

**Coppell Independent School District**  
**Mockingbird Elementary**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

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

# Vision

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

# Value Statement

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mockingbird Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools and a freshman campus. Mockingbird Elementary serves a diverse student population in grades K-5. In the 2017-18 school year, total enrollment was 518 which represents a decrease of 20.4% since 2013-14 (615 learners).

In 2017-18, the K-5 student population was 48.1% Asian, 34.9% White, 9.7% Hispanic, 3.3% African American, 0% Native Hawaiian/Pacific Islander, 0% American Indian/Alaskan Native and 4.1% Two or More ethnicities. Females made up 51.9% of the learners and males represented 48.1%. Our economically disadvantaged percentage was 7.9%.

Our K-5 English Learner (EL) population consisted of 62 learners that made up 12.0% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (19.4%), Arabic (9.7%), Korean (6.4%), Urdu (6.4%), and Mandarin Chinese (6.4%). Additionally, 11.3% of our ELs were also economically disadvantaged.

Our 47 gifted and talented learners in K-5 constituted 9.1% of our population. Our gender split in the GT group was 36.2% female and 63.8% male. Of the four major ethnic groups, our GT learners were 72.3% Asian, 17.0% White, 8.5% Hispanic and 0% African American learners.

We had 40 learners in K-5 that qualified for special education services, which represented 7.7% of our population. There were 36 learners with 504 accommodations, which was 6.9% of the total enrollment.

The average daily attendance for our campus in 2017-18 was 96.8%, a decrease of 0.5% from the prior year.

Mockingbird Elementary employed 32 teachers and 2 instructional aides in the 2017-18 school year. The number of teachers decreased by 1 from the prior year while the number of aides decreased by 2. The ethnic breakdown for the teaching staff was 9.4% Asian, 87.5% White, 0% Hispanic, 0% African American, 0% Native Hawaiian/Pacific Islander, 0% American Indian/Alaskan Native and 3.1% Two or More ethnicities. Females made up 96.9% of the staff and males represented 3.1%.

Overall, our teachers had a varying level of professional experience: 9.4% (3) were new to teaching with 0-1 years of experience, 28.1% (9) had 2-5 years, 9.4% (3) had 6-10 years, 25.0% (8) had 11-15 years, 12.5% (4) had 16-20 years, and 15.6% (5) had more than 20 years. Looking at longevity within the district, 18.8% of our teachers had 0-1 years in district, 31.3% had 2-5 years, 12.5% had 6-10 years, 25.0% had 11-15 years, 6.3% had 16-20 years and 6.3% had more than 20 years. The average years of professional experience was 11.5 with 8.44 years in the district.

Advanced degrees were held by 21.9% of our teachers: 7 with master's degrees and 0 with doctorates. Our campus principal had 18 years of career experience in a professional position (not necessarily as a principal) and 1 year in Coppell. Our assistant principal(s) had an average of 20 years of professional experience and 3 years in the district.

Our teacher retention rate from 2016-17 to 2017-18 was 84.8%. For educational aides it was 25%. We hired 4 new teachers in 2017-18. The characteristics of our new teachers were as follows: 75% White, 25% Asian, 75% female, 25% male, 25% new to teaching, 25% with 2-5 years of professional experience, 25% with 6-10 years, 25% with 11-15 years, and 75% new to the district. The average years of professional experience was 6.25 with 1 years in the district. 25% of our new teachers had advanced degrees.

### **Demographics Strengths**

- Mockingbird has a diverse student population.
- There are numerous languages represented at Mockingbird, and the teaching staff is 100% ESL certified.
- We have successfully identified 9% of our student population as gifted and talented through various means, and minority populations are represented in the identified gifted students.
- 53% of our teaching staff has greater than 10 years of experience with 21.9% holding advanced degrees.
- Our teacher retention rate is 84.8%, and teachers are committed to the campus.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need to enhance communication and increase engagement for families. **Root Cause:** For some families, there is a language barrier with communication from school. There needs to be multiple venues of communication translated in our top 5 languages in order to connect all families to the campus.

**Problem Statement 2:** The teaching staff needs additional support and training to best meet the needs of all EL students, especially those who are newcomers or who have very limited English. **Root Cause:** The population of Mockingbird has changed rapidly over the past five years and new instructional strategies are needed.

