

Coppell Independent School District
Mockingbird Elementary
2022-2023 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

Demographics Summary

Mockingbird Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Mockingbird serves a majority Asian student population in grades K-5. In the 2021-22 school year, total enrollment was 507 which represents a decrease of 2.1% since 2017-18 (518 learners).

In 2021-22, the student population was 42% Asian, 35.5% White, 13.4% Hispanic, 4.1% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4.7% multi-racial. Females made up 44.7% of the learners and males represented 55.2%. Our economically disadvantaged percentage was 4.5%.

Our Emergent Bilingual (EB) population consisted of 59 learners that made up 11.6% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (23.7%), Tamil (10.1%), Arabic (8.4), Spanish (8.4%), and Urdu(6.7%). Additionally, 6.7% of our EBs were also economically disadvantaged.

Our 56 gifted and talented learners constituted 11% of our population. Our gender split in the GT group was 35.7% female and 64.2% male. Of the four major ethnic groups, our GT learners were 55.3% Asian, 32.1% White, 8.9% Hispanic and 1.7% African American.

We had 87 learners that qualified for special education services, which represented 17.1% of our population. There were 27 learners with 504 accommodations, which was 5.3% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 96.78%, which decreased by 2.04% from the prior year.

STAFFING

Mockingbird employed 33 educators and 7 instructional aides in the 2021-22 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 6% Asian, 81.8% White, 0% Hispanic, 9% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3% multi-racial. Females made up 93.9% of the educators and males represented 6%.

Overall, our educators had a varying level of professional experience: 12.1% (4) were new to teaching with 0-1 years of experience, 24.2% (8) had 2-5 years, 24.2% (8) had 6-10 years, 12.1% (4) had 11-15 years, 9% (3) had 16-20 years, and 18.1% (6) had more than 20 years. Looking at longevity within the district, 18.1% of our teachers had 0-1 years in district, 39.3% had 2-5 years, 9% had 6-10 years, 9% had 11-15 years, 15.1% had 16-20 years and 9% had more than 20 years. The average years of professional experience was 11.6 with 8.6 years in the district.

Advanced degrees were held by 18.1% of our staff: 6 with master's degrees and 1 with a doctorate. Our campus principal had 23 years of career experience in

a professional position (not necessarily as a principal) and 6 years in Coppell. Our assistant principal(s) had an average of 24 years of professional experience and 2 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 82.35%. For educational aides it was 66.67%. We hired 5 new teachers in 2021-22. The characteristics of our new teachers were as follows: 20% Asian, 40% White, 0% Hispanic, 40% African American, 80% female, 20% male, 60% new to teaching, 20% with 2-5 years of professional experience, 20% with 6-10 years, 0% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 15.1% new to the campus. The average years of professional experience was 2.4 with 1.8 years in the district. 40% of our new teachers had advanced degrees.

Demographics Strengths

- Mockingbird has a diverse student population.
- There are numerous languages represented at Mockingbird, and the teaching staff is working toward 100% ESL certified.
- We have successfully identified 11% of our student population as gifted and talented through various means.
- Approximately 39% of our teaching staff has greater than 10 years of experience with 18% holding advanced degrees.
- Our teacher retention rate is 82%, 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 1 (Prioritized): The teaching staff needs continued support to implement training on Sheltered Instruction strategies to support EBs and newcomers. **Root Cause:** The population of Mockingbird has changed rapidly over the past five years and new instructional strategies are needed to support all learners.

Problem Statement 2 (Prioritized): There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause:** Barriers exist within our educational system due to lack of understanding or varied experiences.

Problem Statement 3 (Prioritized): There is a need to actively identify gifted learners in underrepresented populations or demographics. **Root Cause:** Additional professional learning is needed to identify gifted learners who may not fit the most typical description.

