Meet High	0%	25%	14.29%	0%	0%	0%	-
Approaches Low	16.67%	12.50%	14.29%	14.29%	12.50%	0%	-
Approaches High	33.33%	0%	28.57%	14.29%	25%	28.57%	-
Meets	0%	25%	0%	28.57%	25%	28.57%	-
Masters	33.33%	37.50%	14.29%	14.29%	37.50%	28.57%	-
American Indian/Alaskan Native							
Total Students	-	-	1	-	-	1	1
Raw Score	-	-	35	-	-	48	24
Scale Score	-	-	1815	-	-	1934	0
Percent Score	-	-	83.33%	-	-	92.31%	80%
Approaches Grade Level (TX)	-	-	100%	-	-	100%	0%
Meets Grade Level (TX)	-	-	100%	-	-	100%	0%
Masters Grade Level (TX)	-	-	100%	-	-	100%	0%
Date Taken	-	-	05/01/26	-	-	05/01/26	05/01/26
Excluded	-	-	0%	-	-	0%	-
Did Not Meet Low	-	-	0%	-	-	0%	-
Did Not Meet High	-	-	0%	-	-	0%	-
Approaches Low	-	-	0%	-	-	0%	-
Approaches High	-	-	0%	-	-	0%	-
Meets	-	-	0%	-	-	0%	-
Masters	-	-	100%	-	-	100%	-
Asian							
Total Students	28	37	35	28	37	35	35
Raw Score	29	31	29	35	36	37	17
Scale Score	1654	1748	1758	1599	1706	1730	0

Percent Score	77.41%	77.50%	70%	68.20%	69.59%	71.81%	57.81%
Approaches Grade Level (TX)	100%	97.30%	94.29%	92.86%	83.78%	88.57%	0%
Meets Grade Level (TX)	85.71%	86.49%	68.57%	85.71%	83.78%	80%	0%
Masters Grade Level (TX)	64.29%	54.05%	45.71%	53.57%	48.65%	57.14%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	7.14%	8.11%	11.43%	-
Did Not Meet High	0%	2.70%	5.71%	0%	8.11%	0%	-
Approaches Low	3.57%	8.11%	17.14%	7.14%	0%	5.71%	-
Approaches High	10.71%	2.70%	8.57%	0%	0%	2.86%	-
Meets	21.43%	32.43%	22.86%	32.14%	35.14%	22.86%	-
Masters	64.29%	54.05%	45.71%	53.57%	48.65%	57.14%	-
Black/African American							
Total Students	3	3	5	3	3	5	5
Raw Score	22	23	23	34	25	32	16
Scale Score	1492	1562	1607	1572	1530	1626	0
Percent Score	60.36%	56.67%	53.81%	66.03%	47.44%	61.15%	52%
Approaches Grade Level (TX)	100%	66.67%	80%	100%	100%	80%	0%
Meets Grade Level (TX)	66.67%	33.33%	40%	66.67%	33.33%	60%	0%
Masters Grade Level (TX)	0%	33.33%	20%	66.67%	0%	40%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	20%	0%	0%	20%	-
Did Not Meet High	0%	33.33%	0%	0%	0%	0%	-
Approaches Low	33.33%	33.33%	0%	0%	33.33%	0%	-
Approaches High	0%	0%	40%	33.33%	33.33%	20%	-
Meets	66.67%	0%	20%	0%	33.33%	20%	-
Masters	0%	33.33%	20%	66.67%	0%	40%	-
Hispanic							
Total Students	8	10	16	9	10	16	16

Raw Score	28	22	24	36	29	35	16
Scale Score	1637	1572	1638	1622	1575	1678	0
Percent Score	76.01%	55.25%	56.55%	70.09%	55.38%	66.59%	53.33%
Approaches Grade Level (TX)	100%	70%	81.25%	100%	80%	93.75%	0%
Meets Grade Level (TX)	87.50%	50%	37.50%	88.89%	60%	62.50%	0%
Masters Grade Level (TX)	62.50%	20%	18.75%	55.56%	40%	37.50%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	10%	6.25%	0%	20%	0%	-
Did Not Meet High	0%	20%	12.50%	0%	0%	6.25%	-
Approaches Low	0%	20%	18.75%	0%	0%	0%	-
Approaches High	12.50%	0%	25%	11.11%	20%	31.25%	-
Meets	25%	30%	18.75%	33.33%	20%	25%	-
Masters	62.50%	20%	18.75%	55.56%	40%	37.50%	-
Two or More Races							
Total Students	3	5	8	3	5	8	8
Raw Score	13	26	25	13	32	39	16
Scale Score	1324	1605	1692	1265	1625	1771	0
Percent Score	36.04%	65%	58.33%	25%	61.15%	75.72%	53.75%
Approaches Grade Level (TX)	33.33%	80%	75%	33.33%	80%	100%	0%
Meets Grade Level (TX)	0%	80%	50%	0%	80%	62.50%	0%
Masters Grade Level (TX)	0%	40%	25%	0%	40%	50%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	33.33%	20%	12.50%	66.67%	20%	0%	-
Did Not Meet High	33.33%	0%	12.50%	0%	0%	0%	-
Approaches Low	0%	0%	25%	33.33%	0%	0%	-
Approaches High	33.33%	0%	0%	0%	0%	37.50%	-
Meets	0%	40%	25%	0%	40%	12.50%	-
Masters	0%	40%	25%	0%	40%	50%	-
White							

Total Students	32	30	31	32	31	31	31
Raw Score	25	27	27	31	36	39	17
Scale Score	1551	1634	1682	1527	1689	1744	0
Percent Score	67.40%	66.67%	64.29%	60.04%	68.86%	74.69%	57.31%
Approaches Grade Level (TX)	96.88%	83.33%	96.77%	87.50%	90.32%	90.32%	0%
Meets Grade Level (TX)	75%	60%	64.52%	75%	80.65%	83.87%	0%
Masters Grade Level (TX)	34.38%	40%	16.13%	40.62%	58.06%	58.06%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	3.33%	0%	9.38%	3.23%	0%	-
Did Not Meet High	3.12%	13.33%	3.23%	3.12%	6.45%	9.68%	-
Approaches Low	12.50%	6.67%	16.13%	9.38%	0%	0%	-
Approaches High	9.38%	16.67%	16.13%	3.12%	9.68%	6.45%	-
Meets	40.62%	20%	48.39%	34.38%	22.58%	25.81%	-
Masters	34.38%	40%	16.13%	40.62%	58.06%	58.06%	-
Currently Emergent Bilingual							
Total Students	11	10	18	11	10	18	18
Raw Score	26	22	22	28	23	27	13
Scale Score	1582	1534	1604	1484	1501	1555	0
Percent Score	69.78%	54.50%	53.04%	54.72%	43.27%	52.67%	42.22%
Approaches Grade Level (TX)	100%	80%	88.89%	81.82%	40%	77.78%	0%
Meets Grade Level (TX)	63.64%	40%	33.33%	63.64%	30%	44.44%	0%
Masters Grade Level (TX)	45.45%	10%	11.11%	36.36%	10%	16.67%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	10%	0%	18.18%	20%	22.22%	-
Did Not Meet High	0%	10%	11.11%	0%	40%	0%	-
Approaches Low	9.09%	30%	38.89%	18.18%	0%	11.11%	-
Approaches High	27.27%	10%	16.67%	0%	10%	22.22%	-
Meets	18.18%	30%	22.22%	27.27%	20%	27.78%	-

