

Coppell Independent School District



Denton Creek Elementary

Accountability Rating: B

2026-2027 Campus Improvement Plan

Mission Statement

Denton Creek values and respects differences as learners take risks, think critically, explore strengths and passions while preparing for a diverse and challenging world.

Value Statement

CISD Core Values

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

Denton Creek Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. In the 2025-26 school year, total enrollment was 611 which represents an increase of 22.9% from the prior year (+114 total learners).

In 2025-26, the student population was 26.9% Asian, 18.5% White, 46.6% Hispanic, 3.9% African American, 0.3% American Indian/Alaskan Native, and 3.8% multi-racial. Females made up 49.2% of the learners and males represented 50.8%. Our economically disadvantaged percentage was 21%.

Our Emergent Bilingual (EB) population consisted of 227 learners that made up 37.2% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (67.8%), Telugu (8.4%), Tamil (4%), Mandarin (Chinese) (3.5%), and Hindi (2.6%). Additionally, 35.2% of our EBs were also economically disadvantaged.

Our 70 gifted and talented learners constituted 11.5% of our population. Our gender split in the GT group was 45.7% female and 54.3% male. Of the four major ethnic groups, our GT learners were 32.9% Asian, 24.3% White, 35.7% Hispanic and 5.7% African American.

We had 123 learners that qualified for special education services, which represented 20.1% of our population. There were 15 learners with 504 accommodations, which was 2.5% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 96.7%, which increased by 0.3% from the prior year.

STAFFING

Denton Creek employed 46 educators and 8 instructional aides in the 2025-26 school year. The number of teachers increased by 7 from the prior year while the number of aides decreased by 6. The ethnic breakdown for the teaching staff was 4.3% Asian, 47.8% White, 41.3% Hispanic, 4.3% African American, 0% American Indian/Alaskan Native, and 2.2% multi-racial. Females made up 97.8% of the educators and males represented 2.2%.

Overall, our educators had a varied level of professional experience: 15.2% (7) were new to teaching with 0-1 years of experience, 21.7% (10) had 2-5 years, 23.9% (11) had 6-10 years, 13% (6) had 11-15 years, 13% (6) had 16-20 years, and 13% (6) had more than 20 years. Looking at longevity within the district, 34.8% of our teachers had 0-1 years in district, 32.6% had 2-5 years, 17.4% had 6-10 years, 8.7% had 11-15 years, 4.3% had 16-20 years and 2.2% had more than 20 years. The average years of professional experience was 9.9 with 4.8 years in the district.

Advanced degrees were held by 30.4% of our teachers: 14 with master's degrees. Our campus principal had 19 years of career experience in a professional position (not necessarily as a principal) and 2 years in Coppell. Our assistant principal had 19 years of professional experience and 4 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 71.1%. For educational aides it was 35.7%. We hired 19 new teachers in 2025-26. The characteristics of our new teachers were as follows: 52.6% White, 36.8% Hispanic, 10.5% African American, 100% female, 21.1% new to teaching, 10.5% with 2-5 years of professional experience, 26.3% with 6-10 years, 10.5% with 11-15 years, 15.8% with 16-20 years, 15.8% with more than 20 years and 41.3% new to the campus. The average years of professional experience was 10.9 with 3.3 years in the district. 26.3% of our new teachers had advanced degrees.

Strengths

Our school has experienced significant enrollment growth, with a 23% increase that has brought 114 new students to our campus. This growth is a testament to the quality of education and the welcoming environment we provide, attracting more families to join our community.

We are proud to serve a richly diverse student body, with 37% of our students being Emergent Bilinguals and 11.5% identified as Gifted and Talented. This diversity enriches our learning environment, fostering a culture of inclusivity and broadening the perspectives of all our students.

Our strong attendance rate, with an average daily attendance of 96.7%, reflects the commitment of our students and their families to education. It also indicates the engaging and supportive atmosphere our school offers, encouraging students to be present and active participants in their learning journey.

Our teaching staff is highly experienced, with an average of 9.9 years of professional experience, and 30% of our teachers hold advanced degrees. This level of expertise ensures that our students receive high-quality instruction and benefit from the depth of knowledge and skills our educators bring to the classroom.

The leadership at our campus is equally experienced, with each member of the administration team bringing 19 years of professional experience. This seasoned leadership is crucial in guiding our school towards continued success and in implementing effective strategies for student achievement.

