

Coppell Independent School District
Mockingbird Elementary
2025-2026 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	23
Perceptions	25
Priority Problem Statements	27
Comprehensive Needs Assessment Data Documentation	31
Goals	33
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.	33
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.	43
Goal 3: Well-Being and Mindfulness: At Mockingbird, we will learn, engage, and work in a safe and responsive environment.	48
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.	51
State Compensatory	58
Budget for Mockingbird Elementary	58
Campus Funding Summary	59
Policies, Procedures, and Requirements	60

Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Mockingbird Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. Mockingbird serves a majority Asian student population in grades EC-5. In the 2024-25 school year, total enrollment was 439 which represents a decrease of -16% since 2020-21 (523 learners).

In 2024-25, the student population was 39.2% Asian, 36.7% White, 12.5% Hispanic, 4.6% African American, 0.4% American Indian/Alaskan Native, and 6.6% multi-racial. Females made up 45.3% of the learners and males represented 54.7%. Our economically disadvantaged percentage was 8.9%.

Our Emergent Bilingual (EB) population consisted of 51 learners that made up 11.6% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (19.6%), Spanish (11.8%), Japanese (11.8%), Tamil (7.8%), and Hindi (7.8%). Additionally, 15.7% of our EBs were also economically disadvantaged.

Our 48 gifted and talented learners constituted 10.9% of our population. Our gender split in the GT group was 41.7% female and 58.3% male. Of the four major ethnic groups, our GT learners were 58.3% Asian, 29.2% White, 4.2% Hispanic and 2.1% African American.

We had 105 learners that qualified for special education services, which represented 23.9% of our population. There were 25 learners with 504 accommodations, which was 5.7% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.3%, which increased by 0.2% from the prior year.

STAFFING

Mockingbird employed 35 educators and 13 instructional aides in the 2024-25 school year. The number of teachers decreased by 2 from the prior year while the number of aides increased by 2. The ethnic breakdown for the teaching staff was 8.6% Asian, 77.1% White, 5.7% Hispanic, 5.7% African American, and 2.9% multi-racial. Females made up 94.3% of the educators and males represented 5.7%.

Overall, our educators had a varying level of professional experience: 11.4% (4) were new to teaching with 0-1 years of experience, 17.1% (6) had 2-5 years, 14.3% (5) had 6-10 years, 20% (7) had 11-15 years, 11.4% (4) had 16-20 years, and 25.8% (9) had more than 20 years. Looking at longevity within the district, 34.3% of our teachers had 0-1 years in district, 28.6% had 2-5 years, 14.3% had 6-10 years, 2.8% had 11-15 years, 5.7% had 16-20 years and 14.3% had more than 20 years. The average years of professional experience was 12.8 with 7.7 years in the district.

Advanced degrees were held by 34.2% of our teachers: 12 with master's degrees. Our campus principal had 24 years of career experience in a professional position (not necessarily as a principal) and 8 years in Coppell. Our assistant principal had 25 years of professional experience and 4 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 78.4%. For educational aides it was 53.8%. We hired 7 new teachers in 2024-25. The characteristics of our new teachers were as follows: 100% White, 100% female, 28.6% new to teaching, 14.3% with 2-5 years of professional experience, 28.6% with 6-10 years, 14.3% with 11-15 years, 14.3% with

16-20 years, and 20% new to the campus. The average years of professional experience was 8.3 with 0.1 years in the district. 28.6% 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 12.9% of our student population as gifted and talented through various means.
- Approximately 58% of our teaching staff has greater than 10 years of experience with over one-third of the total staff holding advanced degrees.
- Our teacher retention rate is nearly 80%, 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 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 3 (Prioritized): There is a need to continue strengthening processes for 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

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 24-25 BOY, MOY, EOY

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 24 to Spring 25. Click [HERE](#) for an explanation if needed.

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Mockingbird Elementary					
Total Students	10	11	10	7	22
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	18.18%	60%	14.29%	63.64%
1 Level Higher	0%	36.36%	0%	71.43%	18.18%
2 Levels Higher	0%	27.27%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.51	3	2.55	2.53	2.74
No Rating	0%	0%	0%	0%	0%
Beginning	10%	9.09%	10%	14.29%	4.55%
Intermediate	10%	9.09%	40%	28.57%	22.73%
Advanced	80%	45.45%	30%	57.14%	54.55%
Advanced High	0%	36.36%	20%	0%	18.18%
Listening Raw Score	0	0	19.2	18.71	17.77
Listening Scale Score	0	0	1605.5	1612.57	1537.23
Speaking Raw Score	0	0	25.1	25.14	26.41
Speaking Scale Score	0	0	1513	1531.86	1549.95