# Student Academic Achievement

## Student Academic Achievement Summary

Did Not Meet:

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Approaches:

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Meets:

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Masters:

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Summary of STAAR Math Data from 2016-2018:

	3rd Grade	4th Grade	5th Grade
Approaches	87% to 87%	93% to 98%	94% to 94%
Meets	67% to 71%	72% to 85%	81% to 81%

Masters	36% to 44%	45% to 64%	63% to 61%
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Summary of STAAR Reading Data from 2016 to 2018

	3rd Grade	4th Grade	5th Grade
Approaches	87% to 90%	96% to 92%	97% to 93%
Meets	68% to 66%	74% to 78%	78% to 82%
Masters	49% to 43%	44% to 52%	47% to 58%

Summary of STAAR Writing Data from 2016 to 2018

	4th Grade
Approaches	92% to 91%
Meets	70% to 73%
Masters	43% to 39%

Summary of STAAR Science Data from 2016 to 2018

	5th Grade
Approaches	98% to 90%
Meets	67% to 63%
Masters	28% to 38%

Economically Disadvantaged--Change in performance for "Meets Passing Standard" from 2016 to 2018

Grade	Math	Reading	Writing	Science
3rd	17% to 25%	33% to 25%		
4th	33% to 57%	67% to 43%	33% to 43%	
5th	40% to 71%	40% to 71%		60% to 57%

Special Education--Change in performance for "Meets Passing Standard" from 2016 to 2018

Grade	Math	Reading	Writing	Science
3rd	20% to 43%	20% to 14%		
4th	29% to 20%	29% to 40%	43% to 20%	
5th	40% to 22%	40% to 22%		40% to 11%

Limited English Proficient--Change in performance for "Meets Passing Standard" from 2016 to 2018

Grade	Math	Reading	Writing	Science
3rd	85% to 43%	77% to 14%		
4th	71% to 75%	57% to 25%	71% to 25%	



5th	80% to 60%	80% to 40%		60% to 60%
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## Student Academic Achievement Strengths

- The majority of our fifth graders are at the mastery level for both the Reading and Math STAAR, which is a consistent 3-year trend.
- Fourth graders made significant progress in both reading and math at almost all levels of performance.
- Economically disadvantaged students are showing growth in reading and math performance in 4th and 5th grade.
- Mockingbird earned two distinctions in 2018 for the areas of academic growth and closing the gaps.
- In 2018, there was accelerated student growth in reading and math according to our campus comparison group.
- Mockingbird was in the top quartile of comparison campuses for the masters level of the Writing and Math STAAR tests.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Performance on STAAR in third grade is not at the same level of mastery as 4th and 5th grade. **Root Cause:** Learners may be under-prepared for the testing environment. Additional targeted instruction using data is needed in both reading and math in third grade.

**Problem Statement 2:** There is a need to analyze longitudinal data at the standards level in order to improve the specificity of common formative assessments. **Root Cause:** There has been a lack of training on how to best disaggregate and use data for instruction.

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

**Problem Statement 4:** There is a need to calibrate assessments, such as the DRA and Universal Screeners. **Root Cause:** There has not been specific training on test administration for literacy assessments or district screeners recently which has caused some variances in administration.

**Problem Statement 5:** Learners need additional opportunities to recognize and develop their passions and interests that can lead to potential career options. **Root Cause:** A shift in thinking and pedagogy is required to incorporate more college, career, and life readiness objectives into the elementary curriculum.

**Problem Statement 6:** There is a need to focus on digital citizenship, digital learning, and information literacy resulting in increased learner achievement. **Root Cause:** Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement.

**Problem Statement 7:** There is a need to create and maintain systems for high levels of learning for all. **Root Cause:** Barriers currently exist for high levels of learning for all.

# 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 a school-wide WIN (What I Need) time. 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.

100% of Mockingbird's staff is highly qualified. Diversity in the teaching staff has increased due to recent hires, and interview teams work diligently to recruit educators that fit the CISD educator profile. Faculty meetings, instructional team leader, and vertical team meetings are opportunities for professional growth and are increasingly differentiated to meet educator needs. Learning walks occur on an ongoing basis for job-embedded professional development and educator collaboration. We embrace the concept of shared leadership and provide opportunities for educators to share best practices and successes with each other on a frequent basis.

