

Coppell Independent School District
Mockingbird Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Mockingbird Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Mockingbird serves a plurality Asian student population in grades EC-5. In the 2023-24 school year, total enrollment was 463 which represents a decrease of 11.4% since 2019-20 (523 learners).

In 2023-24, the student population was 40.6% Asian, 36.7% White, 12.5% Hispanic, 3.6% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 6.2% multi-racial. Females made up 46% of the learners and males represented 54%. Our economically disadvantaged percentage was 8.4%.

Our Emergent Bilingual (EB) population consisted of 85 learners that made up 18.3% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (14.1%), Spanish (7%), Tamil (4.7%), Japanese (4.7%), and Arabic (3.5%). Additionally, 8.2% of our EBs were also economically disadvantaged.

Our 60 gifted and talented learners constituted 12.9% of our population. Our gender split in the GT group was 43.3% female and 56.7% male. Of the four major ethnic groups, our GT learners were 61.6% Asian, 26.6% White, 5% Hispanic and 0% African American.

We had 112 learners that qualified for special education services, which represented 24.1% of our population. There were 22 learners with 504 accommodations, which was 4.7% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 96.13%, which increased by 0.43% from the prior year.

STAFFING

Mockingbird employed 37 educators and 11 instructional aides in the 2023-24 school year. The number of teachers increased by 1 from the prior year while the number of aides increased by 2. The ethnic breakdown for the teaching staff was 8.1% Asian, 78.3% White, 5.4% Hispanic, 5.4% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.7% multi-racial. Females made up 94.5% of the educators and males represented 5.5%.

Overall, our educators had a varying level of professional experience: 13.5% (5) were new to teaching with 0-1 years of experience, 16.2% (6) had 2-5 years, 21.6% (8) had 6-10 years, 16.2% (6) had 11-15 years, 10.8% (4) had 16-20 years, and 21.6% (8) had more than 20 years. Looking at longevity within the district, 32.4% of our teachers had 0-1 years in district, 24.3% had 2-5 years, 13.5% had 6-10 years, 8.1% had 11-15 years, 5.4% had 16-20 years and 16.2% had more than 20 years. The average years of professional experience was 12.5 with 8.2 years in the district.

Advanced degrees were held by 32.4% of our teachers: 12 with master's degrees and 0 with doctorates. 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 2022-23 to 2023-24 was 88.89%. For educational aides it was 55.56%. We hired 5 new teachers in 2023-24. The characteristics of our new teachers were as follows: 0% Asian, 80% White, 20% Hispanic, 0% African American, 100% female, 0% male, 40% new to teaching, 0% with 2-5 years of professional experience,

40% with 6-10 years, 0% with 11-15 years, 0% with 16-20 years, 20% with more than 20 years and 13.5% new to the campus. The average years of professional experience was 9.2 with 1.4 years in the district. 60% 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 50% 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 89%, and teachers are committed to the campus.
- Our staff is diverse both in ethnicity and years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The teaching staff needs continued support to implement training on Sheltered Instruction strategies to support EBs and newcomers. **Root Cause:** The population of Mockingbird has changed rapidly over the past five years and new instructional strategies are needed to support all learners.

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

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

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

Student Learning

Student Learning Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click [HERE](#) for an explanation if needed.

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	03
Mockingbird Elementary						
Total Students	9	14	8	19	11	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	
Lower/Same Level	%	14.29%	100%	50%	77.78%	
1 Level Higher	%	71.43%	0%	50%	22.22%	
2 Levels Higher	%	14.29%	0%	0%	0%	
3 Levels Higher	%	0%	0%	0%	0%	
No Rating	0%	0%	0%	0%	0%	
Beginning	11.11%	7.14%	25%	0%	18.18%	
Intermediate	33.33%	14.29%	50%	26.32%	27.27%	
Advanced	44.44%	21.43%	12.50%	68.42%	36.36%	
Advanced High	11.11%	57.14%	12.50%	5.26%	18.18%	
Economic Disadvantage						
Total Students	1	2	1	1	1	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	
Lower/Same Level	%	50%	100%	100%	100%	
1 Level Higher	%	50%	0%	0%	0%	