Masters	45.45%	10%	11.11%	36.36%	10%	16.67%	-
First Year of Monitoring							
Total Students	1	-	4	1	-	4	4
Raw Score	26	-	30	28	-	38	17
Scale Score	1560	-	1725	1486	-	1701	0
Percent Score	70.27%	-	71.43%	53.85%	-	73.08%	57.50%
Approaches Grade Level (TX)	100%	-	100%	100%	-	100%	0%
Meets Grade Level (TX)	100%	-	75%	100%	-	100%	0%
Masters Grade Level (TX)	0%	-	25%	0%	-	50%	0%
Date Taken	05/01/26	-	05/01/26	05/01/26	-	05/01/26	05/01/26
Excluded	0%	-	0%	0%	-	0%	-
Did Not Meet Low	0%	-	0%	0%	-	0%	-
Did Not Meet High	0%	-	0%	0%	-	0%	-
Approaches Low	0%	-	0%	0%	-	0%	-
Approaches High	0%	-	25%	0%	-	0%	-
Meets	100%	-	50%	100%	-	50%	-
Masters	0%	-	25%	0%	-	50%	-
Fourth Year of Monitoring							
Total Students	-	-	1	-	-	1	1
Raw Score	-	-	30	-	-	42	19
Scale Score	-	-	1715	-	-	1762	0
Percent Score	-	-	71.43%	-	-	80.77%	63.33%
Approaches Grade Level (TX)	-	-	100%	-	-	100%	0%
Meets Grade Level (TX)	-	-	100%	-	-	100%	0%
Masters Grade Level (TX)	-	-	0%	-	-	100%	0%
Date Taken	-	-	05/01/26	-	-	05/01/26	05/01/26
Excluded	-	-	0%	-	-	0%	-
Did Not Meet Low	-	-	0%	-	-	0%	-
Did Not Meet High	-	-	0%	-	-	0%	-
Approaches Low	-	-	0%	-	-	0%	-

Approaches High	-	-	0%	-	-	0%	-
Meets	-	-	100%	-	-	0%	-
Masters	-	-	0%	-	-	100%	-
Second Year of Monitoring							
Total Students	7	6	3	7	6	3	3
Raw Score	28	36	35	38	41	45	24
Scale Score	1635	1859	1818	1655	1758	1840	0
Percent Score	76.83%	89.17%	82.54%	73.35%	77.88%	87.18%	78.89%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	85.71%	100%	100%	85.71%	100%	100%	0%
Masters Grade Level (TX)	71.43%	100%	66.67%	57.14%	66.67%	100%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-
Approaches Low	14.29%	0%	0%	0%	0%	0%	-
Approaches High	0%	0%	0%	14.29%	0%	0%	-
Meets	14.29%	0%	33.33%	28.57%	33.33%	0%	-
Masters	71.43%	100%	66.67%	57.14%	66.67%	100%	-
Third Year of Monitoring							
Total Students	-	-	2	-	-	2	2
Raw Score	-	-	42	-	-	50	26
Scale Score	-	-	2200	-	-	2021	0
Percent Score	-	-	100%	-	-	95.19%	86.67%
Approaches Grade Level (TX)	-	-	100%	-	-	100%	0%
Meets Grade Level (TX)	-	-	100%	-	-	100%	0%
Masters Grade Level (TX)	-	-	100%	-	-	100%	0%
Date Taken	-	-	05/01/26	-	-	05/01/26	05/01/26
Excluded	-	-	0%	-	-	0%	-
Did Not Meet Low	-	-	0%	-	-	0%	-
Did Not Meet High	-	-	0%	-	-	0%	-

Approaches Low	-	-	0%	-	-	0%	-
Approaches High	-	-	0%	-	-	0%	-
Meets	-	-	0%	-	-	0%	-
Masters	-	-	100%	-	-	100%	-
Special Ed Indicator							
Total Students	16	14	21	16	15	21	21
Raw Score	22	20	19	25	23	25	12
Scale Score	1506	1515	1550	1439	1497	1520	0
Percent Score	60.30%	49.11%	44.33%	47.36%	44.10%	47.53%	41.27%
Approaches Grade Level (TX)	87.50%	50%	71.43%	62.50%	60%	66.67%	0%
Meets Grade Level (TX)	50%	28.57%	19.05%	43.75%	33.33%	23.81%	0%
Masters Grade Level (TX)	31.25%	7.14%	0%	25%	13.33%	0%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	6.25%	21.43%	9.52%	31.25%	26.67%	19.05%	-
Did Not Meet High	6.25%	28.57%	19.05%	6.25%	13.33%	14.29%	-
Approaches Low	25%	7.14%	42.86%	18.75%	6.67%	4.76%	-
Approaches High	12.50%	14.29%	9.52%	0%	20%	38.10%	-
Meets	18.75%	21.43%	19.05%	18.75%	20%	23.81%	-
Masters	31.25%	7.14%	0%	25%	13.33%	0%	-

As we go into 2026-2027, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Reflex Math
- No Red Ink
- Common Formative Assessments
- Panorama Data
- Aware Data
- Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Referral and Progress Data for Specialized Services of Support - Special Education/ Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner

Strengths

- Mockingbird Elementary as a campus scored in the "high achievement, high growth" quadrant in math, reading, and science on NWEA MAP end-of-year data.
- Every grade level (K-5) scored in the "high achievement, high growth" quadrant in math, reading, and science on NWEA MAP end-of-year data.
- Mockingbird demonstrated strong mathematics growth in grades 3-5, particularly grade 3, which increased from 79% to 92% (HB3 goal was 72% by 2029.)
- Grades 3 and 4 showed strong math STAAR performance, with 77% and 71% meeting expectations.
- Approximately half of 3rd grade learners achieved "Masters" on STAAR Math.
- mCLASS data shows that 39% of all learners were above benchmark at the beginning of the year which grew to 48% above benchmark by the end of the year.
- The number of students meeting and mastering STAAR RLA in 3rd grade has grown steadily over the last 3 years, reaching 77% this year and surpassing our HB3 Reading goal (76% by 2029.)
- There was significant grade 2 science growth, increasing from 64% in the fall to 85% in the spring as assessed on NWEA MAP.
- Extended Constructed Response (ECR) scores on the 2026 STAR RLA for 3rd, 4th, and 5th grade averaged higher than the state and region, and average scores are on par with the district average.
- Learners are provided targeted intervention and enrichment as needed and identified by teacher teams on an ongoing, cyclical basis.
- Over 95% of staff provided targeted interventions and extensions to small groups of learners for 30 minutes daily, 4 days per week.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement.	Lack of systems and protocols for reviewing and interpreting data as collaborative teams.
2 ★ There is a need for greater differentiation in math workshop in order to meet all learners' needs.	Educators are relatively new to the workshop model in math and are in the process of strengthening structures and instructional strategies.
3 ★ There is a need to continue with a focus on high quality Tier I instruction and research-based classroom interventions and extensions.	Additional focus and intentionality is needed to strengthen Tier I instruction, interventions, and extensions with a particular focus on advanced and Emergent Bilingual learners.
4 ★ There is a need to align curriculum and best practices in math in the primary grades with a focus on the standards and appropriate level of rigor.	Lack of alignment across the district with math in addition to lack of professional development on research-based practices in early math development/progressions.
5 ★ There is a need to use a wider variety of assessment types to establish evidence of learning to advance learners toward meeting targeted goals.	There is a lack of correlation between MAP scores and STAAR scores, indicating a need to assess in a wider variety of ways to ensure mastery across all assessment types.

