

Coppell Independent School District
Mockingbird Elementary
2023-2024 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

DEMOGRAPHICS

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 plurality Asian student population in grades EC, K-5. In the 2022-23 school year, total enrollment was 488 which represents an increase of 0.8% since 2018-19 (484 learners).

In 2022-23, the student population was 40.3% Asian, 37.5% White, 13.7% Hispanic, 4.1% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4.1% multi-racial. Females made up 42.2% of the learners and males represented 57.8%. Our economically disadvantaged percentage was 7.1%.

Our Emergent Bilingual (EB) population consisted of 85 learners that made up 17.4% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (20%), Spanish (10.5%), Tamil (10.5), Mandarin (Chinese) (8.2%), and Arabic (7%). Additionally, 9.4% of our EBs were also economically disadvantaged.

Our 61 gifted and talented learners constituted 12.5% of our population. Our gender split in the GT group was 32.7% female and 67.3% male. Of the four major ethnic groups, our GT learners were 54.1% Asian, 32.7% White, 6.5% Hispanic and 1.6% African American.

We had 111 learners that qualified for special education services, which represented 22.7% of our population. There were 27 learners with 504 accommodations, which was 5.5% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 95.7%, which decreased by 1.08% from the prior year.

STAFFING

Mockingbird employed 36 educators and 9 instructional aides in the 2022-23 school year. The number of teachers increased by 3 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 8.3% Asian, 77.7% White, 2.7% Hispanic, 8.3% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.7% multi-racial. Females made up 94.4% of the educators and males represented 5.56%.

Overall, our educators had a varying level of professional experience: 13.8% (5) were new to teaching with 0-1 years of experience, 16.6% (6) had 2-5 years, 19.4% (7) had 6-10 years, 16.6% (6) had 11-15 years, 13.8% (5) had 16-20 years, and 19.4% (7) had more than 20 years. Looking at longevity within the district, 30.5% of our teachers had 0-1 years in district, 30.5% had 2-5 years, 8.3% had 6-10 years, 5.5% had 11-15 years, 13.8% had 16-20

years and 11.1% had more than 20 years. The average years of professional experience was 12 with 8.2 years in the district.

Advanced degrees were held by 19.4% of our teachers: 7 with master's degrees and 0 with doctorates. Our campus principal had 22 years of career experience in a professional position (not necessarily as a principal) and 6 years in Coppell. Our assistant principal had 23 years of professional experience and 2 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 84.85%. For educational aides it was 50%. We hired 8 new teachers in 2022-23. The characteristics of our new teachers were as follows: 12.5% Asian, 62.5% White, 12.5% Hispanic, 12.5% African American, 100% female, 0% male, 25% new to teaching, 12.5% with 2-5 years of professional experience, 25% with 6-10 years, 25% with 11-15 years, 12.5% with 16-20 years, 0% with more than 20 years and 22.2% new to the campus. The average years of professional experience was 7.7 with 0 years in the district. 25% 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 100% ESL certified.
- We have successfully identified 12.5% of our student population as gifted and talented through various means.
- Approximately 50% of our teaching staff has greater than 10 years of experience with 20% holding advanced degrees.
- Our teacher retention rate is 85%, 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

- NWEA MAP: Please refer to Plan Addendum Section for NWEA MAP Fall 2022-Spring 2023 Student Growth Summary Report. For help: https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm
- mCLASS: Please refer to the link to view 22-23 performance levels across grade levels at BOY, MOY, EOY: <https://drive.google.com/file/d/1XDp-1G77DuRkbbkhg0eZjfEcuQbQwU4d/view?usp=sharing>

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %	STAAR - Science - Number Tested
Spring 2022	3	84	1581	6	94	82	67	84	1572	8	92	76	56	
Spring 2022	4	82	1605	11	89	72	45	82	1661	13	87	66	45	
Spring 2022	5	106	1707	7	93	79	62	106	1716	10	90	72	48	106
Spring 2023	3	70	1493	20	80	63	29	70	1512	21	79	51	37	
Spring 2023	4	88	1687	3	97	84	61	88	1689	7	93	77	52	
Spring 2023	5	86	1697	6	94	80	56	86	1779	5	95	79	48	86