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	03
2 Levels Higher	%	0%	0%	0%	0%	
3 Levels Higher	%	0%	0%	0%	0%	
No Rating	0%	0%	0%	0%	0%	
Beginning	0%	0%	100%	0%	0%	
Intermediate	0%	50%	0%	0%	100%	
Advanced	100%	0%	0%	100%	0%	
Advanced High	0%	50%	0%	0%	0%	
Asian						
Total Students	8	12	6	16	11	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	
Lower/Same Level	%	16.67%	100%	46.67%	77.78%	
1 Level Higher	%	66.67%	0%	53.33%	22.22%	
2 Levels Higher	%	16.67%	0%	0%	0%	
3 Levels Higher	%	0%	0%	0%	0%	
No Rating	0%	0%	0%	0%	0%	
Beginning	12.50%	8.33%	16.67%	0%	18.18%	
Intermediate	37.50%	16.67%	50%	31.25%	27.27%	
Advanced	37.50%	25%	16.67%	62.50%	36.36%	
Advanced High	12.50%	50%	16.67%	6.25%	18.18%	
Black/African American						
Total Students	-	1	-	-	-	
Date Taken	-	03/01/24	-	-	-	
Lower/Same Level	-	0%	-	-	-	
1 Level Higher	-	100%	-	-	-	
2 Levels Higher	-	0%	-	-	-	
3 Levels Higher	-	0%	-	-	-	
No Rating	-	0%	-	-	-	

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	03
Beginning	-	0%	-	-	-	
Intermediate	-	0%	-	-	-	
Advanced	-	0%	-	-	-	
Advanced High	-	100%	-	-	-	
Hispanic						
Total Students	-	-	-	2	-	
Date Taken	-	-	-	03/01/24	-	
Lower/Same Level	-	-	-	50%	-	
1 Level Higher	-	-	-	50%	-	
2 Levels Higher	-	-	-	0%	-	
3 Levels Higher	-	-	-	0%	-	
No Rating	-	-	-	0%	-	
Beginning	-	-	-	0%	-	
Intermediate	-	-	-	0%	-	
Advanced	-	-	-	100%	-	
Advanced High	-	-	-	0%	-	
White						
Total Students	1	1	2	1	-	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	-	
Lower/Same Level	%	0%	100%	100%	-	
1 Level Higher	%	100%	0%	0%	-	
2 Levels Higher	%	0%	0%	0%	-	
3 Levels Higher	%	0%	0%	0%	-	
No Rating	0%	0%	0%	0%	-	
Beginning	0%	0%	50%	0%	-	
Intermediate	0%	0%	50%	0%	-	
Advanced	100%	0%	0%	100%	-	

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	03
Advanced High	0%	100%	0%	0%	-	
Currently Emergent Bilingual						
Total Students	9	14	8	19	11	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	
Lower/Same Level	%	14.29%	100%	50%	77.78%	
1 Level Higher	%	71.43%	0%	50%	22.22%	
2 Levels Higher	%	14.29%	0%	0%	0%	
3 Levels Higher	%	0%	0%	0%	0%	
No Rating	0%	0%	0%	0%	0%	
Beginning	11.11%	7.14%	25%	0%	18.18%	
Intermediate	33.33%	14.29%	50%	26.32%	27.27%	
Advanced	44.44%	21.43%	12.50%	68.42%	36.36%	
Advanced High	11.11%	57.14%	12.50%	5.26%	18.18%	
Special Ed Indicator						
Total Students	2	5	1	6	4	
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	
Lower/Same Level	%	20%	100%	66.67%	100%	
1 Level Higher	%	60%	0%	33.33%	0%	
2 Levels Higher	%	20%	0%	0%	0%	
3 Levels Higher	%	0%	0%	0%	0%	
No Rating	0%	0%	0%	0%	0%	
Beginning	0%	20%	100%	0%	25%	
Intermediate	50%	20%	0%	66.67%	50%	
Advanced	50%	40%	0%	33.33%	25%	
Advanced High	0%	20%	0%	0%	0%	