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Writing Raw Score	0	0	12.9	12.71	25.5
Writing Scale Score	0	0	1486	1430.29	1510.64
Reading Raw Score	0	0	15.9	17.86	21.5
Reading Scale Score	0	0	1501.1	1516.29	1574.09
Economic Disadvantage					
Total Students	1	1	1	-	2
Date Taken	03/01/25	03/01/25	03/01/25	-	03/01/25
Lower/Same Level	0%	0%	0%	-	50%
1 Level Higher	0%	100%	0%	-	0%
2 Levels Higher	0%	0%	0%	-	0%
3 Levels Higher	0%	0%	0%	-	0%
TELPAS Composite Score	3	4	1.3	-	1.55
No Rating	0%	0%	0%	-	0%
Beginning	0%	0%	100%	-	50%
Intermediate	0%	0%	0%	-	50%
Advanced	100%	0%	0%	-	0%
Advanced High	0%	100%	0%	-	0%
Listening Raw Score	0	0	6	-	9.5
Listening Scale Score	0	0	1418	-	1430
Speaking Raw Score	0	0	19	-	17
Speaking Scale Score	0	0	1421	-	1432
Writing Raw Score	0	0	6	-	15
Writing Scale Score	0	0	1349	-	1364
Reading Raw Score	0	0	4	-	12.5
Reading Scale Score	0	0	1354	-	1468
American Indian/Alaskan Native					
Total Students	1	-	-	-	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Date Taken	03/01/25	-	-	-	-
Lower/Same Level	0%	-	-	-	-
1 Level Higher	0%	-	-	-	-
2 Levels Higher	0%	-	-	-	-
3 Levels Higher	0%	-	-	-	-
TELPAS Composite Score	2.5	-	-	-	-
No Rating	0%	-	-	-	-
Beginning	0%	-	-	-	-
Intermediate	0%	-	-	-	-
Advanced	100%	-	-	-	-
Advanced High	0%	-	-	-	-
Listening Raw Score	0	-	-	-	-
Listening Scale Score	0	-	-	-	-
Speaking Raw Score	0	-	-	-	-
Speaking Scale Score	0	-	-	-	-
Writing Raw Score	0	-	-	-	-
Writing Scale Score	0	-	-	-	-
Reading Raw Score	0	-	-	-	-
Reading Scale Score	0	-	-	-	-
Asian					
Total Students	6	9	9	5	18
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	11.11%	55.56%	20%	72.22%
1 Level Higher	0%	44.44%	0%	60%	11.11%
2 Levels Higher	0%	33.33%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.52	3.13	2.56	2.58	2.63

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
No Rating	0%	0%	0%	0%	0%
Beginning	16.67%	11.11%	11.11%	20%	5.56%
Intermediate	16.67%	0%	33.33%	20%	27.78%
Advanced	66.67%	44.44%	33.33%	60%	55.56%
Advanced High	0%	44.44%	22.22%	0%	11.11%
Listening Raw Score	0	0	18.56	19.4	16.56
Listening Scale Score	0	0	1594.67	1625	1514.89
Speaking Raw Score	0	0	25	25	26
Speaking Scale Score	0	0	1512.22	1537.4	1545.33
Writing Raw Score	0	0	12.67	13.6	25.22
Writing Scale Score	0	0	1482.33	1447.4	1506.94
Reading Raw Score	0	0	16.11	17.2	19.94
Reading Scale Score	0	0	1503.33	1507.4	1554
Hispanic					
Total Students	-	1	-	-	3
Date Taken	-	03/01/25	-	-	03/01/25
Lower/Same Level	-	0%	-	-	33.33%
1 Level Higher	-	0%	-	-	33.33%
2 Levels Higher	-	0%	-	-	0%
3 Levels Higher	-	0%	-	-	0%
TELPAS Composite Score	-	2	-	-	3.1
No Rating	-	0%	-	-	0%
Beginning	-	0%	-	-	0%
Intermediate	-	100%	-	-	0%
Advanced	-	0%	-	-	66.67%
Advanced High	-	0%	-	-	33.33%
Listening Raw Score	-	0	-	-	24.33

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Listening Scale Score	-	0	-	-	1665.67
Speaking Raw Score	-	0	-	-	26.67
Speaking Scale Score	-	0	-	-	1545.67
Writing Raw Score	-	0	-	-	25
Writing Scale Score	-	0	-	-	1509.67
Reading Raw Score	-	0	-	-	27.67
Reading Scale Score	-	0	-	-	1651.67
White					
Total Students	3	1	1	2	1
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	100%	100%	0%	0%
1 Level Higher	0%	0%	0%	100%	100%
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.5	2.8	2.5	2.4	3.5
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%
Intermediate	0%	0%	100%	50%	0%
Advanced	100%	100%	0%	50%	0%
Advanced High	0%	0%	0%	0%	100%
Listening Raw Score	0	0	25	17	20
Listening Scale Score	0	0	1703	1581.5	1554
Speaking Raw Score	0	0	26	25.5	33
Speaking Scale Score	0	0	1520	1518	1646
Writing Raw Score	0	0	15	10.5	32
Writing Scale Score	0	0	1519	1387.5	1580
Reading Raw Score	0	0	14	19.5	31

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Reading Scale Score	0	0	1481	1538.5	1703
Currently Emergent Bilingual					
Total Students	10	11	10	7	22
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	18.18%	60%	14.29%	63.64%
1 Level Higher	0%	36.36%	0%	71.43%	18.18%
2 Levels Higher	0%	27.27%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.51	3	2.55	2.53	2.74
No Rating	0%	0%	0%	0%	0%
Beginning	10%	9.09%	10%	14.29%	4.55%
Intermediate	10%	9.09%	40%	28.57%	22.73%
Advanced	80%	45.45%	30%	57.14%	54.55%
Advanced High	0%	36.36%	20%	0%	18.18%
Listening Raw Score	0	0	19.2	18.71	17.77
Listening Scale Score	0	0	1605.5	1612.57	1537.23
Speaking Raw Score	0	0	25.1	25.14	26.41
Speaking Scale Score	0	0	1513	1531.86	1549.95
Writing Raw Score	0	0	12.9	12.71	25.5
Writing Scale Score	0	0	1486	1430.29	1510.64
Reading Raw Score	0	0	15.9	17.86	21.5
Reading Scale Score	0	0	1501.1	1516.29	1574.09
Special Ed Indicator					
Total Students	2	2	2	2	6
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	50%	100%	0%	100%
1 Level Higher	0%	50%	0%	100%	0%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	1.9	2.9	2.3	2.4	1.88
No Rating	0%	0%	0%	0%	0%
Beginning	50%	0%	0%	0%	0%
Intermediate	0%	0%	50%	50%	83.33%
Advanced	50%	100%	50%	50%	16.67%
Advanced High	0%	0%	0%	0%	0%
Listening Raw Score	0	0	16	16	11.83
Listening Scale Score	0	0	1548	1554	1458.5
Speaking Raw Score	0	0	27	25.5	21.33
Speaking Scale Score	0	0	1546	1518	1494.17
Writing Raw Score	0	0	8.5	12.5	18.33
Writing Scale Score	0	0	1439.5	1419.5	1437.83
Reading Raw Score	0	0	13.5	18.5	15.33
Reading Scale Score	0	0	1465.5	1525.5	1502