6
★

There is a need for additional job-embedded, differentiated professional development for staff, including learning walks with reflection time and specific content professional development.

Educators have different needs in terms of continual development and also serve as each other's best resources.

7
★

There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.

Learner needs are dynamic and there needs to be a focus on the whole child in order to meet both academic and social-emotional needs.

8
★

There is a need to focus on college and career readiness opportunities through CTE learning experiences and opportunities.

There has not been a focus on college and career readiness and exposure to potential careers at the elementary level.

9
★

There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus.

10
★

There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavioral, and social-emotional needs.

Staff is still learning the depth of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.

11
★

There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.

Data indicates that more focused and aligned efforts are needed in the primary grades to ensure success in grade 3 and above.

12



There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

Continued need to build/expand resources/ programs

13



There is a need to focus on high-quality, rigorous science instruction in grades K-5 with special emphasis given to the vertical alignment of the TEKS and the increased rigor of the new science TEKS.

The science standards changed and many of the standards are taught in a lower grade and not revisited before the STAAR test in 5th grade. Increased rigor and awareness in lesson design is needed.

14



There is a need to align and strengthen writing instruction to ensure learners are meeting grade-level expectations and are able to demonstrate mastery on assessments such as STAAR ECRs.

There has been a lack of consistency with vertical and horizontal alignment of writing instruction and common expectations for learners.

15



There is a need to use math STAAR item analysis and student work to target priority TEKS, misconceptions, and small-group instruction in multistep problem solving, fractions, proportional reasoning, and mathematical justification.

Learners are struggling to demonstrate proficiency on the math STAAR, especially in grade 5, even when making sufficient or beyond expected progress on NWEA MAP. Assessment type and increased data analysis are needed.

 = Priority

School Processes & Programs

Summary

Mockingbird follows the state standards (TEKS) and district curriculum documents and resources in order to provide a guaranteed and viable curriculum that is aligned for all learners. In addition to these curriculum resources, Mockingbird strives to be a high-performing Professional Learning Community in which teachers identify the most essential standards for students and then work collaboratively to ensure that all students learn at high levels. This is accomplished through processes such as ongoing, protected Collaborative Team Time for all grade level teams during which team members identify essential standards, co-create common formative assessments aligned to the standards, examine and analyze student data and performance, and then address the needs for intervention and extension through WIN (What I Need) time embedded into the school day. All staff members are contributing members to WIN time in order to ensure high levels of learning for all.

The primary instructional structure used by educators is the workshop model. This research-based mode of instruction provides for a brief mini-lesson with an instructional focus and then a substantial amount of time given for independent or paired practice while the educator meets with students in targeted small groups or one-on-one. This provides opportunities for immediate and specific feedback to our learners in order to best help them grow. Learners are part of the process through individual goal-setting and tracking of progress.

Diversity in the teaching staff has increased due to recent hires, and interview teams work diligently to recruit educators that fit the CISD educator profile. Faculty meetings, instructional team leader, and professional learning cohorts are opportunities for ongoing educator learning and growth. In addition, educators are provided opportunities for learning walks within Mockingbird and Coppell ISD in order to learn with and from each other. We embrace the concept of shared leadership and provide opportunities for educators to share best practices and successes with each other on a frequent basis.

There is an established MTSS process in place for math, reading, speech, and behavior, and educators are implementing with fidelity. The MTSS team meets to discuss specific student concerns and track progress on student goals. When learners are not making expected progress through the MTSS process, referrals for testing or other next steps are considered and/or taken.

We continue to focus on both the physical and emotional well-being of our staff and students. We have regularly scheduled drills and our Mockingbird Administration team meets regularly to debrief drills and ensure all campus personnel are updated and made aware of their specific responsibilities related to implementing safety drills. All classroom educators engage learners in a daily Morning Meeting which focuses on the CASEL framework and SEL curriculum as outlined by the state and district.

The campus Positive Behavior Interventions and Supports (PBIS) Committee meets on a regular basis to help align practices across the campus, promote and reward positive behaviors, and prevent disruptive student behaviors. Resources, expectations, and school-wide practices will be reviewed, created, and implemented by the staff and learners.

Strengths

- Educator collaboration is a priority and happens on a daily basis through collaborative planning, collaborative team time, and WIN time.
- This is Year 11 for Collaborative Team Time, and educator teams are using campus-created agendas and protocols for data collection and the creation of common formative assessments to track student progress.
- Instructional Team Leaders are instrumental in aligning practices and beliefs regarding professional learning communities and practices at Mockingbird.
- Educators will participate in differentiated professional development cohorts throughout the year based on personal growth goals and learner needs.
- Grade level teams collaborate with teams across the district to share lesson design and instructional strategies.
- Faculty meetings are used for professional learning and collaboration.
- Mockingbird is a two-time recipient of the National School of Character recognition. The campus is continuing to work on integrating social-emotional learning within the school day.
- Processes and procedures for MTSS are aligned and practiced with fidelity; educators are well-adept at writing learner goals and monitoring progress.
- Learners are referred to evaluations for special education in a timely manner when expected progress is not made.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.	There are varying degrees of teaching experience and familiarity with resources and initiatives, such as professional learning communities.
2 ★ There is a need to align and strengthen practices during CTT using protocols and tools for tracking data with special attention given to individual learner growth.	Teams need to give equitable time and attention to all 4 questions of a PLC during CTT cycles.
3 ★ There is a need to focus on our support systems for behavior (PBIS--Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems and Supports), and align/strengthen discipline practices, review training needs, and data/documentation of behavioral growth.	There has been variance in the implementation of campus-wide PBIS strategies by staff. Stronger alignment of expectations and consistency of implementation is needed.
4 ★ There is a need to continue revisiting and improving efforts with safety and security.	Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel.
5 ★ There is a need to focus on collaborative planning as grade level teams in order to ensure high-quality instruction aligned to research-based resources and to consider the unique learning needs of all students.	Lesson planning done in isolation leads to a lack of educator understanding and the ability to fully differentiate for all learners.

6
★

There is a need to prioritize the importance of strong student attendance.

Lack of education/understanding of the significant impact of learning and long-term success on learners with poor attendance records.

7
★

There is a need to focus on the intentional use and balanced approach of technologies within the learning environment.

There is a need for more intentional use of technology to ensure digital learning enhances the learning target and is not passive in nature. For younger learners, additional focus will be given to the development of expressive language and social skills.

8
★

There is a need to support both beginning and new to Mockingbird educators throughout the year in a systematic and intentional manner.

Mockingbird has a large number of new educators this year due to retirements and relocations.

★ = Priority

Perceptions

Summary

Mockingbird Elementary is dedicated to meeting the academic, physical, and social emotional needs of its staff and students. To address the ongoing needs for social-emotional support of learners, continued emphasis will be placed on daily Morning Meetings and weaving social-emotional learning throughout the school day.

Based on our 2026 spring Panorama data from families, Mockingbird shows strengths in the areas of caring, supportive educators, helping learners feel a sense of belonging, community events, and communication. We have an opportunity for growth in helping parents know how to best support their learners at home and ensuring a more balanced use of technology with hands-on and non-digital instruction.