We have also been fortunate to welcome new teachers who bring an average of 10.9 years of prior experience. Their fresh perspectives and seasoned insights contribute to our dynamic teaching environment, enhancing the educational experiences we offer.

To accommodate our growing student body and to further enhance our instructional capacity, we have increased our teaching staff by seven educators. This expansion allows us to maintain small class sizes and provide more personalized attention to each student, ensuring that we meet the diverse needs of our learners.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	There is a need to strengthen MTSS and PLC practices to ensure instruction and support consistently address the diverse academic needs of specific learner populations.	Inconsistencies in instructional practices, professional learning, curriculum and resource implementation, and the use of data to monitor and respond to student growth limit the campus's ability to consistently meet the diverse needs of all learners.
2★	Denton Creek has staffing stability challenges, including lower teacher retention, significantly lower aide retention, and a high percentage of teachers new to the district or campus.	Limited and inconsistent systems for mentoring, onboarding, and staff retention contribute to turnover and a less stable staffing structure.

★ = Priority

Student Learning

Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 25-26 BOY, MOY, EOY

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 25 to Spring 26. Click [HERE](#) for an explanation if needed.

	0326 TELPAS Kindergarten	0326 TELPAS Grade 1	0326 TELPAS Grade 2	0326 TELPAS Grade 3	0326 TELPAS Grade 4	0326 TELPAS Grade 5
Denton Creek Elementary						
Total Students	52	54	35	30	31	26
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	51.06%	74.19%	56.67%	41.38%	54.17%
1 Level Higher	-	48.94%	22.58%	30%	51.72%	41.67%
2 Levels Higher	-	0%	3.23%	13.33%	6.90%	4.17%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.7	2.66	2.46	2.82	2.74	2.95
No Rating	0%	0%	0%	0%	0%	0%
Beginning	15.38%	5.56%	2.86%	3.33%	0%	3.85%
Intermediate	26.92%	42.59%	48.57%	30%	35.48%	26.92%
Advanced	26.92%	22.22%	40%	50%	51.61%	30.77%
Advanced High	30.77%	29.63%	8.57%	16.67%	12.90%	38.46%
Listening Raw Score	0	0	18.46	21.67	17.94	19.88
Listening Scale Score	0	0	1579.66	1630.73	1543.74	1571.73
Speaking Raw Score	0	0	23.63	26.37	27.13	26.69
Speaking Scale Score	0	0	1498.14	1547.3	1563.35	1561.85
Writing Raw Score	0	0	11.37	15.7	24.61	27.5
Writing Scale Score	0	0	1475.83	1467.17	1498.87	1524.77
Reading Raw Score	0	0	14.63	18.27	20.39	23.15
Reading Scale Score	0	0	1493.77	1522.2	1555.81	1588.19
Economic Disadvantage						

Total Students	20	8	11	11	14	15
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	71.43%	90%	63.64%	53.85%	66.67%
1 Level Higher	-	28.57%	10%	36.36%	38.46%	26.67%
2 Levels Higher	-	0%	0%	0%	7.69%	6.67%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.21	2.3	2.22	2.35	2.51	2.71
No Rating	0%	0%	0%	0%	0%	0%
Beginning	30%	0%	0%	9.09%	0%	0%
Intermediate	30%	75%	81.82%	45.45%	50%	46.67%
Advanced	25%	12.50%	18.18%	45.45%	42.86%	26.67%
Advanced High	15%	12.50%	0%	0%	7.14%	26.67%
Listening Raw Score	0	0	17.45	20.64	16.71	18.8
Listening Scale Score	0	0	1561.73	1611.64	1527.07	1549.13
Speaking Raw Score	0	0	22.55	21.73	26.93	26.47
Speaking Scale Score	0	0	1481.36	1465.91	1560.29	1560.13
Writing Raw Score	0	0	9.36	13.55	22.36	24.67
Writing Scale Score	0	0	1444.73	1431.09	1474.86	1496.67
Reading Raw Score	0	0	11.18	15.09	17.64	20.73
Reading Scale Score	0	0	1455.82	1479.27	1514.29	1555.27
Asian						
Total Students	17	19	9	9	7	5
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	25%	75%	55.56%	50%	0%
1 Level Higher	-	75%	25%	44.44%	50%	100%
2 Levels Higher	-	0%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.72	2.94	2.53	3.19	2.96	3.48
No Rating	0%	0%	0%	0%	0%	0%
Beginning	5.88%	10.53%	0%	0%	0%	0%
Intermediate	29.41%	15.79%	44.44%	11.11%	28.57%	0%
Advanced	41.18%	31.58%	44.44%	66.67%	57.14%	20%
Advanced High	23.53%	42.11%	11.11%	22.22%	14.29%	80%
Listening Raw Score	0	0	18	22.56	18	22
Listening Scale Score	0	0	1571	1650.89	1538.57	1600.4
Speaking Raw Score	0	0	22.67	29.56	26.86	28.2