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 4
Mockingbird Elementary			
Total Students	88	88	99
Raw Score	32	26	35
Scale Score	1551	1586	1653
Percent Score	61.76%	69.75%	66.80%
Approaches Grade Level (TX)	87.50%	87.50%	92.93%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Meets Grade Level (TX)	71.59%	73.86%	79.80%
Masters Grade Level (TX)	40.91%	50%	43.43%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	10.23%	5.68%	6.06%
Did Not Meet High	2.27%	6.82%	1.01%
Approaches Low	7.95%	3.41%	5.05%
Approaches High	7.95%	10.23%	8.08%
Meets	30.68%	23.86%	36.36%
Masters	40.91%	50%	43.43%
Economic Disadvantage			
Total Students	3	3	9
Raw Score	27	21	31
Scale Score	1477	1484	1589
Percent Score	52.56%	55.86%	58.97%
Approaches Grade Level (TX)	100%	66.67%	77.78%
Meets Grade Level (TX)	33.33%	33.33%	66.67%
Masters Grade Level (TX)	33.33%	33.33%	33.33%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	22.22%
Did Not Meet High	0%	33.33%	0%
Approaches Low	33.33%	33.33%	0%
Approaches High	33.33%	0%	11.11%
Meets	0%	0%	33.33%
Masters	33.33%	33.33%	33.33%
American Indian/Alaskan Native			

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Total Students	-	-	1
Raw Score	-	-	47
Scale Score	-	-	1854
Percent Score	-	-	90.38%
Approaches Grade Level (TX)	-	-	100%
Meets Grade Level (TX)	-	-	100%
Masters Grade Level (TX)	-	-	100%
Date Taken	-	-	05/01/25
Excluded	-	-	0%
Did Not Meet Low	-	-	0%
Did Not Meet High	-	-	0%
Approaches Low	-	-	0%
Approaches High	-	-	0%
Meets	-	-	0%
Masters	-	-	100%
Asian			
Total Students	39	39	39
Raw Score	34	29	34
Scale Score	1590	1665	1631
Percent Score	65.88%	78.66%	64.64%
Approaches Grade Level (TX)	84.62%	94.87%	87.18%
Meets Grade Level (TX)	82.05%	87.18%	79.49%
Masters Grade Level (TX)	48.72%	66.67%	41.03%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	10.26%	0%	12.82%
Did Not Meet High	5.13%	5.13%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Approaches Low	2.56%	0%	2.56%
Approaches High	0%	7.69%	5.13%
Meets	33.33%	20.51%	38.46%
Masters	48.72%	66.67%	41.03%
Black/African American			
Total Students	1	1	4
Raw Score	25	33	27
Scale Score	1452	1743	1535
Percent Score	48.08%	89.19%	50.96%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	0%	100%	50%
Masters Grade Level (TX)	0%	100%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	50%
Approaches High	100%	0%	0%
Meets	0%	0%	50%
Masters	0%	100%	0%
Hispanic			
Total Students	10	10	13
Raw Score	29	18	35
Scale Score	1502	1430	1656
Percent Score	55.77%	49.73%	67.16%
Approaches Grade Level (TX)	90%	60%	84.62%
Meets Grade Level (TX)	50%	30%	76.92%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Masters Grade Level (TX)	40%	20%	53.85%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	10%	20%	7.69%
Did Not Meet High	0%	20%	7.69%
Approaches Low	30%	10%	0%
Approaches High	10%	20%	7.69%
Meets	10%	10%	23.08%
Masters	40%	20%	53.85%
Two or More Races			
Total Students	4	4	7
Raw Score	28	19	37
Scale Score	1479	1440	1735
Percent Score	53.85%	52.03%	71.70%
Approaches Grade Level (TX)	75%	75%	100%
Meets Grade Level (TX)	50%	50%	71.43%
Masters Grade Level (TX)	50%	25%	42.86%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	25%	25%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	25%	0%
Approaches High	25%	0%	28.57%
Meets	0%	25%	28.57%
Masters	50%	25%	42.86%
White			
Total Students	34	34	35

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Raw Score	31	25	36
Scale Score	1531	1555	1668
Percent Score	60.12%	66.93%	69.23%
Approaches Grade Level (TX)	91.18%	88.24%	100%
Meets Grade Level (TX)	70.59%	73.53%	85.71%
Masters Grade Level (TX)	32.35%	41.18%	45.71%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	8.82%	5.88%	0%
Did Not Meet High	0%	5.88%	0%
Approaches Low	8.82%	2.94%	5.71%
Approaches High	11.76%	11.76%	8.57%
Meets	38.24%	32.35%	40%
Masters	32.35%	41.18%	45.71%
Currently Emergent Bilingual			
Total Students	7	7	22
Raw Score	18	18	25
Scale Score	1325	1433	1508
Percent Score	33.79%	49.42%	48.60%
Approaches Grade Level (TX)	28.57%	57.14%	77.27%
Meets Grade Level (TX)	14.29%	14.29%	59.09%
Masters Grade Level (TX)	14.29%	14.29%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	57.14%	0%	22.73%
Did Not Meet High	14.29%	42.86%	0%
Approaches Low	0%	0%	4.55%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Approaches High	14.29%	42.86%	13.64%
Meets	0%	0%	59.09%
Masters	14.29%	14.29%	0%
First Year of Monitoring			
Total Students	1	1	1
Raw Score	47	33	42
Scale Score	1808	1743	1731
Percent Score	90.38%	89.19%	80.77%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	100%	100%	100%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	0%	0%	0%
Masters	100%	100%	100%
Second Year of Monitoring			
Total Students	6	6	3
Raw Score	37	32	46
Scale Score	1635	1746	1846
Percent Score	70.19%	86.49%	87.82%
Approaches Grade Level (TX)	83.33%	100%	100%
Meets Grade Level (TX)	83.33%	100%	100%
Masters Grade Level (TX)	50%	83.33%	100%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	16.67%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	33.33%	16.67%	0%
Masters	50%	83.33%	100%
Third Year of Monitoring			
Total Students	-	-	1
Raw Score	-	-	44
Scale Score	-	-	1771
Percent Score	-	-	84.62%
Approaches Grade Level (TX)	-	-	100%
Meets Grade Level (TX)	-	-	100%
Masters Grade Level (TX)	-	-	100%
Date Taken	-	-	05/01/25
Excluded	-	-	0%
Did Not Meet Low	-	-	0%
Did Not Meet High	-	-	0%
Approaches Low	-	-	0%
Approaches High	-	-	0%
Meets	-	-	0%
Masters	-	-	100%
Special Ed Indicator			
Total Students	18	18	19
Raw Score	21	19	22