Our safety audits indicate that Mockingbird is a safe environment with numerous protocols and procedures in place to prevent and respond to emergency situations. Digital literacy and citizenship is being taught to every learner. Parent survey results indicate a positive school climate but would also appreciate additional resources and interventions to support learners with more significant behavioral needs. Parents receive ongoing communication through weekly principal/PTO and educator newsletters, emails, and through campus and district websites.

There is strong parental support of academics, and we implemented some new opportunities for parents to get involved this past year, including a full or half-day volunteer opportunity for Mavs Dads and Mavs Moms and a Career Day for parents to visit and share/teach about their professions. We are in year eight for the MKB Running Club; this is an opportunity both for parent volunteers and an extracurricular activity for learners that focuses on wellness. The Rise 'n Shine assemblies are open to parents and community members to help build school pride and a campus family atmosphere. Opportunities for family engagement include our campus "Back to School Bash", "Reading Under the Stars", Pinwheels for Peace, Parent Book Clubs, Family Game Night, and musical performances throughout the year.

Coppell ISD took part in a Strategic Design Initiative, which resulted in the identification of four main core values. They are a focus on:

Relationships, Great Teaching, Engagement, and Redefining Success.

Mockingbird strives to foster each of the four identified core values through a variety of means. We also nominate and select a Teacher of the Month and Instructional Aide of the Month based on one of the four core values each month.

Strengths

- The audit shows that following all safety protocols is an ongoing campus priority.
- Newcomers are made to feel welcome and are acclimated to the Mockingbird culture quickly.
- Rise 'n Shine assemblies add to a positive school climate.
- Parents shared their children are loved and cared for during school.
- Educators feel they are receiving timely and useful feedback regarding instructional practices.
- Learners feel connected, safe, and supported in their academic and social-emotional development.
- There are multiple events to involve families and the community.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a need for greater parent participation in PTO and other volunteer opportunities.	Working parents have time constraints, and some parents may not be aware of ways to volunteer and become more involved, particularly if there are differences in cultural norms surrounding education.
2 ★ There is a need to focus on mental health needs, social-emotional and wellness needs for learners and staff.	Barriers still exist with understanding/supporting/ providing resources for all needs.
3 ★ There is a need to identify and elevate additional measures of success for learners.	Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.
4 ★ There is a continued need to provide parents with a "window" into the classroom and to share more frequent updates on academic and social-emotional progress.	With the workshop model of instruction and opportunities with digital learning, there is a need to be intentional about sharing learner progress and work samples with parents.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

There are varying degrees of teaching experience and familiarity with resources and initiatives, such as professional learning communities.

2
★

There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement.

Lack of systems and protocols for reviewing and interpreting data as collaborative teams.

3
★

There is a need for greater differentiation in math workshop in order to meet all learners' needs.

Educators are relatively new to the workshop model in math and are in the process of strengthening structures and instructional strategies.

4
★

There is a need to continue with a focus on high quality Tier I instruction and research-based classroom interventions and extensions.

Additional focus and intentionality is needed to strengthen Tier I instruction, interventions, and extensions with a particular focus on advanced and Emergent Bilingual learners.

5
★

There is a need to use a wider variety of assessment types to establish evidence of learning to advance learners toward meeting targeted goals.

There is a lack of correlation between MAP scores and STAAR scores, indicating a need to assess in a wider variety of ways to ensure mastery across all assessment types.

6
★

There is a need for greater parent participation in PTO and other volunteer opportunities.

Working parents have time constraints, and some parents may not be aware of ways to volunteer and become more involved, particularly if there are differences in cultural norms surrounding education.

7
★

There is a need to focus on mental health needs, social-emotional and wellness needs for learners and staff.

Barriers still exist with understanding/supporting/providing resources for all needs.

8
★

There is a need to focus on our support systems for behavior (PBIS--Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems and Supports), and align/strengthen discipline practices, review training needs, and data/documentation of behavioral growth.

There has been variance in the implementation of campus-wide PBIS strategies by staff. Stronger alignment of expectations and consistency of implementation is needed.

9
★

There is a need to identify and elevate additional measures of success for learners.

Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.

10
★

There is a need for additional job-embedded, differentiated professional development for staff, including learning walks with reflection time and specific content professional development.

Educators have different needs in terms of continual development and also serve as each other's best resources.

11
★

There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.

Learner needs are dynamic and there needs to be a focus on the whole child in order to meet both academic and social-emotional needs.

12
★

There is a need to continue strengthening Tier-1 instruction across all grade levels in all core content areas for alignment and maximum growth for all student sub-populations.

Curriculum updates have recently taken place and educators need ongoing support to ensure implementation with fidelity.

13
★

There is a continued need to provide parents with a "window" into the classroom and to share more frequent updates on academic and social-emotional progress.

With the workshop model of instruction and opportunities with digital learning, there is a need to be intentional about sharing learner progress and work samples with parents.

14
★

There is a need to continue revisiting and improving efforts with safety and security.

Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel.

15
★

There is a need to focus on college and career readiness opportunities through CTE learning experiences and opportunities.

There has not been a focus on college and career readiness and exposure to potential careers at the elementary level.

16
★

There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavioral, and social-emotional needs.

Staff is still learning the depth of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.

17
★

There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus.

18
★

There is a need to align and strengthen practices during CTT using protocols and tools for tracking data with special attention given to individual learner growth.

Teams need to give equitable time and attention to all 4 questions of a PLC during CTT cycles.

19
★

There is a need to focus on collaborative planning as grade level teams in order to ensure high-quality instruction aligned to research-based resources and to consider the unique learning needs of all students.

Lesson planning done in isolation leads to a lack of educator understanding and the ability to fully differentiate for all learners.

20
★

There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.

Data indicates that more focused and aligned efforts are needed in the primary grades to ensure success in grade 3 and above.

21
★

There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

Continued need to build/expand resources/programs

22
★

There is a need to focus on high-quality, rigorous science instruction in grades K-5 with special emphasis given to the vertical alignment of the TEKS and the increased rigor of the new science TEKS.

The science standards changed and many of the standards are taught in a lower grade and not revisited before the STAAR test in 5th grade. Increased rigor and awareness in lesson design is needed.

23
★

There is a need to prioritize the importance of strong student attendance.

Lack of education/understanding of the significant impact of learning and long-term success on learners with poor attendance records.

24
★

There is a need to focus on the intentional use and balanced approach of technologies within the learning environment.

There is a need for more intentional use of technology to ensure digital learning enhances the learning target and is not passive in nature. For younger learners, additional focus will be given to the development of expressive language and social skills.

25



There is a need to align curriculum and best practices in math in the primary grades with a focus on the standards and appropriate level of rigor.

Lack of alignment across the district with math in addition to lack of professional development on research-based practices in early math development/progressions.

26



There is a need to use math STAAR item analysis and student work to target priority TEKS, misconceptions, and small-group instruction in multistep problem solving, fractions, proportional reasoning, and mathematical justification.

Learners are struggling to demonstrate proficiency on the math STAAR, especially in grade 5, even when making sufficient or beyond expected progress on NWEA MAP. Assessment type and increased data analysis are needed.

27



There is a need to align and strengthen writing instruction to ensure learners are meeting grade-level expectations and are able to demonstrate mastery on assessments such as STAAR ECRs.

There has been a lack of consistency with vertical and horizontal alignment of writing instruction and common expectations for learners.