Problem Statement 4 (Prioritized): There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause:** Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

Student Learning

Student Learning Summary

Spring 2021 to Spring 2022 STAAR data:

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	3	77	21	79	52	23	77	29	71	40	25
Spring 2022	3	84	6	94	82	67	84	8	92	76	56

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	4	93	16	84	63	38	93	20	80	66	48
Spring 2022	4	82	11	89	72	45	82	13	87	66	45

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	5	84	6	94	83	60	83	7	93	73	57
Spring 2022	5	106	7	93	79	62	106	10	90	72	48

Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %
Spring 2021	5	83	14	86	59	37
Spring 2022	5	106	18	82	62	31

Student Learning Strengths

- When looking at the same learners who were assessed in 2021 and then again in 2022 in both 3rd-4th and 4th-5th grades, there was an average gain of 20% or more in all subjects and categories.
- In 2022, 67% of all third grade learners scored at the masters level on Reading STAAR.
- Economically disadvantaged students are showing growth in reading and math performance in 4th and 5th grade.
- The percentage of learners not passing the Reading or Math STAAR assessments decreased by an average of 50% in every grade level.
- Mockingbird earned a distinction in the area of closing the gaps in 2022 and scored a 95 on the TEA Report Card.
- Learners are provided targeted intervention and enrichment as needed and identified by teacher teams on an ongoing, cyclical basis.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to focus on developmentally appropriate, high-quality Tier 1 math instruction as evidenced through STAAR and other data sources. **Root Cause:** There has been a lack of aligned curriculum in math and a heavier focus on literacy in elementary.

Problem Statement 2 (Prioritized): There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement. **Root Cause:** Lack of systems and protocols for reviewing and interpreting data as collaborative teams.

Problem Statement 3 (Prioritized): There is a need for greater differentiation in math workshop in order to meet all learners' needs. **Root Cause:** Educators are relatively new to the workshop model in math and are in the process of strengthening structures and instructional strategies.

Problem Statement 4 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions. **Root Cause:** Additional professional development and training is needed to strengthen Tier I instruction and interventions.

Problem Statement 5 (Prioritized): There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 6 (Prioritized): There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals.

Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 7 (Prioritized): There is a need for additional job-embedded professional development for staff, including learning walks with reflection time and specific content professional development. **Root Cause:** Educators had to adjust instructional strategies the past two years due to the pandemic and will benefit from increased professional development on curriculum and instruction.

Problem Statement 8 (Prioritized): 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. **Root Cause:** Lack of alignment in the district on the support provided for character traits/social-emotional skills of learners and specific resources/curriculum/training.

School Processes & Programs

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.

Mockingbird provides a flexible learning environment to promote educator and learner collaboration and to meet the diverse needs of the student population. Included within the flexible learning spaces are collaborative spaces in hallways and room additions, a Literacy Lounge for a range of literacy resources, a broadcast studio, an outdoor classroom and garden, a STEAM lab, and a dedicated space for Collaborative Team Time (CTT).

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 vertical team meetings are opportunities for professional growth. In addition, optional professional development sessions on varied topics are offered on a regular basis for differentiated, timely learning opportunities for staff including regular access to and opportunities for learning walks within Mockingbird and Coppell ISD. 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 RtI/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 RtI 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.

A new committee was formed last year to focus on Positive Behavior Interventions and Supports (PBIS) to help align practices across the campus and prevent disruptive student behaviors. Resources, expectations, and school-wide practices will be reviewed, created, and implemented by the staff.

School Processes & Programs Strengths

- Educator collaboration is a priority and happens on a daily basis through collaborative planning, collaborative team time, and WIN time.
- This is Year 7 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 have multiple opportunities for professional growth, both at the district and campus level.
- 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 Response to Intervention/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 or dyslexia in a timely manner when expected progress is not made.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** There are varying degrees of teaching experience and familiarity with resources and initiatives, such as professional learning communities.

Problem Statement 2 (Prioritized): There is a need to align practices during CTT using protocols and tools for tracking data. **Root Cause:** Additional training is needed to understand how to best track and use data to drive interventions and extensions.

Problem Statement 3 (Prioritized): There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS). **Root Cause:** Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Problem Statement 4 (Prioritized): There is a need for additional training for educators with Panorama in order to fully access and utilize the platform to tailor student supports. **Root Cause:** Panorama has not been used to track student progress and data prior to this year.