TELPAS 2023

Grade	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %	Writing - Beginning - %	Writing - Intermediate - %	Writing - Advanced - %
K	25	6	25	44	25	12	19	44	19	6	50	25	31	19	44
1	12	19	19	50	19	19	12	50	-	-	-	-	25	6	12
2		18	47	35	18	76	6		24	41	35		18	59	24

TELPAS 2023															
3		22	22	56	11	56	33		11	22	33	33		89	11
4	8	25	17	50		33	67		8	25	8	58	8	17	75
5		23	15	62		23	62	15		8	15	77		8	69

As we go into 2023-2024, 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
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- 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 Growth

Student Learning Strengths

- When looking at the same learners who were assessed in 2022 and then again in 2023 in 4th-5th grades, there was a gain of 11% for learners who mastered the Reading STAAR. In addition, the percentage of learners who did not meet standard improved from 11% to 6% for the same group of learners.
- The percentage of 5th grade learners who achieved "Mastery" on Science grew by 12 percentage points.
- mCLASS data indicates relative strengths/high levels of growth in the areas of letter naming, letter sounds, and word reading in grades K-2.
- Mockingbird was in the 63rd percentile for growth on Science according to the spring 2023 NWEA MAP data.
- 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 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 2 (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 3 (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 focus and intentionality is needed to strengthen Tier I instruction, interventions, and extensions with a particular focus on advanced learners.

Problem Statement 4 (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 5 (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 6 (Prioritized): There is a need for additional job-embedded, differentiated professional development for staff, including learning walks with reflection time and specific content professional development. **Root Cause:** Educators have different needs in terms of continual development and also serve as each other's best resources.

Problem Statement 7 (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:** 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.

Problem Statement 8 (Prioritized): There is a need to focus on college and career readiness opportunities through CTE learning experiences and opportunities. **Root Cause:** There has not been a focus on college and career readiness and exposure to potential careers at the elementary level.

Problem Statement 9 (Prioritized): There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** 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.

Problem Statement 10 (Prioritized): There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavior, and social-emotional needs. **Root Cause:** Inconsistencies in usage of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.

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.

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 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 8 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 professional development cohort 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 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 and strengthen practices during CTT using protocols and tools for tracking data. **Root Cause:** Teams need to give equitable time and attention to all 4 questions of a PLC during CTT cycles.

Problem Statement 3 (Prioritized): 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. **Root Cause:** There has not previously been a comprehensive framework for MTSS.

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.

Problem Statement 6 (Prioritized): 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. **Root Cause:** Lesson planning done in isolation leads to a lack of educator understanding and the ability to fully differentiate for all learners.

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 2023 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.

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 five 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, particularly if there are differences in cultural norms surrounding education.

Problem Statement 2 (Prioritized): There is a need to focus on mental health needs, social-emotional and wellness needs for learners and staff. **Root Cause:** Barriers still exist

with understanding/supporting/providing resources for all needs.

Problem Statement 3 (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 4 (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 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 3: 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 3: Lack of systems and protocols for reviewing and interpreting data as collaborative teams.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need for greater differentiation in math workshop in order to meet all learners' needs.

Root Cause 4: Educators are relatively new to the workshop model in math and are in the process of strengthening structures and instructional strategies.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions.

Root Cause 5: Additional focus and intentionality is needed to strengthen Tier I instruction, interventions, and extensions with a particular focus on advanced learners.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

Root Cause 6: Barriers exist within our educational system due to lack of understanding or varied experiences.

Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a need to target specific reading, writing and math skills to focus on early intervention.

Root Cause 7: Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 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 8: Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need for greater parent participation in PTO and other volunteer opportunities.

Root Cause 9: 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.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There is a need to focus on mental health needs, social-emotional and wellness needs for learners and staff.

Root Cause 10: Barriers still exist with understanding/supporting/providing resources for all needs.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: 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.

Root Cause 11: There has not previously been a comprehensive framework for MTSS.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: There is a need to identify and elevate additional measures of success for learners.

Root Cause 12: Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need for additional job-embedded, differentiated professional development for staff, including learning walks with reflection time and specific content professional development.