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Scale Score	1386	1426	1475
Percent Score	40.60%	50.15%	42.71%
Approaches Grade Level (TX)	72.22%	61.11%	73.68%
Meets Grade Level (TX)	33.33%	44.44%	26.32%
Masters Grade Level (TX)	5.56%	22.22%	15.79%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	27.78%	22.22%	26.32%
Did Not Meet High	0%	16.67%	0%
Approaches Low	27.78%	5.56%	26.32%
Approaches High	11.11%	11.11%	21.05%
Meets	27.78%	22.22%	10.53%
Masters	5.56%	22.22%	15.79%

As we go into 2025-2026, 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
- Aware 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

- Mockingbird Elementary as a campus scored in the "high achievement, high growth" quadrant in math, reading, and science on NWEA MAP end-of-year data.
- Every grade level (K-5) scored in the "high achievement, high growth" quadrant in math and science on NWEA MAP end-of-year data.
- All grade levels except 5th and 3rd scored in the "high achievement, high growth" quadrant in reading on NWEA MAP end-of-year data.
- Half of 3rd grade learners achieved "Masters" on STAAR Math.
- mCLASS data shows that 13% of kindergarten learners were below benchmark at the beginning of the year which was reduced to 6% below benchmark by the end of the year.
- Learners are provided targeted intervention and enrichment as needed and identified by teacher teams on an ongoing, cyclical basis.
- Over 95% of staff provided targeted interventions and extensions to small groups of learners for 30 minutes daily, 4 days per week.

Problem Statements Identifying Student Learning Needs

Problem Statement 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 continue with a 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 and Emergent Bilingual learners.

Problem Statement 4 (Prioritized): There is a need to align curriculum and best practices in math in the primary grades with a focus on the standards and appropriate level of rigor.

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

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, behavioral, and social-emotional needs.

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

Problem Statement 11 (Prioritized): There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.

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

Problem Statement 12 (Prioritized): There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

Root Cause: Continued need to build/expand resources/programs

Problem Statement 13 (Prioritized): There is a need to focus on high-quality, rigorous science instruction in grades K-5 with special emphasis given to the vertical alignment of the TEKS and the increased rigor of the new science TEKS.

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

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, promote and reward positive behaviors, and prevent disruptive student behaviors. Resources, expectations, and school-wide practices will be reviewed, created, and implemented by the staff and learners.

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 10 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 cohorts throughout the year based on personal growth goals and learner needs.
- Grade level teams collaborate with teams across the district to share lesson design and instructional strategies.
- Faculty meetings are used for professional learning and collaboration.
- Mockingbird is a two-time recipient of the National School of Character recognition. The campus is continuing to work on integrating social-emotional learning within the school day.
- Processes and procedures for MTSS are aligned and practiced with fidelity; educators are well-adept at writing learner goals and monitoring progress.
- Learners are referred to evaluations for special education in a timely manner when expected progress is not made.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 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 with special attention given to individual learner growth.

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: Last year was the first year for full implementation of MTSS using the updated framework.

Problem Statement 4 (Prioritized): There is a need for additional training for educators with Panorama and Aware in order to fully access and utilize the platform to tailor student supports.

Root Cause: Aware is still a new platform for educators and staff are still learning how to best use Panorama to fully meet learner needs.

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.

Problem Statement 7 (Prioritized): There is a need to prioritize the importance of strong student attendance.

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

Problem Statement 8 (Prioritized): There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)

Root Cause: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Perceptions

Perceptions Summary

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

Based on our 2025 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, and through campus and district websites.

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

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

Relationships, Great Teaching, Engagement, and Redefining Success.

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

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

Priority 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 continue with a 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 and Emergent Bilingual learners.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to align curriculum and best practices in math in the primary grades with a focus on the standards and appropriate level of rigor.

Root Cause 6: Lack of alignment across the district with math in addition to lack of professional development on research-based practices in early math development/progressions.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 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 7: Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need for greater parent participation in PTO and other volunteer opportunities.

Root Cause 8: 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 8 Areas: Perceptions

Problem Statement 9: There is a need to focus on mental health needs, social-emotional and wellness needs for learners and staff.

Root Cause 9: Barriers still exist with understanding/supporting/providing resources for all needs.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: 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 10: Last year was the first year for full implementation of MTSS using the updated framework.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a need to identify and elevate additional measures of success for learners.

Root Cause 11: Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 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 12: Educators have different needs in terms of continual development and also serve as each other's best resources.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: 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 13: 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 13 Areas: Student Learning

Problem Statement 14: There is a need to actively identify gifted learners in underrepresented populations or demographics.

Root Cause 14: Additional professional learning is needed to identify gifted learners who may not fit the most typical description.