Speaking Scale Score	0	0	1481.44	1602.67	1555.43	1582
Writing Raw Score	0	0	13.11	18.22	27.57	34.2
Writing Scale Score	0	0	1504.89	1509.11	1534	1590.6
Reading Raw Score	0	0	14.89	20.78	26	26
Reading Scale Score	0	0	1495.89	1553.67	1626.43	1622.6
Black/African American						
Total Students	-	2	-	-	-	-
Date Taken	-	03/01/26	-	-	-	-
Lower/Same Level	-	100%	-	-	-	-
1 Level Higher	-	0%	-	-	-	-
2 Levels Higher	-	0%	-	-	-	-
3 Levels Higher	-	0%	-	-	-	-
TELPAS Composite Score	-	2.15	-	-	-	-
No Rating	-	0%	-	-	-	-
Beginning	-	0%	-	-	-	-
Intermediate	-	50%	-	-	-	-
Advanced	-	50%	-	-	-	-
Advanced High	-	0%	-	-	-	-
Listening Raw Score	-	0	-	-	-	-
Listening Scale Score	-	0	-	-	-	-
Speaking Raw Score	-	0	-	-	-	-
Speaking Scale Score	-	0	-	-	-	-
Writing Raw Score	-	0	-	-	-	-
Writing Scale Score	-	0	-	-	-	-
Reading Raw Score	-	0	-	-	-	-
Reading Scale Score	-	0	-	-	-	-
Hispanic						
Total Students	34	30	25	19	24	19
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	70.37%	73.91%	57.89%	39.13%	57.89%
1 Level Higher	-	29.63%	21.74%	26.32%	52.17%	36.84%
2 Levels Higher	-	0%	4.35%	15.79%	8.70%	5.26%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.64	2.4	2.47	2.65	2.68	2.78
No Rating	0%	0%	0%	0%	0%	0%

Beginning	20.59%	3.33%	4%	5.26%	0%	5.26%
Intermediate	26.47%	63.33%	48%	36.84%	37.50%	36.84%
Advanced	20.59%	16.67%	40%	42.11%	50%	26.32%
Advanced High	32.35%	16.67%	8%	15.79%	12.50%	31.58%
Listening Raw Score	0	0	18.96	21.26	17.92	19
Listening Scale Score	0	0	1587.4	1622.32	1545.25	1560.11
Speaking Raw Score	0	0	24.12	24.37	27.21	26.26
Speaking Scale Score	0	0	1506.52	1512.16	1565.67	1556.58
Writing Raw Score	0	0	10.88	14.79	23.75	24.84
Writing Scale Score	0	0	1467.16	1451.11	1488.63	1498.79
Reading Raw Score	0	0	14.84	17.79	18.75	22.11
Reading Scale Score	0	0	1496.28	1516.11	1535.21	1572.16
Two or More Races						
Total Students	-	1	-	1	-	-
Date Taken	-	03/01/26	-	03/01/26	-	-
Lower/Same Level	-	0%	-	0%	-	-
1 Level Higher	-	100%	-	0%	-	-
2 Levels Higher	-	0%	-	100%	-	-
3 Levels Higher	-	0%	-	0%	-	-
TELPAS Composite Score	-	3.5	-	3	-	-
No Rating	-	0%	-	0%	-	-
Beginning	-	0%	-	0%	-	-
Intermediate	-	0%	-	0%	-	-
Advanced	-	0%	-	100%	-	-
Advanced High	-	100%	-	0%	-	-
Listening Raw Score	-	0	-	21	-	-
Listening Scale Score	-	0	-	1611	-	-
Speaking Raw Score	-	0	-	30	-	-
Speaking Scale Score	-	0	-	1613	-	-
Writing Raw Score	-	0	-	17	-	-
Writing Scale Score	-	0	-	1490	-	-
Reading Raw Score	-	0	-	12	-	-
Reading Scale Score	-	0	-	1445	-	-
White						
Total Students	1	2	1	1	-	2

Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	-	03/01/26
Lower/Same Level	-	0%	-	100%	-	100%
1 Level Higher	-	100%	-	0%	-	0%
2 Levels Higher	-	0%	-	0%	-	0%
3 Levels Higher	-	0%	-	0%	-	0%
TELPAS Composite Score	4	4	1.5	2.5	-	3.25
No Rating	0%	0%	0%	0%	-	0%
Beginning	0%	0%	0%	0%	-	0%
Intermediate	0%	0%	100%	100%	-	0%
Advanced	0%	0%	0%	0%	-	100%
Advanced High	100%	100%	0%	0%	-	0%
Listening Raw Score	0	0	10	22	-	23
Listening Scale Score	0	0	1464	1629	-	1610.5
Speaking Raw Score	0	0	20	32	-	27
Speaking Scale Score	0	0	1439	1651	-	1561.5
Writing Raw Score	0	0	8	9	-	36
Writing Scale Score	0	0	1431	1372	-	1607
Reading Raw Score	0	0	7	11	-	26
Reading Scale Score	0	0	1412	1432	-	1654.5
Currently Emergent Bilingual						
Total Students	52	54	35	30	31	26
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	51.06%	74.19%	56.67%	41.38%	54.17%
1 Level Higher	-	48.94%	22.58%	30%	51.72%	41.67%
2 Levels Higher	-	0%	3.23%	13.33%	6.90%	4.17%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.7	2.66	2.46	2.82	2.74	2.95
No Rating	0%	0%	0%	0%	0%	0%
Beginning	15.38%	5.56%	2.86%	3.33%	0%	3.85%
Intermediate	26.92%	42.59%	48.57%	30%	35.48%	26.92%
Advanced	26.92%	22.22%	40%	50%	51.61%	30.77%
Advanced High	30.77%	29.63%	8.57%	16.67%	12.90%	38.46%
Listening Raw Score	0	0	18.46	21.67	17.94	19.88
Listening Scale Score	0	0	1579.66	1630.73	1543.74	1571.73
Speaking Raw Score	0	0	23.63	26.37	27.13	26.69
Speaking Scale Score	0	0	1498.14	1547.3	1563.35	1561.85

Writing Raw Score	0	0	11.37	15.7	24.61	27.5
Writing Scale Score	0	0	1475.83	1467.17	1498.87	1524.77
Reading Raw Score	0	0	14.63	18.27	20.39	23.15
Reading Scale Score	0	0	1493.77	1522.2	1555.81	1588.19
Special Ed Indicator						
Total Students	13	9	6	7	7	10
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	50%	83.33%	85.71%	28.57%	60%
1 Level Higher	-	50%	16.67%	14.29%	71.43%	40%
2 Levels Higher	-	0%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.49	2.49	1.83	2.2	2.99	2.73
No Rating	0%	0%	0%	0%	0%	0%
Beginning	30.77%	0%	0%	14.29%	0%	0%
Intermediate	23.08%	55.56%	100%	71.43%	14.29%	50%
Advanced	15.38%	33.33%	0%	14.29%	57.14%	10%
Advanced High	30.77%	11.11%	0%	0%	28.57%	40%
Listening Raw Score	0	0	15.33	20.43	20.14	19.7
Listening Scale Score	0	0	1532	1605.43	1572.71	1575.3
Speaking Raw Score	0	0	20.83	23.71	27.71	27
Speaking Scale Score	0	0	1452	1507	1574.71	1568.4
Writing Raw Score	0	0	7.67	10.43	25.57	24.1
Writing Scale Score	0	0	1414.17	1380.86	1507	1491.7
Reading Raw Score	0	0	11	12	22.57	20.9
Reading Scale Score	0	0	1454.33	1440.57	1597.71	1560.5

	May 2026 STAAR Mathematics, Grade 4	May 2026 STAAR Mathematics, Grade 3	May 2026 STAAR Mathematics, Grade 5	May 2026 STAAR Mathematics Spanish, Grade 3	May 2026 STAAR Mathematics Spanish, Grade 4	May 2026 STAAR Mathematics Spanish, Grade 5	May 2026 STAAR Reading Language Arts, Grade 3
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Denton Creek Elementary