Root Cause 13: Educators have different needs in terms of continual development and also serve as each other's best resources.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: 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 14: 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.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: There is a need to actively identify gifted learners in underrepresented populations or demographics.

Root Cause 15: Additional professional learning is needed to identify gifted learners who may not fit the most typical description.

Problem Statement 15 Areas: Demographics

Problem Statement 16: 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 16: 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 16 Areas: Demographics

Problem Statement 17: 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 17: Panorama has not been used to track student progress and data prior to this year.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: 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 18: 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 18 Areas: Perceptions

Problem Statement 19: There is a need to continue revisiting and improving efforts with safety and security.

Root Cause 19: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: There is a need to focus on college and career readiness opportunities through CTE learning experiences and opportunities.

Root Cause 20: There has not been a focus on college and career readiness and exposure to potential careers at the elementary level.

Problem Statement 20 Areas: Student Learning

Problem Statement 21: There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavior, and social-emotional needs.

Root Cause 21: Inconsistencies in usage of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.

Problem Statement 21 Areas: Student Learning

Problem Statement 22: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

Root Cause 22: 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.

Problem Statement 22 Areas: Student Learning

Problem Statement 23: There is a need to align and strengthen practices during CTT using protocols and tools for tracking data.

Root Cause 23: Teams need to give equitable time and attention to all 4 questions of a PLC during CTT cycles.

Problem Statement 23 Areas: School Processes & Programs

Problem Statement 24: 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.

Root Cause 24: Lesson planning done in isolation leads to a lack of educator understanding and the ability to fully differentiate for all learners.

Problem Statement 24 Areas: School Processes & Programs

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 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: At Mockingbird, we 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, MTSS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teams will participate in weekly collaborative planning with an emphasis on high-priority learning standards, using district curriculum and research-based resources, and planning for diverse student needs with the support of the Instructional Leadership Team.</p> <p>Strategy's Expected Result/Impact: Educators will design high-quality Tier 1 instruction for all learners utilizing district curriculum documents and relevant data.</p> <p>Instructional Leadership Team will join collaborative planning to better understand the needs of each team and support in a timely manner.</p> <p>Educators will share and implement best practices based on team collaboration.</p> <p>Learners will make a year's worth of growth academically.</p> <p>Staff Responsible for Monitoring: Campus administrators, Educators, Coaching Team</p> <p>Problem Statements: Student Learning 1, 3, 9 - School Processes & Programs 2, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coach, Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coach, Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coach, Curriculum Department</p> <p>Problem Statements: Student Learning 1, 3, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Timely and targeted interventions will be provided to all learners (K-5) who are at-risk of not meeting grade level standards.</p> <p>Strategy's Expected Result/Impact: Academic gaps will close for at-risk learners</p> <p>Targeted interventions will focus on high-priority learning standards</p> <p>Staff Responsible for Monitoring: Campus administrators, Coaching Team, Educators</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Tutors to aid with interventions, additional resources for tutoring/interventions - 199 - State Comp Ed - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 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 2: 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 3: 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 focus and intentionality is needed to strengthen Tier I instruction, interventions, and extensions with a particular focus on advanced learners.

Problem Statement 4: 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 for additional job-embedded, differentiated professional development for staff, including learning walks with reflection time and specific content professional development. **Root Cause:** Educators have different needs in terms of continual development and also serve as each other's best resources.

Problem Statement 9: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** 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.

School Processes & Programs

Problem Statement 2: There is a need to align and strengthen practices during CTT using protocols and tools for tracking data. **Root Cause:** Teams need to give equitable time and attention to all 4 questions of a PLC during CTT cycles.





Problem Statement 6: 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. **Root Cause:** Lesson planning done in isolation leads to a lack of educator understanding and the ability to fully differentiate for all learners.