Problem Statement 14 Areas: Demographics

Problem Statement 15: There is a need to continue strengthening processes for 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 15: 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 15 Areas: Demographics

Problem Statement 16: There is a need for additional training for educators with Panorama and Aware in order to fully access and utilize the platform to tailor student supports.

Root Cause 16: Aware is still a new platform for educators and staff are still learning how to best use Panorama to fully meet learner needs.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: 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 17: With the workshop model of instruction and opportunities with digital learning, there is a need to be intentional about sharing learner progress and work samples with parents.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: There is a need to continue revisiting and improving efforts with safety and security.

Root Cause 18: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel.

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: There is a need to focus on college and career readiness opportunities through CTE learning experiences and opportunities.

Root Cause 19: There has not been a focus on college and career readiness and exposure to potential careers at the elementary level.

Problem Statement 19 Areas: Student Learning

Problem Statement 20: There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavioral, and social-emotional needs.

Root Cause 20: Staff is still learning the depth of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.

Problem Statement 20 Areas: Student Learning

Problem Statement 21: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

Root Cause 21: 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 21 Areas: Student Learning

Problem Statement 22: There is a need to align and strengthen practices during CTT using protocols and tools for tracking data with special attention given to individual learner growth.

Root Cause 22: Teams need to give equitable time and attention to all 4 questions of a PLC during CTT cycles.

Problem Statement 22 Areas: School Processes & Programs

Problem Statement 23: 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 23: Lesson planning done in isolation leads to a lack of educator understanding and the ability to fully differentiate for all learners.

Problem Statement 23 Areas: School Processes & Programs

Problem Statement 24: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.

Root Cause 24: Data indicates that more focused and aligned efforts are needed in the primary grades to ensure success in grade 3 and above.

Problem Statement 24 Areas: Student Learning

Problem Statement 25: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

Root Cause 25: Continued need to build/expand resources/programs

Problem Statement 25 Areas: Student Learning

Problem Statement 26: There is a need to focus on high-quality, rigorous science instruction in grades K-5 with special emphasis given to the vertical alignment of the TEKS and the increased rigor of the new science TEKS.

Root Cause 26: The science standards changed and many of the standards are taught in a lower grade and not revisited before the STAAR test in 5th grade. Increased rigor and awareness in lesson design is needed.

Problem Statement 26 Areas: Student Learning

Problem Statement 27: There is a need to prioritize the importance of strong student attendance.

Root Cause 27: Lack of education/understanding of the significant impact of learning and long-term success on learners with poor attendance records.

Problem Statement 27 Areas: School Processes & Programs

Problem Statement 28: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)

Root Cause 28: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Problem Statement 28 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			
Strategy 1: Educators will focus on high-quality, rigorous science instruction with special emphasis given to the vertical alignment of the TEKS and the increased rigor of the new science TEKS. Focus will be given to the development of academic vocabulary and hands-on instruction in grades K-5. Strategy's Expected Result/Impact: Educators will design high-quality Tier 1 instruction for all learners utilizing district curriculum documents and relevant data. Educators will have a better understanding of how the rigor of the science TEKS has changed along with the implications for instruction. Learners will make a year's worth of growth in science. Educators will understand how their grade level standards fit into both horizontal and vertical alignment. Staff Responsible for Monitoring: Campus administrators, Educators, Coaching Team Problem Statements: Student Learning 1, 3, 13	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Reading test will increase from 72% in June 2025 to 80% in June 2029.</p> <p>Strategy's Expected Result/Impact: -NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension</p> <ul style="list-style-type: none"> - Texas Reading Academies, we are training all state mandated positions as well as key instructional leaders in the Science of Reading and research based best practices for early reading instruction. - CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data. - Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension. - mClass Intervention is used three times a year to assess foundational reading skills. Students below benchmark are then placed in intervention groups and receive intervention aligned with their goal. They continue to receive the timely and focused intervention lessons until the next assessment window which then determines if there is a need for further intervention. - Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early literacy skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning. - Heggerty Phonemic Awareness Instruction: Students in PreK, Kindergarten, and First Grade receive daily phonemic awareness instruction through the Heggerty resource. Teachers in 2nd-5th grade have the Bridge the Gap resource to intervene when they have students needing foundational skills. - High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors." - Early Childhood staff receive Heggerty professional learning to increase their knowledge and skills on our targeted daily focus of phonemic awareness during literacy. In addition, they've also received developmentally appropriate play-based practices to support emergent writing and math. <p>Staff Responsible for Monitoring: Campus administrators, Coaching Team, Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 11</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase from 74% in June 2025 to 82% in June 2029.</p> <p>Strategy's Expected Result/Impact: - NWEA MAP data and different reports to track student growth in the area of early math foundational skills</p> <ul style="list-style-type: none"> - DreamBox adaptive math program that integrates math curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student within MTSS interventions or extensions - CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current math needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own math workshop. - Continue deepening the Math Workshop Model. This model provides the rigor and relevance necessary for skills that students will need in the future. Guided math workshop group: A small group of students working with the teacher to address specific needs, Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group. Student reflection: Students think and share about their learning. - Reflex Math as an adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. Reflex Math takes students at every level and helps them quickly gain math fact fluency and confidence. - Deepen our use of STEMscopes Math which uses the Concrete-Representational-Abstract (CRA) approach, that encourages students to rely on critical thinking, compelling reflection, and collaborative exploration within each scope. The 5E+IA learning model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration) is designed to enhance STEM education through math concepts found in our everyday world while being compatible with Math Workshop and Guided Math - Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early math skills. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary - Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early math skills. - Research Based Instructional Strategies (RBIS) professional learning at Region 10 Education Service Center (ESC), district content directors and learning coaches will learn about the cognitive shifts that are research based proven best practices in math instruction and how the balance of conceptual and procedural, depth & coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD <p>Staff Responsible for Monitoring: Campus administrators, Coaching Team, 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			
Strategy 4: By May 2026, at least 50% of core instruction in all subjects (Reading, Math, Science, and Writing) will occur in data-driven small groups, as measured by weekly lesson plans and classroom observation data, with instructional groups determined and adjusted based on ongoing formative assessments, in order to increase student mastery of grade-level TEKS by 10% as evidenced by common formative assessments and state accountability measures. Strategy's Expected Result/Impact: High-quality Tier I instruction for learners. 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. Best practices will be known and used consistently across the campus. Expected growth for learners will be observed on assessments. Staff Responsible for Monitoring: Campus administrators, Coaching team, Curriculum Department Problem Statements: Student Learning 2, 5 - School Processes & Programs 6		Formative			Summative
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: Continue to prioritize and implement school-wide WIN (What I Need) time to provide timely, targeted interventions for K-5 learners identified as at risk of not meeting grade-level standards. WIN time will also offer enrichment opportunities for students who demonstrate mastery beyond the grade-level curriculum, which may include cross-grade level learning experiences. Teachers will collaborate regularly to monitor progress and share updates for students served across classrooms and grade levels. Strategy's Expected Result/Impact: Academic gaps will close for at-risk learners. Targeted interventions will focus on high-priority learning standards Advanced academic learners will receive appropriate enrichment activities in order to achieve a year's worth of growth Staff Responsible for Monitoring: Campus administrators, Coaching Team, Educators Problem Statements: Demographics 3 - Student Learning 3, 11		Formative			Summative
		Nov	Feb	Apr	June
Strategy 6 Details		Reviews			
Strategy 6: Continue building on mentor training and structures of support for new educators and staff to Mockingbird. Strategy's Expected Result/Impact: New educators and staff gaining a clear understanding of campus and district expectations and systems. Sustainability and support from the district in terms of aligned training for new educators and staff. Higher teacher retention due to strong support system in place. Staff Responsible for Monitoring: Campus administrators, Coaching team, Mentors, District Curriculum Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 6 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	June