Total Students	90	71	103	14	12	9	72
Raw Score	27	23	26	15	15	14	29

Scale Score	1650	1523	1695	1349	1423	1484	1495
Percent Score	67.25%	62.81%	61.56%	39.77%	37.08%	33.60%	55.53%
Approaches Grade Level (TX)	85.56%	78.87%	79.61%	35.71%	16.67%	22.22%	79.17%
Meets Grade Level (TX)	63.33%	63.38%	48.54%	14.29%	8.33%	11.11%	63.89%
Masters Grade Level (TX)	40%	33.80%	33.98%	7.14%	0%	0%	25%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	2.22%	9.86%	6.80%	28.57%	25%	33.33%	13.89%
Did Not Meet High	12.22%	11.27%	13.59%	35.71%	58.33%	44.44%	6.94%
Approaches Low	12.22%	5.63%	17.48%	21.43%	0%	0%	5.56%
Approaches High	10%	9.86%	13.59%	0%	8.33%	11.11%	9.72%
Meets	23.33%	29.58%	14.56%	7.14%	8.33%	11.11%	38.89%
Masters	40%	33.80%	33.98%	7.14%	0%	0%	25%
Economic Disadvantage							
Total Students	13	8	18	8	8	6	8
Raw Score	21	16	15	14	15	14	21
Scale Score	1523	1376	1495	1347	1434	1477	1401
Percent Score	51.73%	42.57%	35.32%	38.85%	38.44%	32.54%	41.11%
Approaches Grade Level (TX)	69.23%	37.50%	38.89%	25%	12.50%	16.67%	37.50%
Meets Grade Level (TX)	30.77%	25%	5.56%	0%	0%	16.67%	37.50%
Masters Grade Level (TX)	7.69%	25%	0%	0%	0%	0%	12.50%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	15.38%	50%	22.22%	12.50%	12.50%	33.33%	50%
Did Not Meet High	15.38%	12.50%	38.89%	62.50%	75%	50%	12.50%
Approaches Low	15.38%	12.50%	22.22%	25%	0%	0%	0%
Approaches High	23.08%	0%	11.11%	0%	12.50%	0%	0%
Meets	23.08%	0%	5.56%	0%	0%	16.67%	25%
Masters	7.69%	25%	0%	0%	0%	0%	12.50%
American Indian/Alaskan Native							

Total Students	2	-	-	-	-	-	-
Raw Score	24	-	-	-	-	-	-
Scale Score	1566	-	-	-	-	-	-
Percent Score	60%	-	-	-	-	-	-
Approaches Grade Level (TX)	100%	-	-	-	-	-	-
Meets Grade Level (TX)	50%	-	-	-	-	-	-
Masters Grade Level (TX)	0%	-	-	-	-	-	-
Date Taken	05/01/26	-	-	-	-	-	-
Excluded	0%	-	-	-	-	-	-
Did Not Meet Low	0%	-	-	-	-	-	-
Did Not Meet High	0%	-	-	-	-	-	-
Approaches Low	0%	-	-	-	-	-	-
Approaches High	50%	-	-	-	-	-	-
Meets	50%	-	-	-	-	-	-
Masters	0%	-	-	-	-	-	-

Asian

Total Students	26	30	34	-	-	-	31
Raw Score	31	26	34	-	-	-	31
Scale Score	1725	1578	1866	-	-	-	1519
Percent Score	76.44%	70.09%	81.09%	-	-	-	59.06%
Approaches Grade Level (TX)	100%	90%	100%	-	-	-	83.87%
Meets Grade Level (TX)	84.62%	83.33%	82.35%	-	-	-	70.97%
Masters Grade Level (TX)	53.85%	40%	64.71%	-	-	-	29.03%
Date Taken	05/01/26	05/01/26	05/01/26	-	-	-	05/01/26
Excluded	0%	0%	0%	-	-	-	0%
Did Not Meet Low	0%	6.67%	0%	-	-	-	12.90%
Did Not Meet High	0%	3.33%	0%	-	-	-	3.23%
Approaches Low	15.38%	0%	8.82%	-	-	-	0%
Approaches High	0%	6.67%	8.82%	-	-	-	12.90%
Meets	30.77%	43.33%	17.65%	-	-	-	41.94%