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

## School Processes & Programs Strengths

- Educator collaboration is a priority and happens on a daily basis through collaborative planning, collaborative team time, and school-wide WIN time.
- Mockingbird has a school-wide WIN (What I Need) time for strategic interventions and extensions. ALL staff members are working directly with learners during this time, and learners are shared across classrooms in order to benefit from all educators.
- This is Year 3 for Collaborative Team Time, and educator teams are using campus-created agendas and protocols for data collection and the creation of common formative assessments.
- Instructional Team Leaders are instrumental in aligning practices and beliefs regarding professional learning communities and practices at

Mockingbird.

- Educators have multiple opportunities for professional growth, both at the district and campus level. Faculty meetings are used for professional learning and collaboration, and learning walks provide for ongoing professional growth.
- Mockingbird is a two-time recipient of the National School of Character recognition.
- There is a wide variety of extra-curricular activities offered, including Running Club, Chess Club, Drama Club, Choir, GEMUN, Math Olympiads, and music performance groups.
- Processes and procedures for Response to Intervention are aligned and practiced with fidelity; educators are well-adept at writing learner goals and monitoring progress.
- Learners are referred to evaluations for special education or dyslexia in a timely manner when expected progress is not made.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There is a need for increased personalized professional development for educators. **Root Cause:** There are varying degrees of teaching experience and familiarity with resources and initiatives, such as professional learning communities.

**Problem Statement 2:** Additional professional development is needed on appropriate extensions to use during WIN time for learners who have already mastered the identified standard. **Root Cause:** The focus has been on interventions and learners who were struggling in the past.

# Perceptions

## Perceptions Summary

Our safety data indicates that Mockingbird is safe, however, we are revisiting our Crisis Protocol procedures and retraining staff to ensure continued school safety. Digital literacy and citizenship is being taught to every learner and new digital portfolios will be created through Bulb this year. Parent survey results indicate a positive school climate and high satisfaction rates in parent/teacher communication. Newcomers to Mockingbird participate in a special lunch to welcome them. Parents receive ongoing communication through principal and educator emails, the PTO newsletter, Twitter, and through several websites (campus, district, and teacher).

There is strong parental support of academics, and we would like to offer new means for parents to become involved and connected with the school. Mockingbird has a Mavs' Dads group to increase involvement with fathers and has had great success the past several years. We are in year two 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 a Family Picnic/Book Fair, a Color Run, Pinwheels for Peace, and musical performances throughout the year.

According to the Employee Engagement Survey taken at the end of the 2017-2018 school year, there is a need to align discipline practices across the campus and communicate the "why" behind decisions more often. In addition, educators would like greater clarification on the overall goals of the campus. The vast majority of educators shared that they view campus administrators as instructional leaders who provide timely and useful feedback on instructional practices. Educators shared that receiving frequent, ongoing positive feedback is important to their motivation and feelings of accomplishment. It was also reported that educators believe collaboration is strongly supported and encouraged on the campus.

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

Relationships, Great Teaching, Engagement, and Redefining Success.

Mockingbird strives to foster each of the four identified core values through a variety of means.

## Perceptions Strengths

- The safety audit shows that all protocols are being followed and we are a safe building.
- 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.

- Parents feel welcome in the building.
- There are multiple events to involve families and the community.

### **Problem Statements Identifying Perceptions Needs**

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

**Problem Statement 2:** Learners need additional time learning about "soft" skills, such as communication, cooperation, and other social skills. **Root Cause:** There has been a greater emphasis on academics in the past without enough of a balance with social-emotional development.

**Problem Statement 3:** There is a need to tighten and align safety and security procedures across the campus. **Root Cause:** School threats are on the rise and a campus or district can always improve readiness procedures.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



# Goals

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

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

**Evaluation Data Source(s) 1:** Use of curriculum documents in lesson plans, CFA data, classroom observations, CISD ELAR Look-For Document, WIN time lessons, Collaborative Team Time agendas and products, Learning Walk reflection documents