Strategy 7 Details		Reviews			
Strategy 7: Implement structures and processes for intentional learning walks with educators across the campus and district that focus on observing and evaluating research-based strategies supporting academic and social-emotional growth. Strategy's Expected Result/Impact: Growth in educators and staff in understanding CISD systems, structures, and instructional best practices that support student learning. Alignment with TIA (Teacher Incentive Allotment) to help provide educators a clear picture of high-quality instruction and learning. Increased alignment across the campus and district in terms of resources, instructional practices, and curriculum. Staff Responsible for Monitoring: Campus administrators, Coaching team Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to continue strengthening processes for 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 continue with a 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 and Emergent Bilingual learners. Problem Statement 4: There is a need to align curriculum and best practices in math in the primary grades with a focus on the standards and appropriate level of rigor. Root Cause: Lack of alignment across the district with math in addition to lack of professional development on research-based practices in early math development/progressions. 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 11: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention. Root Cause: Data indicates that more focused and aligned efforts are needed in the primary grades to ensure success in grade 3 and above.

Student Learning

Problem Statement 13: There is a need to focus on high-quality, rigorous science instruction in grades K-5 with special emphasis given to the vertical alignment of the TEKS and the increased rigor of the new science TEKS. **Root Cause:** The science standards changed and many of the standards are taught in a lower grade and not revisited before the STAAR test in 5th grade. Increased rigor and awareness in lesson design is needed.