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Mockingbird Elementary							
Total Students	90	90	66	66	88	88	88
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	8.89%	7.78%	7.58%	7.58%	1.14%	0%	3.41%
Did Not Meet High	5.56%	14.44%	3.03%	7.58%	1.14%	3.41%	13.64%
Approaches Low	13.33%	8.89%	9.09%	9.09%	5.68%	3.41%	10.23%
Approaches High	10%	10%	10.61%	6.06%	1.14%	12.50%	20.45%
Meets	31.11%	36.67%	28.79%	33.33%	22.73%	31.82%	26.14%
Masters	31.11%	22.22%	40.91%	36.36%	68.18%	48.86%	26.14%
Special Ed Indicator							
Total Students	21	21	20	20	13	13	13
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	28.57%	19.05%	20%	15%	7.69%	0%	23.08%
Did Not Meet High	19.05%	28.57%	5%	10%	0%	15.38%	23.08%
Approaches Low	14.29%	9.52%	15%	20%	30.77%	15.38%	15.38%
Approaches High	9.52%	4.76%	15%	10%	0%	30.77%	7.69%
Meets	19.05%	28.57%	25%	30%	23.08%	23.08%	15.38%
Masters	9.52%	9.52%	20%	15%	38.46%	15.38%	15.38%
Section 504							
Total Students	5	5	3	3	9	9	9
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	20%	0%	0%	0%	0%	11.11%
Approaches Low	20%	20%	0%	0%	0%	0%	22.22%
Approaches High	20%	20%	33.33%	0%	11.11%	11.11%	22.22%
Meets	60%	40%	33.33%	66.67%	22.22%	66.67%	44.44%
Masters	0%	0%	33.33%	33.33%	66.67%	22.22%	0%
Currently Emergent Bilingual							

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Total Students	19	19	11	11	13	13	13
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	21.05%	15.79%	27.27%	0%	7.69%	0%	15.38%
Did Not Meet High	10.53%	21.05%	9.09%	18.18%	7.69%	7.69%	23.08%
Approaches Low	21.05%	15.79%	0%	18.18%	0%	15.38%	7.69%
Approaches High	5.26%	5.26%	9.09%	0%	0%	15.38%	15.38%
Meets	31.58%	31.58%	36.36%	27.27%	46.15%	30.77%	30.77%
Masters	10.53%	10.53%	18.18%	36.36%	38.46%	30.77%	7.69%

First Year of Monitoring

Total Students	1	1	-	-	-	-	-
Excluded	0%	0%	-	-	-	-	-
Did Not Meet Low	0%	0%	-	-	-	-	-
Did Not Meet High	0%	0%	-	-	-	-	-
Approaches Low	0%	0%	-	-	-	-	-
Approaches High	0%	0%	-	-	-	-	-
Meets	0%	0%	-	-	-	-	-
Masters	100%	100%	-	-	-	-	-

Second Year of Monitoring

Total Students	2	2	-	-	-	-	-
Excluded	0%	0%	-	-	-	-	-
Did Not Meet Low	0%	0%	-	-	-	-	-
Did Not Meet High	0%	0%	-	-	-	-	-
Approaches Low	0%	0%	-	-	-	-	-
Approaches High	0%	0%	-	-	-	-	-
Meets	50%	50%	-	-	-	-	-
Masters	50%	50%	-	-	-	-	-