Goal 1: Personal Growth and Experiences: At Mockingbird, we 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, MTSS progress monitoring, referral data, learner surveys, participation in extracurricular activities, STAAR data, NWEA MAP data, DreamBox data, Fountas and Pinnell benchmark assessments, mCLASS, Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Mockingbird will implement a school-wide WIN (What I Need) time four days per week with the fifth day focused on progress monitoring in order to provide timely, targeted extensions and interventions for all learners.</p> <p>Strategy's Expected Result/Impact: Learners will achieve a year's worth of growth as measured by MAP. Learners will meet goals as created and monitored through the MTSS committee.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Student Learning 1, 3, 4, 5, 10</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will use multiple data sources in team planning, Collaborative Team Time, and Design Days to determine the focus for Tier 1 instruction, common formative assessments and WIN time objectives.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Educators, Campus administrators, Coaching Team</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 9</p> <p>Funding Sources: Substitutes for Design Days - 199 - State Comp Ed - \$2,261</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continued training and support for understanding, implementing and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur. We will meet about learners in need of support on a regular, ongoing basis to assess progress on goals and make appropriate recommendations.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Educators, Intervention Services</p> <p>Problem Statements: Demographics 4 - Student Learning 4, 6, 10</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching, and resources.</p> <p>Strategy's Expected Result/Impact: Training for educators on specific classroom strategies to support English learners, with an emphasis on Sheltered Learning Instruction strategies and the use of content and language objectives. Resources for educators (including embedded items in curriculum documents for English learners). Continued focus on oral proficiency levels and spiraling this learning in training throughout the year. Increased utilization of appropriate classroom strategies for Emergent Bilingual learners. Increased student achievement in student progress levels. Use of Success Ed for system of housing learner needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, LAS, Classroom Educators</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Aligned practices across the campus for student behavior expectations and responses. Decreased discipline referrals and a greater sense of community and belonging for all learners.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PBIS Committee, Educators</p> <p>Problem Statements: Demographics 4 - Student Learning 10 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Educators</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 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 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 1: 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 2: 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 3: 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 focus and intentionality is needed to strengthen Tier I instruction, interventions, and extensions with a particular focus on advanced learners.

Problem Statement 4: 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 5: 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 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. **Root Cause:** Educators have different needs in terms of continual development and also serve as each other's best resources.

Problem Statement 9: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** 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.

Problem Statement 10: There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavior, and social-emotional needs. **Root Cause:** Inconsistencies in usage of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.

School Processes & Programs





Problem Statement 2: There is a need to align and strengthen practices during CTT using protocols and tools for tracking data. **Root Cause:** Teams need to give equitable time and attention to all 4 questions of a PLC during CTT cycles.

Problem Statement 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. **Root Cause:** There has not previously been a comprehensive framework for MTSS.

Goal 2: Authentic Contributions: At Mockingbird, we 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: 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 Details	Reviews			
<p>Strategy 1: Partner with parents and the community in order to teach learners about different career options.</p> <p>Strategy's Expected Result/Impact: Learners will work to develop passions and interests and will learn more about potential career paths.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, Educators</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, STEAM teacher</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement STEAM (Science, Technology, Engineering, Arts, and Mathematics) into our specials classes.</p> <p>Strategy's Expected Result/Impact: Learners will be exposed to the engineering design process, have ongoing opportunities for critical thinking and cross-curricular connections while gaining an awareness for potential career opportunities.</p> <p>Staff Responsible for Monitoring: Campus Administrators, STEAM teacher, Classroom Educators</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 8: There is a need to focus on college and career readiness opportunities through CTE learning experiences and opportunities. **Root Cause:** There has not been a focus on college and career readiness and exposure to potential careers at the elementary level.

Goal 2: Authentic Contributions: At Mockingbird, we 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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All educators, Campus administrators</p> <p>Problem Statements: Perceptions 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coach, DLCs, Educators</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Performance tasks completed for math and science; rubrics for academic and social-emotional growth; goal-setting forms and reflections</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coach, Educators</p> <p>Problem Statements: Student Learning 9 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 9: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** 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.

Perceptions

Problem Statement 3: 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 4: 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: At Mockingbird, we 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			
<p>Strategy 1: Align implementation of social-emotional support structures: class meetings, Second Step curriculum, and restorative practices.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Administrators, Educators</p> <p>Problem Statements: Student Learning 7, 10 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement new curriculum through the district and purchase recommended resources to support and teach social emotional learning and character education.</p> <p>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).</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, Classroom Educators</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue building on our health curriculum supports for implementation of 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</p>	Formative			Summative
	Nov	Feb	Apr	June

prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content.)