28



There is a need to closely monitor the mathematical progress of learners in subpopulations to ensure that targeted growth measures are met.

Recent data from TEA indicates that learners in the Hispanic, White, and Asian populations are not meeting their growth goals in mathematics.

29



There is a need to support both beginning and new to Mockingbird educators throughout the year in a systematic and intentional manner.

Mockingbird has a large number of new educators this year due to retirements and relocations.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Running Records results

- ☒ Observation Survey results
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation 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
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data

- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

Goal 1

Accountability for Learning: At Mockingbird, we will achieve our full potential by learning at high levels, taking ownership of our learning and stay focused on our commitment of continuous growth and evidence-based outcomes for all.

Performance Objective 1 HB3 Goal

All K-5th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

Evaluation Data Source: Use of CISD curriculum documents in lesson plans, CFA data, classroom observations, WIN time lessons, Collaborative Team Time agendas and products, Learning Walk reflection documents, MTSS data

Strategy 1

Educators will focus on high-quality, rigorous math and science instruction with special emphasis given to the vertical alignment and increased rigor of the TEKS. Focus will be given to the development of academic vocabulary and hands-on instruction in grades K-5. In addition, tested grades will focus on assessing learning in a variety of ways to ensure stronger alignment between MAP growth and STAAR performance.

Strategy's Expected Result/Impact: Educators will design high-quality Tier 1 instruction for all learners utilizing district curriculum documents and relevant data.
Educators will have a better understanding of how the rigor of the science TEKS has changed along with the implications for instruction.
Learners will make a year's worth of growth in math and science.
Educators will understand how their grade level standards fit into both horizontal and vertical alignment.
STAAR scores will align more closely with MAP data and progress.

Staff Responsible for Monitoring: Campus administrators, Educators, Coaching Team

Problem Statements: Student Learning 5, 11, 13

Funding Sources: Purchase "Warm Up to Science: TEKS-Based Engagement Activities for Grades 3-5" from Region 4 199 - State Comp Ed, \$750

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Strategy 2

The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Reading test will increase from 75% in June 2026 to 80% in June 2029.

Strategy's Expected Result/Impact: -NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension

- Texas Reading Academies, we are training all state mandated positions as well as key instructional leaders in the Science of Reading and research based best practices for early reading instruction.
- CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data.
- Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension.
- mClass Intervention is used three times a year to assess foundational reading skills. Students below benchmark are then placed in intervention groups and receive intervention aligned with their goal. They continue to receive the timely and focused intervention lessons until the next assessment window which then determines if there is a need for further intervention.
- Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early literacy skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning.
- Heggerty Phonemic Awareness Instruction: Students in PreK, Kindergarten, and First Grade receive daily phonemic awareness instruction through the Heggerty resource. Teachers in 2nd-5th grade have the Bridge the Gap resource to intervene when they have students needing foundational skills.
- High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors."
- Early Childhood staff receive Heggerty professional learning to increase their knowledge and skills on our targeted daily focus of phonemic awareness during literacy. In addition, they've also received developmentally appropriate play-based practices to support emergent writing and math.
- Campus-wide implementation of HMH Reading Curriculum will provide explicit, aligned instruction to close the gaps for struggling readers

Staff Responsible for Monitoring: Campus administrators, Coaching Team, Curriculum Department

Problem Statements: Student Learning 1, 3, 5, 11

TEA Priorities: Build a foundation of reading and math

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Strategy 3

The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase from 76% in June 2025 to 82% in June 2029.

Strategy's Expected Result/Impact: - NWEA MAP data and different reports to track student growth in the area of early math foundational skills

- DreamBox adaptive math program that integrates math curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student within MTSS interventions or extensions
- CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current math needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own math workshop.
- Continue deepening the Math Workshop Model. This model provides the rigor and relevance necessary for skills that students will need in the future. Guided math workshop group: A small group of students working with the teacher to address specific needs, Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group. Student reflection: Students think and share about their learning.
- Reflex Math as an adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. Reflex Math takes students at every level and helps them quickly gain math fact fluency and confidence.
- Deepen our use of STEMscopes Math which uses the Concrete-Representational-Abstract (CRA) approach, that encourages students to rely on critical thinking, compelling reflection, and collaborative exploration within each scope. The 5E+IA learning model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration) is designed to enhance STEM education through math concepts found in our everyday world while being compatible with Math Workshop and Guided Math
- Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early math skills. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary
- Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early math skills.
- Research Based Instructional Strategies (RBIS) professional learning at Region 10 Education Service Center (ESC), district content directors and learning coaches will learn about the cognitive shifts that are research based proven best practices in math instruction and how the balance of conceptual and procedural, depth & coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD

Staff Responsible for Monitoring: Campus administrators, Coaching Team, Curriculum Department

Problem Statements: Demographics 1, 3 - Student Learning 2, 4, 5, 15

Funding Sources: Purchase "Closing the Distance" from Region 4 for targeted math intervention (grades 2-5) 199 - State Comp Ed, \$400

TEA Priorities: Build a foundation of reading and math

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Strategy 4

Ensure implementation with fidelity of High Quality Instructional Materials as adopted and recommended by the district in all core content areas and in all grade levels, with a special emphasis on the new reading curriculum, HMH. Provide regular and ongoing support to educators through collaborative planning and Collaborative Team Time to help maintain alignment both horizontally and vertically across the campus.

Strategy's Expected Result/Impact: High-quality Tier I instruction for learners. Learner achievement gaps will lessen or close due to targeted and aligned instruction. Educators will have additional instructional strategies to use as needed based on learner needs. Best practices will be known and used consistently across the campus. Expected growth for learners will be observed on assessments.

Staff Responsible for Monitoring: Campus administrators, Coaching team, Curriculum Department

Problem Statements: Demographics 1 - Student Learning 3, 4, 9

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Strategy 5

Continue to prioritize and implement school-wide WIN (What I Need) time to provide timely, targeted interventions for K-5 learners identified as at risk of not meeting grade-level standards. WIN time will also offer enrichment opportunities for students who demonstrate mastery beyond the grade-level curriculum, which may include cross-grade level learning experiences. Teachers will collaborate regularly to monitor progress and share updates for students served across classrooms and grade levels.

Strategy's Expected Result/Impact: Academic gaps will close for at-risk learners. Targeted interventions will focus on high-priority learning standards. Advanced academic learners will receive appropriate enrichment activities in order to achieve a year's worth of growth

Staff Responsible for Monitoring: Campus administrators, Coaching Team, Educators

Problem Statements: Demographics 1 - Student Learning 1, 3, 10

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Strategy 6

Implement the district BEAM mentor training program with fidelity for beginning educators while also providing consistent support for educators new to Mockingbird.

Strategy's Expected Result/Impact: New educators and staff gaining a clear understanding of campus and district expectations and systems. Sustainability and support from the district in terms of aligned training for new educators and staff. Higher teacher retention due to strong support system in place.

Staff Responsible for Monitoring: Campus administrators, Coaching team, Mentors, District Curriculum Team

Problem Statements: School Processes & Programs 8

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 7

Implement structures and processes for intentional learning walks with educators across the campus and district that focus on observing and evaluating research-based strategies supporting academic and social-emotional growth.

Strategy's Expected Result/Impact: Growth in educators and staff in understanding CISD systems, structures, and instructional best practices that support student learning.