Third Year of Monitoring

Total Students	-	-	1	1	5	5	5
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	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Excluded	-	-	0%	0%	0%	0%	0%
Did Not Meet Low	-	-	0%	0%	0%	0%	0%
Did Not Meet High	-	-	0%	0%	0%	0%	0%
Approaches Low	-	-	0%	0%	0%	0%	0%
Approaches High	-	-	0%	0%	0%	0%	40%
Meets	-	-	0%	0%	20%	40%	40%
Masters	-	-	100%	100%	80%	60%	20%
Black/African American							
Total Students	3	3	6	6	1	1	1
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	33.33%	33.33%	16.67%	16.67%	0%	0%	0%
Did Not Meet High	0%	33.33%	0%	16.67%	0%	0%	0%
Approaches Low	66.67%	0%	33.33%	16.67%	100%	0%	0%
Approaches High	0%	0%	16.67%	0%	0%	100%	0%
Meets	0%	33.33%	16.67%	16.67%	0%	0%	100%
Masters	0%	0%	16.67%	33.33%	0%	0%	0%
Asian							
Total Students	34	34	29	29	42	42	42
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	11.76%	8.82%	10.34%	0%	0%	0%	4.76%
Did Not Meet High	5.88%	14.71%	3.45%	10.34%	2.38%	0%	14.29%
Approaches Low	14.71%	8.82%	0%	6.90%	0%	4.76%	9.52%
Approaches High	8.82%	5.88%	13.79%	3.45%	0%	7.14%	14.29%
Meets	26.47%	35.29%	20.69%	24.14%	21.43%	23.81%	21.43%
Masters	32.35%	26.47%	51.72%	55.17%	76.19%	64.29%	35.71%
White							
Total Students	37	37	21	21	29	29	29
Excluded	0%	0%	0%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet Low	8.11%	8.11%	4.76%	19.05%	0%	0%	0%
Did Not Meet High	5.41%	10.81%	4.76%	0%	0%	0%	13.79%
Approaches Low	8.11%	8.11%	9.52%	9.52%	10.34%	3.45%	17.24%
Approaches High	10.81%	16.22%	9.52%	9.52%	3.45%	20.69%	24.14%
Meets	40.54%	40.54%	33.33%	42.86%	24.14%	37.93%	31.03%
Masters	27.03%	16.22%	38.10%	19.05%	62.07%	37.93%	13.79%

American Indian/Alaskan Native

Total Students	1	1	-	-	-	-	-
Excluded	0%	0%	-	-	-	-	-
Did Not Meet Low	0%	0%	-	-	-	-	-
Did Not Meet High	0%	0%	-	-	-	-	-
Approaches Low	0%	0%	-	-	-	-	-
Approaches High	0%	0%	-	-	-	-	-
Meets	0%	0%	-	-	-	-	-
Masters	100%	100%	-	-	-	-	-

Hispanic

Total Students	10	10	7	7	11	11	11
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	9.09%	0%	9.09%
Did Not Meet High	10%	10%	0%	14.29%	0%	18.18%	9.09%
Approaches Low	10%	10%	28.57%	14.29%	9.09%	0%	0%
Approaches High	0%	0%	0%	0%	0%	0%	18.18%
Meets	40%	50%	57.14%	71.43%	18.18%	54.55%	36.36%
Masters	40%	30%	14.29%	0%	63.64%	27.27%	27.27%

Two or More Races

Total Students	5	5	3	3	5	5	5
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	0%	40%	0%	0%	0%	20%	20%
Approaches Low	20%	20%	0%	0%	0%	0%	0%
Approaches High	40%	20%	0%	33.33%	0%	20%	60%
Meets	0%	0%	33.33%	0%	40%	20%	0%
Masters	40%	20%	66.67%	66.67%	60%	40%	20%
Economic Disadvantage							
Total Students	8	8	6	6	4	4	4
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	16.67%	0%	0%	25%
Did Not Meet High	12.50%	12.50%	0%	16.67%	0%	25%	0%
Approaches Low	25%	12.50%	33.33%	33.33%	25%	0%	50%
Approaches High	12.50%	25%	33.33%	0%	25%	0%	0%
Meets	37.50%	37.50%	16.67%	16.67%	50%	50%	25%
Masters	12.50%	12.50%	16.67%	16.67%	0%	25%	0%

As we go into 2024-2025, 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

- Nearly 70% of 5th graders achieved "Masters" on STAAR Reading and nearly half of 5th grade learners achieved "Masters" on STAAR Math.
- Of the 12 learners who did not pass 3rd Math STAAR in 2023, 9 of those learners were able to meet the passing standard in 4th grade.
- 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.
- NWEA MAP data indicates that grades 3, 4, and 5 all exceeded the projected growth index for Science.
- mCLASS data shows that 33% of kindergarten learners were below benchmark at the beginning of the year which was reduced to 17% 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

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 9 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 a new platform for educators this year 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.

Perceptions

Perceptions Summary

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

Based on our 2024 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 a Career Day for parents to visit and share/teach about their professions. We are in year six 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 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 for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

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

Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a need to align curriculum and best practices in math in the primary grades with a focus on the standards and appropriate level of rigor.

Root Cause 7: 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 7 Areas: Student Learning

Problem Statement 8: There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals.