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Educator teams will meet regularly to identify essential standards, create common formative assessments, analyze student data, and plan for timely interventions and extensions.	Campus administrators, educators, Instructional Coach	Educators will design high-quality Tier 1 instruction for all learners utilizing district curriculum documents and relevant data.				
		Educators will share and implement best practices based on team collaboration.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2						
2) Educators will participate in job-embedded professional development, including learning walks, in order to continually build their capacity.	Campus administrators, Instructional Coach	There will be increased educator collaboration and adult learning which will ultimately impact student achievement.				
<b>Problem Statements:</b> School Processes & Programs 1						
3) All classroom educators will continue to strengthen their implementation of the workshop model in reading, writing, and math and will collaborate in order to continually improve instructional strategies.	Campus administrators, Educators, Coaching Team	Learners in all student groups will make or exceed expected yearly progress due to targeted, differentiated instruction.				
<b>Problem Statements:</b> Student Academic Achievement 3						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Performance on STAAR in third grade is not at the same level of mastery as 4th and 5th grade. <b>Root Cause 1:</b> Learners may be under-prepared for the testing environment. Additional targeted instruction using data is needed in both reading and math in third grade.
<b>Problem Statement 2:</b> There is a need to analyze longitudinal data at the standards level in order to improve the specificity of common formative assessments. <b>Root Cause 2:</b> There has been a lack of training on how to best disaggregate and use data for instruction.
<b>Problem Statement 3:</b> There is a need for greater differentiation in math workshop in order to meet all learners' needs. <b>Root Cause 3:</b> Educators are relatively new to the workshop model and are in the process of strengthening structures and instructional strategies.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> There is a need for increased personalized professional development for educators. <b>Root Cause 1:</b> There are varying degrees of teaching experience and familiarity with resources and initiatives, such as professional learning communities.

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

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

**Evaluation Data Source(s) 2:** Common formative assessment data, RtI progress monitoring, referral data, learner surveys, participation in extracurricular activities, STAAR data

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) K-2 educators will calibrate test administration for district assessments and analyze them collaboratively in order to provide timely intervention and enrichment.	K-2 educators, Campus administrators, Instructional coach	The district benchmark data will be used for daily instruction/groupings during workshop, planning for WIN time, and monitoring learners who are at-risk.				
<b>Problem Statements:</b> Student Academic Achievement 4						
2) Educators will use longitudinal data in vertical teams to determine the focus for common formative assessments and WIN time objectives.	Educators, Campus administrators, Instructional Coach	Educators will strengthen pedagogy for historically difficult standards and gaps will close for learners across grade levels.				
<b>Problem Statements:</b> Student Academic Achievement 2						
= Accomplished                       = Continue/Modify                       = No Progress                       = Discontinue						

**Performance Objective 2 Problem Statements:**






Student Academic Achievement
<b>Problem Statement 2:</b> There is a need to analyze longitudinal data at the standards level in order to improve the specificity of common formative assessments. <b>Root Cause 2:</b> There has been a lack of training on how to best disaggregate and use data for instruction.
<b>Problem Statement 4:</b> There is a need to calibrate assessments, such as the DRA and Universal Screeners. <b>Root Cause 4:</b> There has not been specific training on test administration for literacy assessments or district screeners recently which has caused some variances in administration.

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

**Performance Objective 3:** Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained.

**Evaluation Data Source(s) 3:** Learner and parent surveys, educator surveys, decrease in reports of bullying and discipline referrals, daily class meetings/plans, team-building lesson plans during CTT

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Daily classroom meetings will be held in all homeroom classrooms in order to directly teach social skills, provide a time for reflection and sharing, and build a sense of respect and community.	Counselor, Campus Administrators, Classroom Educators	Learners will feel more connected and will have an opportunity to role-play and problem-solve typical issues involving social/emotional development.				
<b>Problem Statements:</b> Perceptions 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Learners need additional time learning about "soft" skills, such as communication, cooperation, and other social skills. <b>Root Cause 2:</b> There has been a greater emphasis on academics in the past without enough of a balance with social-emotional development.

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

**Performance Objective 4:** Student achievement and progress levels will exceed state and national (where applicable) standards/averages for all student groups.