Alignment with TIA (Teacher Incentive Allotment) to help provide educators a clear picture of high-quality instruction and learning. Increased alignment across the campus and district in terms of resources, instructional practices, and curriculum.

Staff Responsible for Monitoring: Campus administrators, Coaching team

Problem Statements: Student Learning 4, 6 - School Processes & Programs 8

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Strategy 8

Focus on aligning practices to strengthen writing instruction and student achievement across the campus. Specific focus areas will include the use of oral language skills, Readers' Response journals, intentional and explicit instructional strategies, and alignment of instructional practices to teach Extended Constructed Responses (ECRs).

Strategy's Expected Result/Impact: Educators will strengthen their understanding of research-based instructional strategies as related to writing across content areas.

Writing instruction will be aligned across the campus.

Student achievement in writing will improve, as evidenced by a minimum average score of 7 on STAAR ECRs for grades 3, 4, and 5.

Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coach

Problem Statements: Demographics 1 - Student Learning 14

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Strategy 9

Educators will participate in a differentiated professional development cohort/book study throughout the year based on individual needs, goals, and campus data. The coaching team will meet on a regular basis in order to provide ongoing, targeted support for educators and teams. Learning walks with time for reflection will occur on a regular basis both on campus and across the district.

Strategy's Expected Result/Impact: Educators will receive differentiated professional development based on specific needs.
Increased opportunities for educators to present and share with peers and/or to participate in learning walks.
Increased educator collaboration and adult learning which will ultimately impact student achievement.

Staff Responsible for Monitoring: Campus Administrators, Coaching Team, Instructional Team Leaders

Problem Statements: Student Learning 6

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 There is a need to continue strengthening Tier-1 instruction across all grade levels in all core content areas for alignment and maximum growth for all student sub-populations.	Curriculum updates have recently taken place and educators need ongoing support to ensure implementation with fidelity.
3 There is a need to closely monitor the mathematical progress of learners in subpopulations to ensure that targeted growth measures are met.	Recent data from TEA indicates that learners in the Hispanic, White, and Asian populations are not meeting their growth goals in mathematics.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement.	Lack of systems and protocols for reviewing and interpreting data as collaborative teams.

2

There is a need for greater differentiation in math workshop in order to meet all learners' needs.

Educators are relatively new to the workshop model in math and are in the process of strengthening structures and instructional strategies.

3

There is a need to continue with a focus on high quality Tier I instruction and research-based classroom interventions and extensions.

Additional focus and intentionality is needed to strengthen Tier I instruction, interventions, and extensions with a particular focus on advanced and Emergent Bilingual learners.

4

There is a need to align curriculum and best practices in math in the primary grades with a focus on the standards and appropriate level of rigor.

Lack of alignment across the district with math in addition to lack of professional development on research-based practices in early math development/progressions.

5

There is a need to use a wider variety of assessment types to establish evidence of learning to advance learners toward meeting targeted goals.

There is a lack of correlation between MAP scores and STAAR scores, indicating a need to assess in a wider variety of ways to ensure mastery across all assessment types.

6

There is a need for additional job-embedded, differentiated professional development for staff, including learning walks with reflection time and specific content professional development.

Educators have different needs in terms of continual development and also serve as each other's best resources.

9

There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus.

10

There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavioral, and social-emotional needs.

Staff is still learning the depth of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.

11

There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.

Data indicates that more focused and aligned efforts are needed in the primary grades to ensure success in grade 3 and above.

13

There is a need to focus on high-quality, rigorous science instruction in grades K-5 with special emphasis given to the vertical alignment of the TEKS and the increased rigor of the new science TEKS.

The science standards changed and many of the standards are taught in a lower grade and not revisited before the STAAR test in 5th grade. Increased rigor and awareness in lesson design is needed.

14

There is a need to align and strengthen writing instruction to ensure learners are meeting grade-level expectations and are able to demonstrate mastery on assessments such as STAAR ECRs.

There has been a lack of consistency with vertical and horizontal alignment of writing instruction and common expectations for learners.

15

There is a need to use math STAAR item analysis and student work to target priority TEKS, misconceptions, and small-group instruction in multistep problem solving, fractions, proportional reasoning, and mathematical justification.

Learners are struggling to demonstrate proficiency on the math STAAR, especially in grade 5, even when making sufficient or beyond expected progress on NWEA MAP. Assessment type and increased data analysis are needed.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

8

There is a need to support both beginning and new to Mockingbird educators throughout the year in a systematic and intentional manner.

Mockingbird has a large number of new educators this year due to retirements and relocations.

Performance Objective 2

Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.

Evaluation Data Source: Common formative assessment data, MTSS progress monitoring, referral data, learner surveys, participation in extracurricular activities, STAAR data, NWEA MAP data, DreamBox data, HMH assessments, mCLASS, Panorama Survey

Strategy 1

By May 2027, all grade-level and content-area collaborative teams will meet at least twice

monthly as a professional learning community (PLC) to identify high-priority standards, design and implement Common Formative Assessments (CFAs), and analyze student data to determine needed interventions and extensions. Evidence of implementation will be measured through PLC agendas/minutes, CFA development and results, and intervention/enrichment logs, with the goal of increasing student proficiency on grade-level standards by 10% on district common assessments and supporting teacher professional growth through ongoing reflection and collaboration.

Strategy's Expected Result/Impact: Educators will strengthen pedagogy for high-priority learning standards and gaps will close for learners across grade levels.
Educators will align practices across grade levels to encourage high-quality Tier 1 instruction including interventions and extensions.
Students will receive interventions and extensions in a timely manner.
PLC structures and supports will strengthen as educators work in highly-functioning collaborative teams.

Staff Responsible for Monitoring: Educators, Campus administrators, Coaching Team

Problem Statements: Student Learning 1, 9 - School Processes & Programs 2, 5

Funding Sources: Substitutes for Design Days 199 - State Comp Ed, \$2,920

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Strategy 2

Mockingbird will strengthen its MTSS practices by ensuring that student goals are revisited and revised on a timely basis. The whole child will be considered during MTSS meetings, with input from the full educator team to consider all variables impacting student growth.

Strategy's Expected Result/Impact: Learners will receive targeted interventions through the collective efforts of a team of professionals who analyze needs from multiple data sources. Gaps will close at a faster rate, and referrals for testing will occur in a timely manner when appropriate.
Increased knowledge of educators with data analysis and differentiation of instruction.
Increased monitoring of growth of learners in all content areas and social emotional skills.
Strengthen family engagement of MTSS processes.

Staff Responsible for Monitoring: Campus Administrators, Classroom Educators, Intervention Services

Problem Statements: Student Learning 10 - School Processes & Programs 3 - Perceptions 2, 3

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Strategy 3

Strengthen and focus on support systems for behavior (PBIS--Positive Behavioral Interventions

and Supports) and align/strengthen discipline practices, provide training, and align structures for data review/documentation of behavioral growth. Focus should be given to aligning practices campus-wide, including expectations, common language, and systems for rewards.

Strategy's Expected Result/Impact: Aligned practices across the campus for student behavior expectations and responses.

Increased student achievement academically, behaviorally, and social-emotionally.
Decreased discipline referrals and a greater sense of community and belonging for all learners.
Increased use of Panorama Student Success platform for progress monitoring. Increased communication between schools, learners, and families.