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

Problem Statement 8 Areas: Student Learning

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

Root Cause 9: Working parents have time constraints, and some parents may not be aware of ways to volunteer and become more involved, particularly if there are differences in cultural norms surrounding education.

Problem Statement 9 Areas: Perceptions

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

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

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a need to focus on our support systems for behavior (PBIS--Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems and Supports), and align/strengthen discipline practices, review training needs, and data/documentation of behavioral growth.

Root Cause 11: Last year was the first year for full implementation of MTSS using the updated framework.

Problem Statement 11 Areas: School Processes & Programs

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

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

Problem Statement 12 Areas: Perceptions

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

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

Problem Statement 13 Areas: Student Learning

Problem Statement 14: There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff.

Root Cause 14: Learner needs are dynamic and there needs to be a focus on the whole child in order to meet both academic and social-emotional needs.

Problem Statement 14 Areas: Student Learning

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

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

Problem Statement 15 Areas: Demographics

Problem Statement 16: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning to ensure we are meeting the wide variety of needs within specific learner populations.

Root Cause 16: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

Problem Statement 16 Areas: Demographics

Problem Statement 17: There is a need for additional training for educators with Panorama and Aware in order to fully access and utilize the platform to tailor student supports.

Root Cause 17: Aware is a new platform for educators this year and staff are still learning how to best use Panorama to fully meet learner needs.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: There is a need to provide parents with a "window" into the classroom and to share more frequent updates on academic and social-emotional progress.

Root Cause 18: With the 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 18 Areas: Perceptions

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

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

Problem Statement 19 Areas: School Processes & Programs

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

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

Problem Statement 20 Areas: Student Learning

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

Root Cause 21: Staff is still learning the depth of district resources and tools for monitoring learner academic, behavioral, and social-emotional growth.

Problem Statement 21 Areas: Student Learning

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

Root Cause 22: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus.

Problem Statement 22 Areas: Student Learning

Problem Statement 23: There is a need to align and strengthen practices during CTT using protocols and tools for tracking data with special attention given to individual learner

growth.

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

Problem Statement 23 Areas: School Processes & Programs

Problem Statement 24: There is a need to focus on collaborative planning as grade level teams in order to ensure high-quality instruction aligned to research-based resources and to consider the unique learning needs of all students.

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

Problem Statement 24 Areas: School Processes & Programs

Problem Statement 25: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.

Root Cause 25: Data indicates that more focused and aligned efforts are needed in the primary grades to ensure success in grade 3 and above.

Problem Statement 25 Areas: Student Learning

Problem Statement 26: 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 26: Continued need to build/expand resources/programs

Problem Statement 26 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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





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

HB3 Goal

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

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

Strategy 3 Details	Reviews			
<p>Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.</p> <p>Strategy's Expected Result/Impact: Math skills and strategies will strengthen for our educators and practices will align for math interventions and extensions. There will be enhanced understanding of developmental math progressions.</p> <p>Staff Responsible for Monitoring: Campus administrators, Coaching Team, Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier 1 instructional strategies with a specific focus on small-group instruction and using formative assessments in the classroom.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus administrators, Coaching team, Curriculum Department</p> <p>Problem Statements: Student Learning 3, 6 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Timely and targeted interventions will be provided to all learners (K-5) who are at-risk of not meeting grade level standards.</p> <p>Strategy's Expected Result/Impact: Academic gaps will close for at-risk learners. Targeted interventions will focus on high-priority learning standards</p> <p>Staff Responsible for Monitoring: Campus administrators, Coaching Team, Educators</p> <p>Problem Statements: Student Learning 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Continue building on mentor training and structures of support for new educators and staff to Mockingbird.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus administrators, Coaching team, Mentors, District Curriculum Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement structures and processes for intentional learning walks with educators across the campus and district that focus on observing and evaluating strategies supporting academic and social-emotional growth.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus administrators, Coaching team</p> <p>Problem Statements: Student Learning 6, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<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 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.</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>

Student Learning

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

Problem Statement 9: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus.

School Processes & Programs

Problem Statement 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.

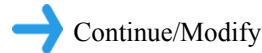
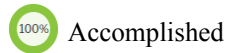
Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.