**Evaluation Data Source(s) 4:** STAAR data, BOY/MOY/EOY assessment data, WIN time data

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Educators will analyze previous STAAR data and current assessment data in order to provide specific, targeted interventions during WIN time and classroom instruction in order to maximize learner progress.	Educators, Campus Administrators, Coaching Team	Learners will make or exceed expected progress for the year in all subject areas and in all student groups.				
<b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 1, 2						
2) Utilize resources, including ELlevation, iStation, Imagine Learning, Raz Kids Plus, and BrainPop, to meet the diverse levels of all learners.	Campus Administrators, Educators, DLC, Instructional Coach, ESL Facilitator, Gtl Facilitator	Learners in all student groups will make sufficient yearly progress due to their ability to access the curriculum in a variety of ways.				
<b>Problem Statements:</b> Demographics 2						
= Accomplished                       = Continue/Modify                       = No Progress                       = Discontinue						

**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> The teaching staff needs additional support and training to best meet the needs of all EL students, especially those who are newcomers or who have very limited English. <b>Root Cause 2:</b> The population of Mockingbird has changed rapidly over the past five years and new instructional strategies are needed.
Student Academic Achievement
<b>Problem Statement 1:</b> Performance on STAAR in third grade is not at the same level of mastery as 4th and 5th grade. <b>Root Cause 1:</b> Learners may be under-prepared for the testing environment. Additional targeted instruction using data is needed in both reading and math in third grade.
<b>Problem Statement 2:</b> There is a need to analyze longitudinal data at the standards level in order to improve the specificity of common formative assessments. <b>Root Cause 2:</b> There has been a lack of training on how to best disaggregate and use data for instruction.

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

**Performance Objective 5:** STAAR scores at the meets or masters Grade level will increase over the previous year in each subject area assessed.

**Evaluation Data Source(s) 5:** STAAR data

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Identify learners who did make expected yearly progress and specifically target their needs through both WIN time and daily small group instruction.	Educators, Campus Administrators, Instructional Coach	STAAR scores will increase for the meets and masters levels in all subject areas.				
<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 199 - State Comp Ed - 6503.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 5 Problem Statements:**






Student Academic Achievement
<b>Problem Statement 1:</b> Performance on STAAR in third grade is not at the same level of mastery as 4th and 5th grade. <b>Root Cause 1:</b> Learners may be under-prepared for the testing environment. Additional targeted instruction using data is needed in both reading and math in third grade.

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

**Performance Objective 6:** Educators will increase the use of sheltered instructional strategies in order to raise student achievement of the English Learner population.

**Evaluation Data Source(s) 6:** TELPAS data, classroom walk-throughs and observations, lesson plans, agendas from meetings/trainings with ESL facilitator

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide professional development on sheltered instruction and Imagine Learning through our ESL facilitator and follow up with targeted learning walks to view strategies in action.	ESL facilitator, Campus Administrators	English learners will show increased achievement on the following assessments: DRA, Imagine Learning, and STAAR.				
<b>Problem Statements:</b> Demographics 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> The teaching staff needs additional support and training to best meet the needs of all EL students, especially those who are newcomers or who have very limited English. <b>Root Cause 2:</b> The population of Mockingbird has changed rapidly over the past five years and new instructional strategies are needed.

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

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

**Evaluation Data Source(s) 1:** Regular, ongoing use of STEAM lab, WIN time extensions, Enterprise City field trip, Mockingbird Mutual banking, learner-run news studio, Safety Patrol, presentations/participation in activities from IBM engineers, Library interns

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Kindergarten through fifth-grade learners will participate in enrichment activities based on interest, including Mockingbird Mutual, the learner-run news studio, WIN time extensions and enrichment, and campus-based internships.	Campus administrators, Educators	Learners will be exposed to possible career choices and will work to develop their unique passions and interests.				
<b>Problem Statements:</b> Student Academic Achievement 5						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 5:</b> Learners need additional opportunities to recognize and develop their passions and interests that can lead to potential career options. <b>Root Cause 5:</b> A shift in thinking and pedagogy is required to incorporate more college, career, and life readiness objectives into the elementary curriculum.



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

**Performance Objective 2:** All K through 5th grade learners will have multiple opportunities to highlight and showcase evidence of learning. (i.e. service learning, digital portfolios, presentations, etc.)

**Evaluation Data Source(s) 2:** Lesson plans, Bulb digital portfolios, SeeSaw submissions, learner-created videos on MKB YouTube channel

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Use tools and forums such as Bulb digital portfolios, SeeSaw, musical performances, and Open House in order for learners to have multiple opportunities to highlight and showcase evidence of learning.	All educators, Campus administrators	Learners will develop presentation and product-development skills and will have some choice in format when demonstrating understanding and mastery.				
<b>Problem Statements:</b> Demographics 1						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is a need to enhance communication and increase engagement for families. <b>Root Cause 1:</b> For some families, there is a language barrier with communication from school. There needs to be multiple venues of communication translated in our top 5 languages in order to connect all families to the campus.