Problem Statement 5 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel.

Perceptions

Perceptions Summary

Mockingbird Elementary is dedicated to meeting the academic, physical, and social emotional needs of its staff and students. Coming out of the pandemic, there is a need to focus on the social-emotional well-being of staff, students, and community. Continued emphasis will be placed on daily Morning Meetings and weaving social-emotional learning throughout the school day.

Based on our 2022 spring Panorama data from families, Mockingbird shows strengths in the areas of caring, supportive educators and helping learners feel a sense of belonging. We have an opportunity for growth in ensuring more aligned and consistent communication from classroom educators.

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 and digital portfolios will be updated through Bulb this year. Parent survey results indicate a positive school climate. Parents receive ongoing communication through weekly principal/PTO and educator newsletters, emails, Twitter, and through campus and district websites.

There is strong parental support of academics, and we would like to offer new means for parents to become involved and connected with the school. Mockingbird has a Mavs' Dads group to increase involvement with fathers and has had great success the past several years. We are in year four 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 .

Perceptions Strengths

- The safety audit shows that all protocols are being followed safety 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 believe 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 1 (Prioritized): There is a need for greater parent participation in PTO and other volunteer opportunities. **Root Cause:** Working parents have time constraints, and some parents may not be aware of ways to volunteer and become more involved.

Problem Statement 2 (Prioritized): There is a continued need to focus on social-emotional learning and well-being. **Root Cause:** There is an increased need for mental health awareness and care due to changes in society and the ongoing pandemic.

Problem Statement 3 (Prioritized): There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause:** The impact of COVID-19 on individuals and other life challenges.

Problem Statement 4 (Prioritized): There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.

Problem Statement 5 (Prioritized): There is a continued need to provide opportunities for family engagement. **Root Cause:** The past two years have limited family engagement due to the pandemic, so intentionality needs to be given to reconnecting with our families.

Problem Statement 6 (Prioritized): There is a need to provide parents with a "window" into the classroom and to share more frequent updates on academic and social-emotional progress. **Root Cause:** With the shift to the workshop model of instruction and back from virtual learning, there are less opportunities to share learner progress and work samples with parents.

Priority Problem Statements

Problem Statement 1: The teaching staff needs continued support to implement training on Sheltered Instruction strategies to support EBs and newcomers.

Root Cause 1: The population of Mockingbird has changed rapidly over the past five years and new instructional strategies are needed to support all learners.

Problem Statement 1 Areas: Demographics

Problem Statement 4: There is a need to focus on developmentally appropriate, high-quality Tier 1 math instruction as evidenced through STAAR and other data sources.

Root Cause 4: There has been a lack of aligned curriculum in math and a heavier focus on literacy in elementary.

Problem Statement 4 Areas: Student Learning

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 2: There are varying degrees of teaching experience and familiarity with resources and initiatives, such as professional learning communities.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 11: There is a need for greater parent participation in PTO and other volunteer opportunities.

Root Cause 11: Working parents have time constraints, and some parents may not be aware of ways to volunteer and become more involved.

Problem Statement 11 Areas: Perceptions

Problem Statement 8: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

Root Cause 8: Barriers exist within our educational system due to lack of understanding or varied experiences.

Problem Statement 8 Areas: Demographics

Problem Statement 5: There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement.

Root Cause 5: Lack of systems and protocols for reviewing and interpreting data as collaborative teams.

Problem Statement 5 Areas: Student Learning

Problem Statement 3: There is a need to align practices during CTT using protocols and tools for tracking data.

Root Cause 3: Additional training is needed to understand how to best track and use data to drive interventions and extensions.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 12: There is a continued need to focus on social-emotional learning and well-being.

Root Cause 12: There is an increased need for mental health awareness and care due to changes in society and the ongoing pandemic.

Problem Statement 12 Areas: Perceptions

Problem Statement 19: There is a need to actively identify gifted learners in underrepresented populations or demographics.