Staff Responsible for Monitoring: Campus Administrators, PBIS Committee, Educators

Problem Statements: School Processes & Programs 3

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Strategy 4

Strengthen systems and support for educator teams to create rigorous, high-quality Common Formative Assessments (CFAs) that assess the curriculum in a similar format to state testing requirements to monitor ongoing student progress.

Strategy's Expected Result/Impact: Educators will have an ongoing, working knowledge of learners' strengths and areas of need in order to respond quickly and effectively.
Instructional practices and resources will be evaluated through the data protocols and evidence of learning.

Training and implementation of AWARE assessment creation and data analysis tool (supporting creation of common formation assessments and long-range data analysis).
Increased student achievement and growth as evidenced on multiple assessments/data sources.

Staff Responsible for Monitoring: Campus Administrators, Coaching team, Educators

Problem Statements: Student Learning 5

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Strategy 5

Strengthen monitoring systems for attendance of learners and communication to families with focused efforts on the creation of intentional attendance intervention plans as needed.

Strategy's Expected Result/Impact: Increased attendance rates for campuses.
Increased learner growth due to being present for instruction.
Stronger relationships with learners and families.
Use of Panorama Student Success platform for monitoring progress/needs with attendance.
Increased funding from the state due to increased rates of attendance.

Staff Responsible for Monitoring: Campus administrators, Educators

Problem Statements: School Processes & Programs 6

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Strategy 6

Mockingbird will prioritize collaboration between special education and general education teachers to ensure all students have full access to the curriculum, while providing targeted scaffolds and supports for learners developing prerequisite skills.

Strategy's Expected Result/Impact: Gaps will close faster for learners being served in special education.
Special education teachers will benefit from greater collaboration and discussion of instructional strategies with general education staff.

Staff Responsible for Monitoring: Educators, Campus administrators, Coaching Team

Problem Statements: Demographics 1 - Student Learning 9 - School Processes & Programs 2

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 There is a need to continue strengthening Tier-1 instruction across all grade levels in all core content areas for alignment and maximum growth for all student sub-populations.	Curriculum updates have recently taken place and educators need ongoing support to ensure implementation with fidelity.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement.	Lack of systems and protocols for reviewing and interpreting data as collaborative teams.

5

There is a need to use a wider variety of assessment types to establish evidence of learning to advance learners toward meeting targeted goals.

There is a lack of correlation between MAP scores and STAAR scores, indicating a need to assess in a wider variety of ways to ensure mastery across all assessment types.

9

There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus.

10

There is a need to focus on full implementation of district resources/ tools, which support Multi-Tiered Systems of Support, including academic, behavioral, and social-emotional needs.

Staff is still learning the depth of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

There is a need to align and strengthen practices during CTT using protocols and tools for tracking data with special attention given to individual learner growth.

Teams need to give equitable time and attention to all 4 questions of a PLC during CTT cycles.

3

There is a need to focus on our support systems for behavior (PBIS--Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems and Supports), and align/strengthen discipline practices, review training needs, and data/documentation of behavioral growth.

There has been variance in the implementation of campus-wide PBIS strategies by staff. Stronger alignment of expectations and consistency of implementation is needed.

5

There is a need to focus on collaborative planning as grade level teams in order to ensure high-quality instruction aligned to research-based resources and to consider the unique learning needs of all students.

Lesson planning done in isolation leads to a lack of educator understanding and the ability to fully differentiate for all learners.

6

There is a need to prioritize the importance of strong student attendance.

Lack of education/understanding of the significant impact of learning and long-term success on learners with poor attendance records.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is a need to focus on mental health needs, social-emotional and wellness needs for learners and staff.

Barriers still exist with understanding/supporting/providing resources for all needs.

3

There is a need to identify and elevate additional measures of success for learners.

Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.

Goal 2

Organization that Cultivates Excellence: At Mockingbird, we will maintain high standards as we re-imagine how we teach, learn and define success to adapt, innovate and meet the unique needs of all learners

Performance Objective 1

All K through 5th grade learners will have opportunities to participate in learning that prioritizes relationships, student engagement, and real-world experiences. Focus will be given to individual learning styles, allowing for choice and hands-on learning that creates a sense of community and a service mindset.

Evaluation Data Source: STEAM specials class

WIN time extensions

Career Day

Participation in the following: Learner-run news studio, Safety Patrol, Librarians in Training, GEMUN, Recycling Club

Strategy 1

Partner with parents and the community to teach learners about different career options, both through our annual Career Day and intentional learning experiences.

Strategy's Expected Result/Impact: Learners will work to develop passions and interests and will learn more about potential career paths.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Educators

Problem Statements: Student Learning 7, 8

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Strategy 2

Provide opportunities for learners to develop areas of interest and passion that could lead to future careers and hobbies, such as "Librarians in Training" (LIT), Mockingbird Choir, Running Club, Student Council, Shine Club (promoting kindness and service), News Broadcast team, Safety Patrol, and Recycling Club.

Strategy's Expected Result/Impact: Learners will develop leadership skills and explore areas/passions of high-interest.
A stronger sense of community will develop across the campus due to multiple student organizations

Staff Responsible for Monitoring: Club sponsors, Classroom Educators, Campus administrators

Formative Reviews

November

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.

Learner needs are dynamic and there needs to be a focus on the whole child in order to meet both academic and social-emotional needs.

8

There is a need to focus on college and career readiness opportunities through CTE learning experiences and opportunities.

There has not been a focus on college and career readiness and exposure to potential careers at the elementary level.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is a need to focus on mental health needs, social-emotional and wellness needs for learners and staff.

Barriers still exist with understanding/supporting/providing resources for all needs.

Performance Objective 2

All K through 5th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social-emotional learning and interest/passions (i.e. service learning, presentations, goal-setting tools, etc.)

Evaluation Data Source: Lesson plans, Schoology submissions, Learner-Led Conferences, Student-created projects

Strategy 1

Use tools and forums such as unit celebrations, class presentations, musical performances, the Art Show, and Open House in order for learners to have multiple opportunities to highlight and showcase evidence of learning. Educators will align practices for sharing learner progress and products with parents, such as sharing ongoing student work and projects and ensuring upper-grade parents have access to Schoology and Home Access Center (HAC).

Strategy's Expected Result/Impact: Learners will develop presentation and product-development skills and will have some choice in format when demonstrating understanding and mastery. Educators and parents will have a clear understanding of their learners' progress and strengths/areas of need.

Staff Responsible for Monitoring: All educators, Campus administrators

Problem Statements: Student Learning 5, 9 - Perceptions 4

Formative Reviews

November February April June

Strategy 2

Continue focusing on expectations for supporting staff goal-setting and evidence collection, highlighting learner progress by tracking growth through high-quality Student Learning Objectives (SLOS) for Teacher Incentive Allotment (TIA).

Strategy's Expected Result/Impact: Educators will develop new, research-based instructional strategies in alignment with the TEKS in their SLOS. Learners will make significant progress on the high-priority learning standards (HPLS) identified in the educators' SLOS.

Staff Responsible for Monitoring: Campus administrators, Coaching team, Educators

Problem Statements: School Processes & Programs 1, 8

Formative Reviews

November February April June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	There is a need to use a wider variety of assessment types to establish evidence of learning to advance learners toward meeting targeted goals.	There is a lack of correlation between MAP scores and STAAR scores, indicating a need to assess in a wider variety of ways to ensure mastery across all assessment types.
9	There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.	Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.	There are varying degrees of teaching experience and familiarity with resources and initiatives, such as professional learning communities.
8 There is a need to support both beginning and new to Mockingbird educators throughout the year in a systematic and intentional manner.	Mockingbird has a large number of new educators this year due to retirements and relocations.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
4 There is a continued need to provide parents with a "window" into the classroom and to share more frequent updates on academic and social-emotional progress.	With the workshop model of instruction and opportunities with digital learning, there is a need to be intentional about sharing learner progress and work samples with parents.