Strategy's Expected Result/Impact: Continued partnership with SHAC. 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, PE teacher, Counselor, Classroom Educators

Problem Statements: Demographics 2 - School Processes & Programs 4, 5 - Perceptions 2

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 No Progress
  Accomplished
  Continue/Modify
  Discontinue





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.
Student Learning
Problem Statement 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. Root Cause: 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.
Problem Statement 10: There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavior, and social-emotional needs. Root Cause: Inconsistencies in usage of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.
School Processes & Programs
Problem Statement 4: 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: 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
Problem Statement 2: There is a need to focus on mental health needs, social-emotional and wellness needs for learners and staff. Root Cause: Barriers still exist with understanding/supporting/providing resources for all needs.

Goal 3: Well-Being and Mindfulness: At Mockingbird, we 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 campus.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Consistent data analysis of office referrals Provide consistent supports and interventions to learners and educators Reduction in discipline incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 4 - Student Learning 10 - School Processes & Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Demographics
<p>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.</p>
Student Learning
<p>Problem Statement 10: There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavior, and social-emotional needs. Root Cause: Inconsistencies in usage of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.</p>
School Processes & Programs
<p>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.</p>

Goal 4: Organizational Improvement and Strategic Design: At Mockingbird, we 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, Professional Development Cohort agendas/reflections

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue embedding Professional Learning Committees (PLCs)/Multi-Tiered Systems of Support (MTSS) structures throughout the campus including within professional learning opportunities.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Instructional Team leaders</p> <p>Problem Statements: Demographics 4 - Student Learning 10 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative Team Time will occur every other week for collaborative teams to address the four critical questions of a PLC. Learners will participate in daily WIN (What I Need) time and targeted small group instruction in order to address needs for intervention and extension in a timely manner.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional coach, All staff</p> <p>Problem Statements: Student Learning 1, 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Educators will participate in a differentiated professional development cohort throughout the year based on individual needs and goals. 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Coaching Team, Instructional Team Leaders</p> <p>Problem Statements: Student Learning 3, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
<p>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.</p>
Student Learning
<p>Problem Statement 1: 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.</p>
<p>Problem Statement 3: 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 focus and intentionality is needed to strengthen Tier I instruction, interventions, and extensions with a particular focus on advanced learners.</p>
<p>Problem Statement 5: 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.</p>
<p>Problem Statement 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. Root Cause: Educators have different needs in terms of continual development and also serve as each other's best resources.</p>
<p>Problem Statement 10: There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavior, and social-emotional needs. Root Cause: Inconsistencies in usage of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.</p>
School Processes & Programs
<p>Problem Statement 2: There is a need to align and strengthen practices during CTT using protocols and tools for tracking data. Root Cause: Teams need to give equitable time and attention to all 4 questions of a PLC during CTT cycles.</p>

Goal 4: Organizational Improvement and Strategic Design: At Mockingbird, we 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, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

Evaluation Data Sources: Common Formative Assessments, District Assessments, Digital Portfolios, Learner Involvement in Extracurricular Activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to support the district in researching, developing, and implementing a CISD Community Based Accountability System.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Coaching Team</p> <p>Problem Statements: Perceptions 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 3: 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.</p>
<p>Problem Statement 4: 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.</p>

Goal 4: Organizational Improvement and Strategic Design: At Mockingbird, we 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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>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.</p>
Perceptions
<p>Problem Statement 2: There is a need to focus on mental health needs, social-emotional and wellness needs for learners and staff. Root Cause: Barriers still exist with understanding/supporting/providing resources for all needs.</p>

State Compensatory

Budget for Mockingbird Elementary

Total SCE Funds: \$5,261.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We will use SCE funds to hire tutors to work with small groups of learners who are at risk based on STAAR and/or NWEA MAP data.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutors to aid with interventions, additional resources for tutoring/interventions		\$3,000.00
1	2	2	Substitutes for Design Days		\$2,261.00
Sub-Total					\$5,261.00