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: Mockingbird will implement a school-wide WIN (What I Need) time four days per week with the fifth day focused on progress monitoring in order to provide timely, targeted extensions and interventions for all learners.</p> <p>Strategy's Expected Result/Impact: Learners will achieve a year's worth of growth as measured by MAP. Learners will meet goals as created and monitored through the MTSS committee.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Student Learning 3, 5 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will use multiple data sources in team planning, Collaborative Team Time, and Design Days to determine the focus for Tier 1 instruction, common formative assessments and WIN time objectives.</p> <p>Strategy's Expected Result/Impact: Educators will strengthen pedagogy for high-priority learning standards and gaps will close for learners across grade levels. Educators will align practices across grade levels to encourage high-quality Tier 1 instruction including interventions and extensions.</p> <p>Staff Responsible for Monitoring: Educators, Campus administrators, Coaching Team</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 3, 4, 5</p> <p>Funding Sources: Substitutes for Design Days - 199 - State Comp Ed - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continued training and support for understanding, implementing and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur. We will meet about learners in need of support on a regular, ongoing basis to assess progress on goals and make appropriate recommendations.</p> <p>Strategy's Expected Result/Impact: Learners will receive targeted interventions through the collective efforts of a team of professionals who analyze needs from multiple data sources. Gaps will close at a faster rate, and referrals for testing will occur in a timely manner when appropriate. 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 4 - Student Learning 1, 5 - School Processes & Programs 3 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching, and resources.</p> <p>Strategy's Expected Result/Impact: Training for educators on specific classroom strategies to support English learners, with an emphasis on Sheltered Learning Instruction strategies and the use of content and language objectives. Resources for educators (including embedded items in curriculum documents for English learners). Continued focus on oral proficiency levels and spiraling this learning in training throughout the year. Increased utilization of appropriate classroom strategies for Emergent Bilingual learners. Increased student achievement in student progress levels. Use of Success Ed for system of housing learner needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, LAS, Classroom Educators</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: LoneStar Learning Vocabulary Cards - 199 - State Comp Ed - \$1,504</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Strengthen and focus on support systems for behavior (PBIS--Positive Behavioral Interventions and Supports) and align/strengthen discipline practices, provide training, and align structures for data review/documentation of behavioral growth.</p> <p>Strategy's Expected Result/Impact: Aligned practices across the campus for student behavior expectations and responses. 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: Demographics 2 - School Processes & Programs 3, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continued utilization of data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.</p> <p>Strategy's Expected Result/Impact: Educators will have an ongoing, working knowledge of learners' strengths and areas of need in order to respond quickly and effectively. Instructional practices and resources will be evaluated through the data protocols and evidence of learning. 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Coaching team, Educators</p> <p>Problem Statements: Student Learning 1, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Strengthen monitoring systems for attendance of learners and communication to families with focused efforts on the creation of intentional attendance intervention plans as needed.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus administrators, Educators</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The teaching staff needs continued support to implement training on Sheltered Instruction strategies to support EBs and newcomers. **Root Cause:** The population of Mockingbird has changed rapidly over the past five years and new instructional strategies are needed to support all learners.

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

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

Student Learning

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

Problem Statement 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.

School Processes & Programs

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 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.

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 a new platform for educators this year and staff are still learning how to best use Panorama to fully meet learner needs.

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.