Performance Objective 3

Instructional leaders will have an intentional focus on using digital learning K-5 to ensure the following: full implementation of the state technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

Evaluation Data Source: District digital learning platform usage, Classroom walk-throughs, Lesson plans, Student engagement, Parent and Student Feedback on Panorama Survey

Strategy 1

Implement and train educators on the CISD Technology Framework, focused on reduced and balanced screen time for learners, implementation of the state technology TEKS, innovative ways to enhance learning by using technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

Strategy's Expected Result/Impact: Training for educators on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving and application in learning. Training for educators on the Triple E Framework to help identify appropriate uses of technology in the classroom.

Review digital citizenship trainings and resources for learners, families, and staff.

Trainings to support a balance of technology with hands-on learning. Training on assessing differently within instruction through the use of technologies (content, process, produce, and learning environment). Family training for digital learning through the district and campus.

Staff Responsible for Monitoring: Campus administrators, District Curriculum Team, Coaching Team

Problem Statements: School Processes & Programs 7

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
7 There is a need to focus on the intentional use and balanced approach of technologies within the learning environment.	There is a need for more intentional use of technology to ensure digital learning enhances the learning target and is not passive in nature. For younger learners, additional focus will be given to the development of expressive language and social skills.

Goal 3

Safety, Wellness and Belonging: At Mockingbird, we will create physically secure and emotionally safe environments which allow others to be seen, valued, and supported within a culture of belonging and engagement.

Performance Objective 1

Mockingbird will continue to review current and new curriculum documents, provide training and implement specific programs to provide needed support/resources for counseling and social emotional learning.

Evaluation Data Source: Panorama Survey, Curriculum Documents, SEL Curriculum

Strategy 1

Align implementation and resources of social-emotional support structures: class meetings, Second Step curriculum, and restorative practices. Emphasize campus theme of "MKBe Kind" in a variety of ways to help explicitly teach learners how to be kind to peers, adults, and themselves. Recognize acts of kindness through the kindness confetti boards, Maverick Moments, acts of kindness in the community, and awards at the monthly Rise 'n Shine Assemblies.

Strategy's Expected Result/Impact: Educators and learners will use common language regarding social emotional learning.
Learners will gain tools to help with emotional regulation.
Discipline referrals and disruptive behaviors will be reduced.
A greater sense of campus pride and a culture of kindness will be cultivated and celebrated.

Staff Responsible for Monitoring: Counselor, Campus Administrators, Educators

Problem Statements: Student Learning 7, 12 - Perceptions 2

Formative Reviews

November

February

April

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.	Learner needs are dynamic and there needs to be a focus on the whole child in order to meet both academic and social-emotional needs.
12	There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.	Continued need to build/expand resources/programs

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is a need to focus on mental health needs, social-emotional and wellness needs for learners and staff.	Barriers still exist with understanding/supporting/providing resources for all needs.

Performance Objective 2

Mockingbird will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior and aligned discipline practices/supports across the campus.

Evaluation Data Source: Discipline referral data, Panorama survey feedback, Curriculum embedded resources

Strategy 1

Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. Use staff meetings throughout the year to calibrate on PBIS interventions and supports with a focus on prevention.

Strategy's Expected Result/Impact: Consistent data analysis of office referrals
Provide consistent supports and interventions to learners and educators
Reduction in discipline incidents

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
7 There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.	Learner needs are dynamic and there needs to be a focus on the whole child in order to meet both academic and social-emotional needs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 There is a need to focus on our support systems for behavior (PBIS--Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems and Supports), and align/strengthen discipline practices, review training needs, and data/documentation of behavioral growth.	There has been variance in the implementation of campus-wide PBIS strategies by staff. Stronger alignment of expectations and consistency of implementation is needed.

Performance Objective 3

Mockingbird will continue to review and maintain district policies and practices for safety, behavior, cell phones, discipline, and will implement any additional strategies/protocols put in place by the state.

Evaluation Data Source: Safety and security drills, Door sweeps, Safety and security training for all staff, Safety and security training for learners, Implementation of Raptor, Communication with families

Strategy 1

Ensure all safety drills take place at Mockingbird, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations.

Strategy's Expected Result/Impact: Aligned practices for safety and security across the district.
Aligned training for staff and learners.
Safety of learners and staff.
Communication to all stakeholders about safety and practices of CISD.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: School Processes & Programs 4

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

There is a need to continue revisiting and improving efforts with safety and security.

Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel.

Performance Objective 4

Performance Objective 3: Mockingbird will continue to leverage a variety of communication tools and partnership to increase clarity and consistency of district information and processes for stakeholders.

Strategy 1

Identify relevant communication strategies to reach all subsets of key stakeholders. Seek ongoing feedback from families and stakeholders to ensure important information is being received in a user-friendly format on a regular basis. Communicate specific learning and events taking place at Mockingbird through weekly campus newsletters, grade level newsletters, campus website, and the campus social media accounts.

Strategy's Expected Result/Impact: All Mockingbird parents and guardians, teachers and staff receive timely and relevant information that enhances their experience and helps them feel informed and connected to the school community.
All stakeholders have an accurate and clear understanding of the learning, community-building, and events taking place at Mockingbird.

Staff Responsible for Monitoring: Campus administrators, Educators

Problem Statements: Perceptions 1, 4

November

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Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need for greater parent participation in PTO and other volunteer opportunities.	Working parents have time constraints, and some parents may not be aware of ways to volunteer and become more involved, particularly if there are differences in cultural norms surrounding education.
4	There is a continued need to provide parents with a "window" into the classroom and to share more frequent updates on academic and social-emotional progress.	With the workshop model of instruction and opportunities with digital learning, there is a need to be intentional about sharing learner progress and work samples with parents.



State Compensatory Education

State Compensatory

Budget for Mockingbird Elementary

Total SCE Funds: \$4,070.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We will use our SCE funds to provide substitutes for educator design days for data disaggregation and collaborative planning of extenc units. We will also use the funds to purchase high-quality instructional materials to support student performance on math and science STAAR tests.



Funding Summary

Funding Summary

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Purchase "Warm Up to Science: TEKS-Based Engagement Activities for Grades 3-5" from Region 4	--	\$750.00
1	1	3	Purchase "Closing the Distance" from Region 4 for targeted math intervention (grades 2-5)	--	\$400.00
1	2	1	Substitutes for Design Days	--	\$2,920.00
				Sub-Total	\$4,070.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Carrie Boyle	8/17/2026
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	12/15/2025	Carrie Boyle	8/17/2026
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Carrie Boyle	8/17/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Carrie Boyle	8/17/2026
Dropout Prevention	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/19/2026
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Carrie Boyle	8/19/2026
Post-Secondary Preparedness	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/17/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	11/12/2025	Carrie Boyle	8/19/2026
Job Description for Peace Officers, Resource				

Officers & Security Personnel				
Texas Behavior Support Initiative (TBSI)	Executive Director of Intervention Services	11/12/2025	Carrie Boyle	8/19/2026