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 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: By May 2026, all grade-level and content-area collaborative teams will meet at least twice monthly as a professional learning community (PLC) to identify high-priority standards, design and implement Common Formative Assessments (CFAs), and analyze student data to determine needed interventions and extensions. Evidence of implementation will be measured through PLC agendas/minutes, CFA development and results, and intervention/enrichment logs, with the goal of increasing student proficiency on grade-level standards by 10% on district common assessments and supporting teacher professional growth through ongoing reflection and collaboration.</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. Students will receive interventions and extensions in a timely manner. PLC structures and supports will strengthen as educators work in highly-functioning collaborative teams.</p> <p>Staff Responsible for Monitoring: Educators, Campus administrators, Coaching Team</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2</p> <p>Funding Sources: Substitutes for Design Days - 199 - State Comp Ed - \$1,725</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By May 2026, the campus will strengthen MTSS implementation by ensuring that all teachers receive ongoing training and support in effective MTSS practices and that the MTSS team meets monthly to review learner progress. Success will be measured by training participation records, MTSS meeting minutes, and documentation of intervention adjustments, with the goal of increasing the percentage of students meeting grade-level expectations by 10% on common assessments.</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. Increased knowledge of educators with data analysis and differentiation of instruction. Increased monitoring of growth of learners in all content areas and social emotional skills. Strengthen family engagement of MTSS processes.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Educators, Intervention Services</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 10</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to prioritize the unique needs of Emergent Bilingual learners by focusing on academic vocabulary development through research-based strategies and incorporating listening, speaking, reading, and writing on a daily basis during lesson design and educator professional development.</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. Learners will increase their level on TELPAS.</p> <p>Staff Responsible for Monitoring: Campus Administrators, LAS, Classroom Educators</p> <p>Problem Statements: Demographics 1 - Student Learning 6</p> <p>Funding Sources: LoneStar Learning Vocabulary Cards - 199 - State Comp Ed - \$1,725</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strengthen and focus on support systems for behavior (PBIS--Positive Behavioral Interventions and Supports) and align/strengthen discipline practices, provide training, and align structures for data review/documentation of behavioral growth. Focus should be given to aligning practices campus-wide, including expectations, common language, and systems for rewards.</p> <p>Strategy's Expected Result/Impact: Aligned practices across the campus for student behavior expectations and responses. Increased student achievement academically, behaviorally, and social-emotionally. Decreased discipline referrals and a greater sense of community and belonging for all learners. Increased use of Panorama Student Success platform for progress monitoring. Increased communication between schools, learners, and families.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PBIS Committee, Educators</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Continued utilization and ongoing, job-embedded training for effectively using data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes. Strategy's Expected Result/Impact: Educators will have an ongoing, working knowledge of learners' strengths and areas of need in order to respond quickly and effectively. Instructional practices and resources will be evaluated through the data protocols and evidence of learning. Training and implementation of AWARE assessment creation and data analysis tool (supporting creation of common formation assessments and long-range data analysis). Increased student achievement and growth as evidenced on multiple assessments/data sources. Staff Responsible for Monitoring: Campus Administrators, Coaching team, Educators Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Strengthen monitoring systems for attendance of learners and communication to families with focused efforts on the creation of intentional attendance intervention plans as needed. Strategy's Expected Result/Impact: Increased attendance rates for campuses. Increased learner growth due to being present for instruction. Stronger relationships with learners and families. Use of Panorama Student Success platform for monitoring progress/needs with attendance. Increased funding from the state due to increased rates of attendance. Staff Responsible for Monitoring: Campus administrators, Educators Problem Statements: School Processes & Programs 7	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Mockingbird will prioritize collaboration between special education and general education teachers to ensure all students have full access to the curriculum, while providing targeted scaffolds and supports for learners developing prerequisite skills. Strategy's Expected Result/Impact: Gaps will close faster for learners being served in special education. Special education teachers will benefit from greater collaboration and discussion of instructional strategies with general education staff. Staff Responsible for Monitoring: Educators, Campus administrators, Coaching Team Problem Statements: Student Learning 9 - School Processes & Programs 6	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>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.</p> <p>Problem Statement 3: There is a need to continue strengthening processes for 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 continue with a 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 and Emergent Bilingual 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 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.</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, behavioral, and social-emotional needs. Root Cause: Staff is still learning the depth 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 with special attention given to individual learner growth. Root Cause: Teams need to give equitable time and attention to all 4 questions of a PLC during CTT cycles.</p> <p>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: Last year was the first year for full implementation of MTSS using the updated framework.</p> <p>Problem Statement 4: There is a need for additional training for educators with Panorama and Aware in order to fully access and utilize the platform to tailor student supports. Root Cause: Aware is still a new platform for educators and staff are still learning how to best use Panorama to fully meet learner needs.</p> <p>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.</p> <p>Problem Statement 7: There is a need to prioritize the importance of strong student attendance. Root Cause: Lack of education/understanding of the significant impact of learning and long-term success on learners with poor attendance records.</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>

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

Evaluation Data 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			
Strategy 1: Partner with parents and the community to teach learners about different career options, both through our annual Career Day and intentional learning experiences. Strategy's Expected Result/Impact: Learners will work to develop passions and interests and will learn more about potential career paths. Staff Responsible for Monitoring: Campus Administrators, Counselor, Educators Problem Statements: Student Learning 8	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen STEAM (Science, Technology, Engineering, Arts, and Mathematics) implementation into our specials classes and partner with classroom educators to extend the learning on a regular basis. Strategy's Expected Result/Impact: Learners will be exposed to the engineering design process and coding/digital tools, have ongoing opportunities for critical thinking and cross-curricular connections while gaining an awareness for potential career opportunities. Classroom educators will gain ideas to integrate STEAM curriculum into the general education classroom setting for deeper learning. Staff Responsible for Monitoring: Campus Administrators, STEAM teacher, Classroom Educators Problem Statements: Student Learning 8	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Provide opportunities for learners to develop areas of interest and passion that could lead to future careers and hobbies, such as "Librarians in Training" (LIT), Mockingbird Choir, Running Club, Student Council, Shine Club (promoting kindness and service), News Broadcast team, Safety Patrol, and Recycling Club. Strategy's Expected Result/Impact: Learners will develop leadership skills and explore areas/passions of high-interest. A stronger sense of community will develop across the campus due to multiple student organizations Staff Responsible for Monitoring: Club sponsors, Classroom Educators, Campus administrators Problem Statements: Student Learning 8 - Perceptions 2, 3		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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.
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. 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.

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			
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 focusing on expectations for Bulb Digital Portfolio usage and implementation in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA). 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 to document evidence for T-TESS goals and Teacher Incentive Allotment evidence of learner growth. Staff Responsible for Monitoring: Campus administrators, Coaching team, Educators Problem Statements: Student Learning 5 - Perceptions 4	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 hands-on experiences, using digital tools, and/or innovative and creative practices which includes a focus on communicating these experiences to families and the community. Strategy's Expected Result/Impact: Performance Tasks in learning Rubrics for academic and social-emotional growth Goal setting forms/reflections Digital presentations (video, media, etc.) More intentional and detailed feedback for learners Staff Responsible for Monitoring: Campus administrators, Coaching team, Educators Problem Statements: Student Learning 5 - 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 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.
Perceptions
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 workshop model of instruction and opportunities with digital learning, there is a need to be intentional about sharing learner progress and work samples with parents.


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


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

Strategy 1 Details		Reviews			
Strategy 1: Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences. Strategy's Expected Result/Impact: Training for educators on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving and application in learning. Trading on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia). Review digital citizenship trainings and resources for learners, families, and staff. Trainings to support a balance of technology with hands-on learning. Training on assessing differently within instruction through the use of technologies (content, process, produce, and learning environment). Family training for digital learning through the district and campus. Staff Responsible for Monitoring: Campus administrators, District Curriculum Team, Coaching Team Problem Statements: School Processes & Programs 1 - Perceptions 3		Formative			Summative
		Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:





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.
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.