Root Cause 19: Additional professional learning is needed to identify gifted learners who may not fit the most typical description.

Problem Statement 19 Areas: Demographics

Problem Statement 6: There is a need for greater differentiation in math workshop in order to meet all learners' needs.

Root Cause 6: Educators are relatively new to the workshop model in math and are in the process of strengthening structures and instructional strategies.

Problem Statement 6 Areas: Student Learning

Problem Statement 14: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS).

Root Cause 14: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 13: There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff.

Root Cause 13: The impact of COVID-19 on individuals and other life challenges.

Problem Statement 13 Areas: Perceptions

Problem Statement 20: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning to ensure we are meeting the wide variety of needs within specific learner populations.

Root Cause 20: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

Problem Statement 20 Areas: Demographics

Problem Statement 7: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions.

Root Cause 7: Additional professional development and training is needed to strengthen Tier I instruction and interventions.

Problem Statement 7 Areas: Student Learning

Problem Statement 21: There is a need for additional training for educators with Panorama in order to fully access and utilize the platform to tailor student supports.

Root Cause 21: Panorama has not been used to track student progress and data prior to this year.

Problem Statement 21 Areas: School Processes & Programs

Problem Statement 15: There is a need to identify and elevate additional measures of success for learners.

Root Cause 15: Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.

Problem Statement 15 Areas: Perceptions

Problem Statement 9: There is a need to target specific reading, writing and math skills to focus on early intervention.

Root Cause 9: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 9 Areas: Student Learning

Problem Statement 23: There is a need to continue revisiting and improving efforts with safety and security.

Root Cause 23: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel.

Problem Statement 23 Areas: School Processes & Programs

Problem Statement 16: There is a continued need to provide opportunities for family engagement.

Root Cause 16: The past two years have limited family engagement due to the pandemic, so intentionality needs to be given to reconnecting with our families.

Problem Statement 16 Areas: Perceptions

Problem Statement 10: There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals.

Root Cause 10: Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 10 Areas: Student Learning

Problem Statement 22: There is a need to provide parents with a "window" into the classroom and to share more frequent updates on academic and social-emotional progress.

Root Cause 22: With the shift to the workshop model of instruction and back from virtual learning, there are less opportunities to share learner progress and work samples with parents.

Problem Statement 22 Areas: Perceptions

Problem Statement 17: There is a need for additional job-embedded professional development for staff, including learning walks with reflection time and specific content professional development.

Root Cause 17: Educators had to adjust instructional strategies the past two years due to the pandemic and will benefit from increased professional development on curriculum and instruction.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: 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.

Root Cause 18: Lack of alignment in the district on the support provided for character traits/social-emotional skills of learners and specific resources/curriculum/training.

Problem Statement 18 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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
- Study of best practices
- Action research results

Goals





Goal 1: Personal Growth and Experiences: CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 1: All K-5th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

HB3 Goal

Evaluation Data Sources: 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, RtI data

Strategy 1 Details		Reviews			
Strategy 1: Educator teams will meet regularly to identify essential standards, create common formative assessments, analyze student data, and plan for timely interventions and extensions. Special emphasis will be given to tracking data on a regular, ongoing basis to determine the effectiveness of instructional strategies and to continually build educator capacity. 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 share and implement best practices based on team collaboration. Collaborative Team Time Agendas will include specific team SMART goals and indicate progress. Staff Responsible for Monitoring: Campus administrators, Educators, Instructional Coach Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Educators will participate in job-embedded professional development, including learning walks and individual/team coaching, in order to continually build their capacity. A systematic approach will be used this year to ensure participation from all educators. Strategy's Expected Result/Impact: There will be increased educator collaboration and adult learning which will ultimately impact student achievement. Staff Responsible for Monitoring: Campus administrators, Instructional Coach Problem Statements: Student Learning 7		Formative			Summative
		Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. Strategy's Expected Result/Impact: Literacy skills and strategies will strengthen for educators and practices will be more closely aligned for reading instruction. Educators will have a deeper understanding of developmental reading progressions and research-based strategies to teach emergent and beginning readers. Staff Responsible for Monitoring: Campus administrators, Instructional Coach, Curriculum Department TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur. Strategy's Expected Result/Impact: Math skills and strategies will strengthen for our educators and practices will align for math interventions and extensions. There will be enhanced understanding of developmental math progressions. Staff Responsible for Monitoring: Campus administrators, Instructional Coach, Curriculum Department TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier 1 instructional strategies with a specific focus on small-group instruction and using formative assessments in the classroom. Strategy's Expected Result/Impact: Learner achievement gaps will lessen or close due to targeted small group instruction. Educators will have additional instructional strategies to use as needed based on learner needs. Staff Responsible for Monitoring: Campus administrators, Instructional Coach, Curriculum Department Problem Statements: Student Learning 1, 7	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause:** Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