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

**Performance Objective 1:** All K through 5th grade learners will be provided instruction on digital citizenship, digital safety and information literacy.

**Evaluation Data Source(s) 1:** Librarian and Digital Learning Coach lesson plans, classroom lesson plans, Clarity Survey data

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) All K-5 learners will complete the grade level specific lessons provided in the CISD K-5 Digital Literacy Overview website.	Campus administrators, Librarian, DLC, Educators	There will be an increased understanding of how to use digital resources appropriately.				
<b>Problem Statements:</b> Student Academic Achievement 6						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 6:</b> There is a need to focus on digital citizenship, digital learning, and information literacy resulting in increased learner achievement. <b>Root Cause 6:</b> Inconsistencies in training and evidence of the effect of technologies on learner academic and social emotional achievement.

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

**Performance Objective 2:** Mockingbird will continue to investigate, explore and create tools/strategies that support our families' abilities to enhance and extend their child's learning.

**Evaluation Data Source(s) 2:** Campus communication, Curriculum Night, school-wide events, educator websites, links shared to online resources

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) We will engage our families in a variety of ways including community events such as "Reading Under the Stars" and through frequent, ongoing communication in a variety of ways regarding extending learning, such as sharing online resources.	Campus administrators, Counselor, Educators	Parents and the community will feel more connected to the school and will be better equipped to help their learner(s) at home.				
<b>Problem Statements:</b> Demographics 1						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is a need to enhance communication and increase engagement for families. <b>Root Cause 1:</b> For some families, there is a language barrier with communication from school. There needs to be multiple venues of communication translated in our top 5 languages in order to connect all families to the campus.

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

**Performance Objective 3:** Mockingbird will provide structures and/or strategies to support the social emotional well-being of learners.

**Evaluation Data Source(s) 3:** Daily classroom meetings, regular guidance lessons, counselor lunch groups, social groups, methods for anonymous reporting, student surveys

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Educators will facilitate daily classroom meetings to discuss real-world situations, teach social skills, and role-play common social situations or conflicts and will receive training on the district's Classroom Management Framework.	Campus administrators, Educators, Counselor	Learners will build a sense of connectedness and community while having a safe place to talk about issues and/or concerns.				
<b>Problem Statements:</b> Perceptions 2						
2) Mockingbird will provide a variety of activities to help build community and allow learners to feel connected, such as Running Club, Student Council, choir, book clubs, Rise 'n Shine assemblies, and robotics.	Educators, Specials Teachers, Campus administrators, Librarian	Learners will develop school pride and a sense of belonging to positively impact their overall social/emotional health.				
<b>Problem Statements:</b> Student Academic Achievement 5 - Perceptions 2						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 5:</b> Learners need additional opportunities to recognize and develop their passions and interests that can lead to potential career options. <b>Root Cause 5:</b> A shift in thinking and pedagogy is required to incorporate more college, career, and life readiness objectives into the elementary curriculum.
<b>Perceptions</b>
<b>Problem Statement 2:</b> Learners need additional time learning about "soft" skills, such as communication, cooperation, and other social skills. <b>Root Cause 2:</b> There has been a greater emphasis on academics in the past without enough of a balance with social-emotional development.

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

**Performance Objective 4:** Mockingbird will continue to implement and strengthen safety procedures and protocols throughout the campus.

**Evaluation Data Source(s) 4:** Standard Response Protocol training revisited with SRO, documentation of regular drills, updated maps and emergency plans, regular meetings/drills with Campus Crisis Team

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide comprehensive training on all Standard Response Protocols and update all emergency maps and campus procedures.	SRO, Campus Administrators	Educators and will be better informed and more prepared to respond to emergency and crisis situations.				
<b>Problem Statements:</b> Perceptions 3						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 4 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> There is a need to tighten and align safety and security procedures across the campus. <b>Root Cause 3:</b> School threats are on the rise and a campus or district can always improve readiness procedures.

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

**Performance Objective 1:** Mockingbird will provide ongoing professional learning to strengthen and sustain practices as a Professional Learning Community (PLC).