Goal 3: Well-Being and Mindfulness: At Mockingbird, we will learn, engage, and work in a safe and responsive environment.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Align implementation and resources of social-emotional support structures: class meetings, Second Step curriculum, and restorative practices. Emphasize monthly character traits campus-wide through daily announcements, Morning Meetings, and alignment with student positive reinforcements (Maverick Moments). 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 10, 12 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement curriculum through the district and purchase recommended resources to support and teach social emotional learning and character education. 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 10 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
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 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: Student Learning 12		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:





Student Learning
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, behavioral, and social-emotional needs. Root Cause: Staff is still learning the depth of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.
Problem Statement 12: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. Root Cause: Continued need to build/expand resources/programs
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 and responsive environment.

Performance Objective 2: Mockingbird will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior and aligned discipline practices/supports across the campus.

Evaluation Data 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. Use staff meetings throughout the year to calibrate on PBIS interventions and supports with a focus on prevention. Strategy's Expected Result/Impact: Consistent data analysis of office referrals Provide consistent supports and interventions to learners and educators Reduction in discipline incidents Staff Responsible for Monitoring: Campus Administrators Problem Statements: Demographics 3 - Student Learning 10 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a need to continue strengthening processes for 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 10: There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavioral, and social-emotional needs. Root Cause: Staff is still learning the depth of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.
School Processes & Programs
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: Last year was the first year for full implementation of MTSS using the updated framework.





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			
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. Full implementation of Student Success Platform in Panorama. Increased student achievement for all learners. Staff Responsible for Monitoring: Campus Administrators, Coaching Team, Instructional Team leaders Problem Statements: Demographics 3 - Student Learning 10 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborative Team Time will occur every other week to provide additional opportunities for educators to engage in action research, become familiar with research-based resources and curriculum, unpack curriculum standards, and participate in job-embedded professional learning. Strategy's Expected Result/Impact: Educators will continue to learn and grow in their knowledge of curriculum, instructional practices, and analysis of student work and progress. Staff Responsible for Monitoring: Campus administrators, Coaching team, All staff Problem Statements: Student Learning 1 - School Processes & Programs 2, 6	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Educators will participate in a differentiated professional development cohort/book study throughout the year based on individual needs, goals, and campus data. The coaching team will meet on a regular basis in order to provide ongoing, targeted support for educators and teams. Learning walks with time for reflection will occur on a regular basis both on campus and across the district. Strategy's Expected Result/Impact: Educators will receive differentiated professional development based on specific needs. Increased opportunities for educators to present and share with peers and/or to participate in learning walks. Increased educator collaboration and adult learning which will ultimately impact student achievement. Staff Responsible for Monitoring: Campus Administrators, Coaching Team, Instructional Team Leaders Problem Statements: Student Learning 6 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to continue strengthening processes for 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 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 10: There is a need to focus on full implementation of district resources/tools, which support Multi-Tiered Systems of Support, including academic, behavioral, and social-emotional needs. Root Cause: Staff is still learning the depth of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.
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 and strengthen practices during CTT using protocols and tools for tracking data with special attention given to individual learner growth. 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 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			
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, Coaching Team Problem Statements: Student Learning 5 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a system as outlined by the district for the CISD Teacher Incentive Allotment (TIA). Strategy's Expected Result/Impact: Alignment within evaluation practices across the district. Educators meeting set criteria to receive additional funding. Increased recruitment and retention efforts with the implementation of TIA. Staff Responsible for Monitoring: Campus administrators, Classroom educators Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: There is a need to continue with a 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 and Emergent Bilingual learners.
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.

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.

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

Evaluation Data 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, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/ recommendations. Strategy's Expected Result/Impact: Aligned practices for safety and security across the district. Aligned training for staff and learners. Safety of learners and staff. Communication to all stakeholders about safety and practices of CISD. Staff Responsible for Monitoring: Campus Administrators Problem Statements: School Processes & Programs 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement the new state law and aligning with district protocol regarding personal device policies and practices. Strategy's Expected Result/Impact: Mockingbird will be in alignment with state law and district guidelines regarding personal devices such as cell phones and Smart watches. Staff Responsible for Monitoring: Campus administrators, Educators Problem Statements: School Processes & Programs 8	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> 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.

Problem Statement 8: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

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

Strategy 1 Details	Reviews			
Strategy 1: Identify relevant communication strategies to reach all subsets of key stakeholders. Seek ongoing feedback from families and stakeholders to ensure important information is being received in a user-friendly format on a regular basis. Strategy's Expected Result/Impact: All Mockingbird parents and guardians, teachers and staff receive timely and relevant information that enhances their experience and helps them feel informed and connected to the school community. Staff Responsible for Monitoring: Campus administrators, Educators Problem Statements: Perceptions 1, 4	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Performance Objective 4 Problem Statements:

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, particularly if there are differences in cultural norms surrounding education.
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 workshop model of instruction and opportunities with digital learning, there is a need to be intentional about sharing learner progress and work samples with parents.

State Compensatory

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	2	1	Substitutes for Design Days		\$1,725.00
1	2	3	LoneStar Learning Vocabulary Cards		\$1,725.00
Sub-Total					\$3,450.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Robyn Webb	8/21/2025
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	1/8/2025	Robyn Webb	8/21/2025
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	1/8/2023	Robyn Webb	8/21/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Robyn Webb	8/21/2025
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Robyn Webb	8/21/2025
Dropout Prevention	Assistant Superintendent of C&I	1/8/2025	Robyn Webb	8/21/2025
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	1/8/2025	Robyn Webb	8/21/2025
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Robyn Webb	8/21/2025
Post-Secondary Preparedness	Assistant Superintendent of C&I		Robyn Webb	8/21/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	1/30/2023	Robyn Webb	8/21/2025
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	6/10/2025	Robyn Webb	8/21/2025
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	9/21/2023	Robyn Webb	8/21/2025
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	5/30/2025	Robyn Webb	8/21/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Operations Officer	6/24/2024	Robyn Webb	8/21/2025