Student Learning

Problem Statement 1: There is a need to focus on developmentally appropriate, high-quality Tier 1 math instruction as evidenced through STAAR and other data sources. **Root Cause:** There has been a lack of aligned curriculum in math and a heavier focus on literacy in elementary.

Problem Statement 3: There is a need for greater differentiation in math workshop in order to meet all learners' needs. **Root Cause:** Educators are relatively new to the workshop model in math and are in the process of strengthening structures and instructional strategies.

Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions. **Root Cause:** Additional professional development and training is needed to strengthen Tier I instruction and interventions.

Problem Statement 5: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 7: There is a need for additional job-embedded professional development for staff, including learning walks with reflection time and specific content professional development. **Root Cause:** Educators had to adjust instructional strategies the past two years due to the pandemic and will benefit from increased professional development on curriculum and instruction.

School Processes & Programs





Problem Statement 2: There is a need to align practices during CTT using protocols and tools for tracking data. **Root Cause:** Additional training is needed to understand how to best track and use data to drive interventions and extensions.

Goal 1: Personal Growth and Experiences: CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.

Evaluation Data Sources: Common formative assessment data, RtI progress monitoring, referral data, learner surveys, participation in extracurricular activities, STAAR data, NWEA MAP data, DreamBox data, iStation data, DRA data, Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: K-5 educators will use pre- and post-assessments during units of instruction and WIN time cycles in order to determine the effectiveness of instructional strategies and to closely monitor student progress. Strategy's Expected Result/Impact: Common formative assessment data will be used for daily instruction/groupings during workshop, planning for WIN time, and monitoring learners who are at-risk. Adjustments to groupings will be made following post-tests. Instructional strategies will be discussed and developed to benefit student achievement. Staff Responsible for Monitoring: Educators, Campus administrators, Instructional coach, GtI Specialist Problem Statements: Student Learning 2, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Educators will use multiple data sources in vertical teams, Collaborative Team Time, and grade level planning to determine the focus for Tier 1 instruction, common formative assessments and WIN time objectives. Vertical teams will research historically difficult standards in order to strengthen instructional practices campus-wide. Strategy's Expected Result/Impact: Educators will strengthen pedagogy for historically difficult standards and gaps will close for learners across grade levels. Educators will align practices across grade levels to encourage unified, seamless teaching and learning across the campus. Staff Responsible for Monitoring: Educators, Campus administrators, Coaching Team Problem Statements: Student Learning 6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities, structures, and processes. Strategy's Expected Result/Impact: Awareness, training, and implementation of data analysis protocols, growth as a Professional Learning Community, and increased student achievement (academic, and social-emotionally). Staff Responsible for Monitoring: Campus administrators, Instructional Coach, Educator teams Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Continue training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support). Meet about learners in need of support on a regular, ongoing basis to assess progress on goals and make appropriate recommendations. 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. Staff Responsible for Monitoring: Campus Administrators, Classroom Educators, Intervention Services Problem Statements: School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 2: There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement. Root Cause: Lack of systems and protocols for reviewing and interpreting data as collaborative teams.
Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions. Root Cause: Additional professional development and training is needed to strengthen Tier I instruction and interventions.
Problem Statement 6: There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth.
School Processes & Programs
Problem Statement 3: There is a need to strengthen practices and protocols within the Multi-Tiered Systems of Support (MTSS). Root Cause: Panorama is a new system for housing data and student goals for RtI and educators are in need of continued support and training.