Masters	53.85%	40%	64.71%	-	-	-	29.03%
Black/African American							
Total Students	6	4	5	-	-	-	4
Raw Score	19	25	17	-	-	-	36
Scale Score	1493	1568	1534	-	-	-	1633
Percent Score	48.33%	67.57%	41.43%	-	-	-	69.71%
Approaches Grade Level (TX)	66.67%	75%	60%	-	-	-	75%
Meets Grade Level (TX)	16.67%	75%	20%	-	-	-	75%
Masters Grade Level (TX)	0%	50%	0%	-	-	-	75%
Date Taken	05/01/26	05/01/26	05/01/26	-	-	-	05/01/26
Excluded	0%	0%	0%	-	-	-	0%
Did Not Meet Low	0%	25%	0%	-	-	-	25%
Did Not Meet High	33.33%	0%	40%	-	-	-	0%
Approaches Low	16.67%	0%	40%	-	-	-	0%
Approaches High	33.33%	0%	0%	-	-	-	0%
Meets	16.67%	25%	20%	-	-	-	0%
Masters	0%	50%	0%	-	-	-	75%
Hispanic							
Total Students	35	17	35	14	12	9	17
Raw Score	25	19	21	15	15	14	25
Scale Score	1613	1436	1603	1349	1423	1484	1440
Percent Score	62.93%	51.03%	51.02%	39.77%	37.08%	33.60%	48.42%
Approaches Grade Level (TX)	77.14%	64.71%	60%	35.71%	16.67%	22.22%	70.59%
Meets Grade Level (TX)	54.29%	29.41%	34.29%	14.29%	8.33%	11.11%	47.06%
Masters Grade Level (TX)	37.14%	17.65%	22.86%	7.14%	0%	0%	23.53%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5.71%	17.65%	14.29%	28.57%	25%	33.33%	23.53%
Did Not Meet High	17.14%	17.65%	25.71%	35.71%	58.33%	44.44%	5.88%
Approaches Low	14.29%	17.65%	17.14%	21.43%	0%	0%	11.76%

Approaches High	8.57%	17.65%	8.57%	0%	8.33%	11.11%	11.76%
Meets	17.14%	11.76%	11.43%	7.14%	8.33%	11.11%	23.53%
Masters	37.14%	17.65%	22.86%	7.14%	0%	0%	23.53%
Two or More Races							
Total Students	4	4	5	-	-	-	4
Raw Score	28	17	17	-	-	-	20
Scale Score	1651	1392	1531	-	-	-	1372
Percent Score	69.38%	45.27%	40.95%	-	-	-	38.46%
Approaches Grade Level (TX)	75%	25%	60%	-	-	-	25%
Meets Grade Level (TX)	75%	25%	0%	-	-	-	25%
Masters Grade Level (TX)	50%	0%	0%	-	-	-	0%
Date Taken	05/01/26	05/01/26	05/01/26	-	-	-	05/01/26
Excluded	0%	0%	0%	-	-	-	0%
Did Not Meet Low	0%	25%	0%	-	-	-	25%
Did Not Meet High	25%	50%	40%	-	-	-	50%
Approaches Low	0%	0%	40%	-	-	-	0%
Approaches High	0%	0%	20%	-	-	-	0%
Meets	25%	25%	0%	-	-	-	25%
Masters	50%	0%	0%	-	-	-	0%
White							
Total Students	17	16	24	-	-	-	16
Raw Score	28	24	24	-	-	-	30
Scale Score	1678	1531	1657	-	-	-	1504
Percent Score	69.12%	64.86%	57.74%	-	-	-	56.97%
Approaches Grade Level (TX)	88.24%	87.50%	87.50%	-	-	-	93.75%
Meets Grade Level (TX)	64.71%	68.75%	37.50%	-	-	-	75%
Masters Grade Level (TX)	41.18%	43.75%	20.83%	-	-	-	12.50%
Date Taken	05/01/26	05/01/26	05/01/26	-	-	-	05/01/26
Excluded	0%	0%	0%	-	-	-	0%
Did Not Meet Low	0%	0%	8.33%	-	-	-	0%
Did Not Meet High	11.76%	12.50%	4.17%	-	-	-	6.25%