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





Evaluation Data Sources: STEAM specials class

WIN time extensions

Career Day

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with parents and the community in order to teach learners about different career options.</p> <p>Strategy's Expected Result/Impact: Learners will work to develop passions and interests and will learn more about potential career paths.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, Educators</p> <p>Problem Statements: Student Learning 8 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness.</p> <p>Strategy's Expected Result/Impact: Learners will better understand how their learning relates to real-world application and jobs. Increase learner awareness of career, college, and life readiness opportunities.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, STEAM teacher</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, STEAM teacher, Classroom Educators</p> <p>Problem Statements: Student Learning 8 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Learning
<p>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.</p>
Perceptions
<p>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.</p>
<p>Problem Statement 4: There is a need to provide parents with a "window" into the classroom and to share more frequent updates on academic and social-emotional progress. Root Cause: With the 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.</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 2: All K through 5th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social-emotional learning and interest/passions (i.e. service learning, digital portfolios, presentations, goal-setting tools, etc.)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Use tools and forums such as Unit Celebrations, musical performances, the Art Show, Bulb digital portfolios, and Open House in order for learners to have multiple opportunities to highlight and showcase evidence of learning. Educators will align practices for sharing learner progress and products with parents, such as sharing digital portfolios or maintaining student data binders.</p> <p>Strategy's Expected Result/Impact: Learners will develop presentation and product-development skills and will have some choice in format when demonstrating understanding and mastery.</p> <p>Staff Responsible for Monitoring: All educators, Campus administrators</p> <p>Problem Statements: Perceptions 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning. Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting and tracking learner growth with Student Learning Objectives (SLO).</p> <p>Strategy's Expected Result/Impact: Learners will have a digital product/portfolio that develops with them over time and accentuates growth. Educators will also maintain digital portfolios to document evidence for T-TESS goals and Teacher Incentive Allotment evidence of learner growth.</p> <p>Staff Responsible for Monitoring: Campus administrators, Coaching team, Educators</p> <p>Problem Statements: Student Learning 5 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.</p> <p>Strategy's Expected Result/Impact: Performance tasks completed for math and science. Rubrics for academic and social-emotional growth. Goal-setting forms and reflections. Digital presentations; more intentional and detailed feedback for learners.</p> <p>Staff Responsible for Monitoring: Campus administrators, Coaching team, Educators</p> <p>Problem Statements: Perceptions 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

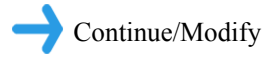
Student Learning
<p>Problem Statement 5: There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause: Lack of multiple data sources across the district being used to show evidence of learner growth.</p>
Perceptions
<p>Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. Root Cause: Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.</p>
<p>Problem Statement 4: There is a need to provide parents with a "window" into the classroom and to share more frequent updates on academic and social-emotional progress. Root Cause: With the 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.</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 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			
<p>Strategy 1: Investigate, explore and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning.</p> <p>Strategy's Expected Result/Impact: Implement recommendations from district committee for Artificial Intelligence. Training focused on AI for CISD Staff. Partnership with support personnel across the district - librarians, learning coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/resources. Implement district policies and regulations including academic integrity, technology usage and digital citizenship. Training on assessing differently within instruction (content, process, product, and learning environment).</p> <p>Staff Responsible for Monitoring: Campus administrators, Coaching team, Classroom Educators</p> <p>Problem Statements: Student Learning 4, 5, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Training for educators on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving and application in learning. Training 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.</p> <p>Staff Responsible for Monitoring: Campus administrators, District Curriculum Team, Coaching Team</p> <p>Problem Statements: Student Learning 4, 8, 9 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 3 Problem Statements:

Student Learning

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 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.

Problem Statement 9: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus.

Perceptions





Problem Statement 3: There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Continued support and training is needed for educators in order to use multiple data sources to make informed educational decisions.

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Align implementation and resources of social-emotional support structures: class meetings, Second Step curriculum, and restorative practices.</p> <p>Strategy's Expected Result/Impact: Educators and learners will use common language regarding social emotional learning. Learners will gain tools to help with emotional regulation. Discipline referrals and disruptive behaviors will be reduced.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Administrators, Educators</p> <p>Problem Statements: Demographics 2 - Student Learning 5, 7, 10 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement curriculum through the district and purchase recommended resources to support and teach social emotional learning and character education.</p> <p>Strategy's Expected Result/Impact: Utilization of social-emotional curriculum supports within lesson design. Learner growth as indicated through survey/learner goals (academic and social emotional).</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, Classroom Educators</p> <p>Problem Statements: Student Learning 7, 9</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide 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.)</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PE teacher, Counselor, Classroom Educators</p> <p>Problem Statements: Student Learning 12</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue building, implementing and evaluating an aligned comprehensive counseling program. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support)</p> <p>Strategy's Expected Result/Impact: Utilization of social-emotional curriculum supports within lesson design. Learner growth as indicated through survey/learner goals. Educator training on embedded supports. Aligned, integrated curriculum that allows for counseling supports (academic and social emotional). Requirements per the state for 80/20 for counselors (tracking learner support). Stronger communication with families of academic, social emotional, mental health resources (building on district/campus websites).</p> <p>Staff Responsible for Monitoring: Counselor, Campus administrators</p> <p>Problem Statements: Student Learning 7, 9, 12</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. Root Cause: Barriers exist within our educational system due to lack of understanding or varied experiences.</p>
Student Learning
<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 7: There is a need to focus on state-required character traits and specific social-emotional skills in our lesson design, curriculum resources, and training for staff. Root Cause: Learner needs are dynamic and there needs to be a focus on the whole child in order to meet both academic and social-emotional needs.</p>

Student Learning

Problem Statement 9: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus.