Goal 1: Personal Growth and Experiences: CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 3: Student achievement and progress levels will exceed state standards/averages for all student groups.

Evaluation Data Sources: STAAR data, TELPAS data, learning walks

Strategy 1 Details	Reviews			
Strategy 1: Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support. Strategy's Expected Result/Impact: Increased learner growth in targeted areas of focus; Increased awareness in documentation for specific intervention plans and the success rates and growth shown; Increase alignment in how we as a campus and district are intervening and providing additional support through campus Collaborative Team Times, district trainings, and overall monitoring and evaluation systems in place Staff Responsible for Monitoring: Campus Administrators, IC, Language Acquisition Specialist, Educators Problem Statements: Student Learning 1, 5 Funding Sources: - 199 - State Comp Ed - 199-11-6399-00-105-24-000- - \$1,837	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs. Strategy's Expected Result/Impact: - Trainings developed and implemented - Response to Intervention process (MTSS - Multi-Tiered Systems of Support) clearly defined and supported with resources - IEP's and Service Plans being designed to meet all of learner's needs - Specifically target Long Term ELs in middle and high school with data monitoring, specific and targeted interventions and mentoring. Increase academic achievement and growth for all learners - Data gathered from aligned resources (iStation, Dreambox, MAP, Schoology AMP, etc.) Staff Responsible for Monitoring: Campus Administrators, Special education teachers, Campus Coaches Problem Statements: Demographics 4 Funding Sources: - 199 - State Comp Ed - 199-11-6399-00-105-24-0 - \$1,838	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual learners and plan appropriate classroom instructional strategies. Strategy's Expected Result/Impact: Educators will be able to better support Emergent Bilingual learners in the classroom while making lessons and curriculum more accessible to all learners. Staff Responsible for Monitoring: Language Acquisition Specialist, Campus Administrators Problem Statements: Demographics 1		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The teaching staff needs continued support to implement training on Sheltered Instruction strategies to support EBs and newcomers. Root Cause: The population of Mockingbird has changed rapidly over the past five years and new instructional strategies are needed to support all learners. Problem Statement 4: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning to ensure we are meeting the wide variety of needs within specific learner populations. Root Cause: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.
Student Learning
Problem Statement 1: There is a need to focus on developmentally appropriate, high-quality Tier 1 math instruction as evidenced through STAAR and other data sources. Root Cause: There has been a lack of aligned curriculum in math and a heavier focus on literacy in elementary. Problem Statement 5: There is a need to target specific reading, writing and math skills to focus on early intervention. Root Cause: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Goal 2: Authentic Contributions: CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 1: All K through 5th grade learners will participate in at least two courses/activities focused on career, college, and life readiness.

Evaluation Data Sources: WIN time extensions, Participation in the following: Learner-run news studio, Safety Patrol, Librarians in Training, GEMUN, Recycling Club

Strategy 1 Details	Reviews			
Strategy 1: Provide training to educators promoting innovation and creativity in lesson design (hands-on, digital tools, variety of assessment). Strategy's Expected Result/Impact: Learners will be exposed to possible career choices and will work to develop their unique passions and interests. Staff Responsible for Monitoring: Campus administrators, Educators Problem Statements: Demographics 4 - Student Learning 4 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Partner with parents and the community in order to teach learners about different career options. 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: Perceptions 1, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide training and resources to educators enhancing curriculum connections to real-world application and learning. Strategy's Expected Result/Impact: Learners will better understand how their learning relates to real-world application and jobs. Increase learner awareness of career, college, and life readiness opportunities. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach Problem Statements: Demographics 2 - Student Learning 6 - Perceptions 5	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause:** Barriers exist within our educational system due to lack of understanding or varied experiences.