**Evaluation Data Source(s) 1:** Collaborative Team Time agendas, Common Formative Assessments, WIN time plans and learner data, team products, Instructional Team Leader agendas

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Instructional Team Leader meetings and faculty meetings will focus on differentiated professional development on PLCs, with a focus on strategies for quality extensions during WIN time.	Campus administrators, Instructional coach, Team leaders	Staff will continue to learn and understand how to become a highly functioning professional learning community to yield high levels of learning for all.				
<b>Problem Statements:</b> School Processes & Programs 1, 2						
2) Collaborative Team Time will occur every other week for collaborative teams to address the four critical questions of a PLC, and Mockingbird staff will participate in a school-wide, daily WIN (What I Need) time in order to address students' needs for intervention and assessment in a timely manner.	Campus administrators, Instructional coach, All staff	Learners' progress will be closely monitored to ensure mastery of high priority learning standards while also providing extensions for learners demonstrating mastery.				
<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 2						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Performance on STAAR in third grade is not at the same level of mastery as 4th and 5th grade. <b>Root Cause 1:</b> Learners may be under-prepared for the testing environment. Additional targeted instruction using data is needed in both reading and math in third grade.
School Processes & Programs

**Problem Statement 1:** There is a need for increased personalized professional development for educators. **Root Cause 1:** There are varying degrees of teaching experience and familiarity with resources and initiatives, such as professional learning communities.








**Problem Statement 2:** Additional professional development is needed on appropriate extensions to use during WIN time for learners who have already mastered the identified standard. **Root Cause 2:** The focus has been on interventions and learners who were struggling in the past.

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

**Performance Objective 2:** Mockingbird will implement RtI with fidelity to provide additional supports for all learners in need of intervention.

**Evaluation Data Source(s) 2:** RtI team meeting dates/agendas, RtI documentation (student goals and progress), referral data, educator surveys

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Campus RtI team will meet on a regular basis to review learner data, revise student goals as needed, and closely monitor progress in order to make informed decisions for next steps. Campus RtI team will attend the Solution Tree RtI Conference in order to strengthen our practice.	Campus administrators, RtI Team, Educators	Learners will make progress quickly with targeted interventions and referrals for any needed evaluations will be made in a timely manner if expected progress is not made.				
<b>Problem Statements:</b> Student Academic Achievement 7						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 7:</b> There is a need to create and maintain systems for high levels of learning for all. <b>Root Cause 7:</b> Barriers currently exist for high levels of learning for all.








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

**Performance Objective 3:** Mockingbird will create an aligned system for professional learning informed by qualitative and quantitative data sources.

**Evaluation Data Source(s) 3:** Faculty meeting agendas, educator T-TESS goals, Student Learning Objective data, classroom observations, educator surveys, Eduphoria Workshop data

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Educators will have opportunities to seek out professional development aligned to their specific needs during faculty meetings, learning walks, and job-embedded professional development.	Campus administrators, Leadership team, Instructional coach	Educators will build their capacity throughout the school year in order to maximize student achievement.				
<b>Problem Statements:</b> School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> There is a need for increased personalized professional development for educators. <b>Root Cause 1:</b> There are varying degrees of teaching experience and familiarity with resources and initiatives, such as professional learning communities.

## A Site Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Laura Flynn	Principal
Administrator	Kristan Perryman	Assistant Principal
Non-classroom Professional	Jody Reynolds	Instructional Coach
Non-classroom Professional	Sini Thomas	Counselor
Classroom Teacher	Joni Taylor	Kindergarten educator
Classroom Teacher	Julia Buschow	1st grade educator
Classroom Teacher	Debby Samaras	3rd grade educator
Classroom Teacher	Eileen Fox	3rd grade educator
Classroom Teacher	Sabrina Khan	2nd grade educator
Classroom Teacher	Gabby Malone	5th grade educator
Non-classroom Professional	Ann Carlsson	GTi Facilitator
Parent	Priya Somasundaram	Parent
Community Representative	Gene Tuckness	Community Member
Parent	Todd Bellendir	Parent
Community Representative	Marie Sumrall	Community representative

# Campus Funding Summary

<b>199 - State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	1	Extra Duty Pay/Tutoring		\$6,503.00
<b>Sub-Total</b>					\$6,503.00
<b>Grand Total</b>					\$6,503.00