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

School Processes & Programs

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 a new platform for educators this year and staff are still learning how to best use Panorama to fully meet learner needs.





Perceptions

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

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.</p> <p>Strategy's Expected Result/Impact: Consistent data analysis of office referrals Provide consistent supports and interventions to learners and educators Reduction in discipline incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Student Learning 7, 10 - School Processes & Programs 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue offering training that supports a focus on mental health, trauma, well-being, restorative practices, behavior supports and drug/alcohol/vaping awareness/supports.</p> <p>Strategy's Expected Result/Impact: Increased knowledge from staff regarding mental health, trauma, well-being, and restorative practices. Reduced instances of serious behavior incidents. Positive impact on learner's social-emotional and mental health.</p> <p>Staff Responsible for Monitoring: Campus administrators, Counselor</p> <p>Problem Statements: Student Learning 7, 12 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

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

Student Learning

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

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.

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 a new platform for educators this year and staff are still learning how to best use Panorama to fully meet learner needs.

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

Perceptions

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


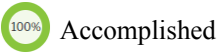
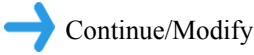

Goal 4: Organizational Improvement and Strategic Design: At Mockingbird, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue embedding Professional Learning Committees (PLCs)/Multi-Tiered Systems of Support (MTSS) structures throughout the campus including within professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: Staff will continue to learn and understand how to become a highly functioning professional learning community to yield high levels of learning for all. Full implementation of Student Success Platform in Panorama. Increased student achievement for all learners.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Coaching Team, Instructional Team leaders</p> <p>Problem Statements: Demographics 4 - Student Learning 10 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative Team Time will occur every other week for collaborative teams to address the four critical questions of a PLC. Learners will participate in daily WIN (What I Need) time and targeted small group instruction in order to address needs for intervention and extension in a timely manner.</p> <p>Strategy's Expected Result/Impact: Learners' progress will be closely monitored to ensure mastery of high priority learning standards while also providing extensions for learners demonstrating mastery.</p> <p>Staff Responsible for Monitoring: Campus administrators, Coaching team, All staff</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 3, 5, 11</p>	Formative			Summative
	Nov	Feb	Apr	June

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

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning to ensure we are meeting the wide variety of needs within specific learner populations. Root Cause: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.</p>
Student Learning
<p>Problem Statement 1: There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement. Root Cause: Lack of systems and protocols for reviewing and interpreting data as collaborative teams.</p>
<p>Problem Statement 3: There is a need to 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 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>
<p>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.</p>

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 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 2: Mockingbird will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to support the district in researching, developing, and implementing a CISD Community Based Accountability System.</p> <p>Strategy's Expected Result/Impact: Track data on various components included within a CBAS. Focus on multiple data sources including surveys, engagement, clubs/extracurricular activities, and learner growth across platforms.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Coaching Team</p> <p>Problem Statements: Student Learning 5, 6, 8 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a system as outlined by the district for the CISD Teacher Incentive Allotment (TIA).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus administrators, Classroom educators</p> <p>Problem Statements: Student Learning 3, 4, 6, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<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 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.</p>

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.

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 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.

Problem Statement 9: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus.

Perceptions





Problem Statement 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.

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all safety drills take place at Mockingbird, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations.</p> <p>Strategy's Expected Result/Impact: Aligned practices for safety and security across the district. Aligned training for staff and learners. Safety of learners and staff. Communication to all stakeholders about safety and practices of CISD.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

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

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	2	Substitutes for Design Days		\$3,000.00
1	2	4	LoneStar Learning Vocabulary Cards		\$1,504.00
Sub-Total					\$4,504.00