Problem Statement 4: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause:** Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

Student Learning

Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions. **Root Cause:** Additional professional development and training is needed to strengthen Tier I instruction and interventions.

Problem Statement 6: There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

Perceptions

Problem Statement 1: There is a need for greater parent participation in PTO and other volunteer opportunities. **Root Cause:** Working parents have time constraints, and some parents may not be aware of ways to volunteer and become more involved.





Problem Statement 4: There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.

Problem Statement 5: There is a continued need to provide opportunities for family engagement. **Root Cause:** The past two years have limited family engagement due to the pandemic, so intentionality needs to be given to reconnecting with our families.

Goal 2: Authentic Contributions: CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

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, digital portfolios, presentations, goal-setting tools, etc.)

Evaluation Data Sources: Lesson plans, Bulb digital portfolios, Schoology submissions, Literacy Unit Celebrations, Learner-Led Conferences

Strategy 1 Details	Reviews			
Strategy 1: Use tools and forums such as Unit Celebrations, musical performances, the Art Show, Bulb digital portfolios, 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 digital portfolios or maintaining student data binders. 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. Staff Responsible for Monitoring: All educators, Campus administrators Problem Statements: Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning. Strategy's Expected Result/Impact: Learners will have a digital product/portfolio that develops with them over time and accentuates growth. Educators will also maintain digital portfolios. Staff Responsible for Monitoring: Campus administrators, Instructional Coach, DLCs, Educators Problem Statements: Student Learning 6 - Perceptions 6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices. Strategy's Expected Result/Impact: Performance tasks completed for math and science; rubrics for academic and social-emotional growth; goal-setting forms and reflections Staff Responsible for Monitoring: Campus administrators, Instructional Coach, Educators Problem Statements: Student Learning 6 - Perceptions 6	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth.
Perceptions
Problem Statement 4: There is a need to identify and elevate additional measures of success for learners. Root Cause: Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.
Problem Statement 6: There is a need to provide parents with a "window" into the classroom and to share more frequent updates on academic and social-emotional progress. Root Cause: With the shift to the workshop model of instruction and back from virtual learning, there are less opportunities to share learner progress and work samples with parents.

Goal 3: Well-Being and Mindfulness: CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: Mockingbird will continue to review current and create new curriculum documents, provide training and implement specific programs to provide needed support/resources for counseling and social emotional learning.

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

Strategy 1 Details	Reviews			
Strategy 1: Align implementation of social-emotional support structures: class meetings, check-ins, and restorative practices. 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. Staff Responsible for Monitoring: Counselor, Campus Administrators, Educators Problem Statements: Student Learning 8	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement new curriculum through the district and purchase recommended resources to support and teach social emotional learning and character education, including the following character traits per TEA: - Courage - Trustworthiness, including honesty, reliability, punctuality, and loyalty - Integrity - Respect and courtesy - Responsibility, including accountability, diligence, perseverance, and self-control - Fairness, including justice and freedom from prejudice - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity - Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law - School pride - Gratitude Strategy's Expected Result/Impact: Utilization of social-emotional curriculum supports within lesson design. Learner growth as indicated through survey/learner goals (academic and social emotional). Staff Responsible for Monitoring: Campus Administrators, Counselor, Classroom Educators Problem Statements: Student Learning 8	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Update and integrate curriculum supports for the implementation of new health TEKS and specific requirements set by the state for selection and training (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). Strategy's Expected Result/Impact: Utilization of health curriculum supports for mental health within lesson design. Learner growth as indicated through survey/learner goals. Educator training on embedded supports. Staff Responsible for Monitoring: Campus Administrators, Counselor, Classroom Educators Problem Statements: Student Learning 8	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 8: 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. Root Cause: Lack of alignment in the district on the support provided for character traits/social-emotional skills of learners and specific resources/curriculum/training.

Goal 3: Well-Being and Mindfulness: CISD will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 2: Mockingbird will continue to bring clarity, communicate systems, and provide intentional training to ensure alignment with practices/supports across the district.

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

Strategy 1 Details	Reviews			
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. 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 Problem Statements: Perceptions 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: There is a continued need to focus on social-emotional learning and well-being. Root Cause: There is an increased need for mental health awareness and care due to changes in society and the ongoing pandemic.</p> <p>Problem Statement 3: There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. Root Cause: The impact of COVID-19 on individuals and other life challenges.</p>

Goal 4: Organizational Improvement and Strategic Design: CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: Mockingbird will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

Evaluation Data Sources: Collaborative Team Time agendas, Common Formative Assessments, WIN time plans and learner data, team products, Instructional Team Leader agendas

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Committees (PLCs)/Multi-Tiered Systems of Support (MTSS) structures throughout the campus including within professional learning opportunities. Strategy's Expected Result/Impact: Staff will continue to learn and understand how to become a highly functioning professional learning community to yield high levels of learning for all. Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Instructional Team leaders Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborative Team Time will occur every sixth day for collaborative teams to address the four critical questions of a PLC, and learners will participate in daily WIN (What I Need) time and targeted small group instruction in order to address needs for intervention and assessment in a timely manner. Strategy's Expected Result/Impact: Learners' progress will be closely monitored to ensure mastery of high priority learning standards while also providing extensions for learners demonstrating mastery. Staff Responsible for Monitoring: Campus administrators, Instructional coach, All staff Problem Statements: Student Learning 2, 4, 5, 6 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Calibrate, align, and provide support and professional learning for the campus based on specific educator feedback and needs. Strategy's Expected Result/Impact: Educators will receive differentiated professional development based on	Formative			Summative
	Nov	Feb	Apr	June

specific needs. Increased opportunities for educators to present and share with peers and/or to participate in learning walks.

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

Problem Statements: Student Learning 7 - School Processes & Programs 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement. **Root Cause:** Lack of systems and protocols for reviewing and interpreting data as collaborative teams.

Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions. **Root Cause:** Additional professional development and training is needed to strengthen Tier I instruction and interventions.

Problem Statement 5: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 6: There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 7: There is a need for additional job-embedded professional development for staff, including learning walks with reflection time and specific content professional development. **Root Cause:** Educators had to adjust instructional strategies the past two years due to the pandemic and will benefit from increased professional development on curriculum and instruction.

School Processes & Programs





Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** There are varying degrees of teaching experience and familiarity with resources and initiatives, such as professional learning communities.

Problem Statement 2: There is a need to align practices during CTT using protocols and tools for tracking data. **Root Cause:** Additional training is needed to understand how to best track and use data to drive interventions and extensions.

Goal 4: Organizational Improvement and Strategic Design: CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: Mockingbird will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

Evaluation Data Sources: Common Formative Assessments, District Assessments, Digital Portfolios

Strategy 1 Details	Reviews			
Strategy 1: Continue to support the district in researching, developing, and implementing a CISD Community Based Accountability System. Strategy's Expected Result/Impact: Track data on various components included within a CBAS; Focus on multiple data sources including surveys, engagement, clubs/extracurricular activities, and learner growth across platforms Staff Responsible for Monitoring: Campus Administrators, Instructional Coach Problem Statements: Student Learning 6 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth.
Perceptions
Problem Statement 4: There is a need to identify and elevate additional measures of success for learners. Root Cause: Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.

Goal 4: Organizational Improvement and Strategic Design: CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 3: Mockingbird will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

Evaluation Data Sources: 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 Details	Reviews			
Strategy 1: Ensure all safety drills take place at Mockingbird and specific training for staff and learners concerning safety practices occurs. 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 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a door sweep for Mockingbird at least once weekly during instructional days. Strategy's Expected Result/Impact: Any deficiencies regarding exterior door locks will be reported and fixed in a timely manner to maintain campus safety. Staff Responsible for Monitoring: Campus Administrators Problem Statements: School Processes & Programs 5	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security. Root Cause: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		199-11-6399-00-105-24-000-	\$1,837.00
1	3	2		199-11-6399-00-105-24-0	\$1,838.00
Sub-Total					\$3,675.00