Approaches Low	5.88%	6.25%	20.83%	-	-	-	12.50%
Approaches High	17.65%	12.50%	29.17%	-	-	-	6.25%
Meets	23.53%	25%	16.67%	-	-	-	62.50%
Masters	41.18%	43.75%	20.83%	-	-	-	12.50%
Currently Emergent Bilingual							
Total Students	20	17	17	14	12	9	17
Raw Score	24	18	18	15	15	14	20
Scale Score	1573	1409	1541	1349	1423	1484	1365
Percent Score	59.50%	48.33%	42.30%	39.77%	37.08%	33.60%	37.78%
Approaches Grade Level (TX)	80%	52.94%	52.94%	35.71%	16.67%	22.22%	47.06%
Meets Grade Level (TX)	55%	41.18%	17.65%	14.29%	8.33%	11.11%	17.65%
Masters Grade Level (TX)	15%	5.88%	5.88%	7.14%	0%	0%	5.88%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5%	29.41%	17.65%	28.57%	25%	33.33%	29.41%
Did Not Meet High	15%	17.65%	29.41%	35.71%	58.33%	44.44%	23.53%
Approaches Low	20%	0%	23.53%	21.43%	0%	0%	5.88%
Approaches High	5%	11.76%	11.76%	0%	8.33%	11.11%	23.53%
Meets	40%	35.29%	11.76%	7.14%	8.33%	11.11%	11.76%
Masters	15%	5.88%	5.88%	7.14%	0%	0%	5.88%
First Year of Monitoring							
Total Students	6	1	6	-	-	-	1
Raw Score	32	35	30	-	-	-	43
Scale Score	1779	1860	1777	-	-	-	1701
Percent Score	79.58%	94.59%	71.43%	-	-	-	82.69%
Approaches Grade Level (TX)	100%	100%	83.33%	-	-	-	100%
Meets Grade Level (TX)	83.33%	100%	66.67%	-	-	-	100%
Masters Grade Level (TX)	66.67%	100%	50%	-	-	-	100%
Date Taken	05/01/26	05/01/26	05/01/26	-	-	-	05/01/26
Excluded	0%	0%	0%	-	-	-	0%
Did Not Meet Low	0%	0%	0%	-	-	-	0%

Did Not Meet High	0%	0%	16.67%	-	-	-	0%	(
Approaches Low	0%	0%	0%	-	-	-	0%	(
Approaches High	16.67%	0%	16.67%	-	-	-	0%	(
Meets	16.67%	0%	16.67%	-	-	-	0%	!
Masters	66.67%	100%	50%	-	-	-	100%	!

Second Year of Monitoring

Total Students	6	10	6	-	-	-	10	(
Raw Score	33	29	31	-	-	-	35	4
Scale Score	1765	1652	1765	-	-	-	1586	.
Percent Score	82.08%	78.65%	73.81%	-	-	-	67.88%	!
Approaches Grade Level (TX)	100%	100%	100%	-	-	-	100%	.
Meets Grade Level (TX)	83.33%	90%	83.33%	-	-	-	90%	.
Masters Grade Level (TX)	83.33%	60%	33.33%	-	-	-	40%	8
Date Taken	05/01/26	05/01/26	05/01/26	-	-	-	05/01/26	(
Excluded	0%	0%	0%	-	-	-	0%	(
Did Not Meet Low	0%	0%	0%	-	-	-	0%	(
Did Not Meet High	0%	0%	0%	-	-	-	0%	(
Approaches Low	16.67%	0%	0%	-	-	-	0%	(
Approaches High	0%	10%	16.67%	-	-	-	10%	(
Meets	0%	30%	50%	-	-	-	50%	.
Masters	83.33%	60%	33.33%	-	-	-	40%	8

Third Year of Monitoring

Total Students	-	-	2	-	-	-	-	-
Raw Score	-	-	28	-	-	-	-	-
Scale Score	-	-	1688	-	-	-	-	-
Percent Score	-	-	66.67%	-	-	-	-	-
Approaches Grade Level (TX)	-	-	100%	-	-	-	-	-
Meets Grade Level (TX)	-	-	50%	-	-	-	-	-
Masters Grade Level (TX)	-	-	0%	-	-	-	-	-
Date Taken	-	-	05/01/26	-	-	-	-	-
Excluded	-	-	0%	-	-	-	-	-

Did Not Meet Low	-	-	0%	-	-	-	-	-
Did Not Meet High	-	-	0%	-	-	-	-	-
Approaches Low	-	-	0%	-	-	-	-	-
Approaches High	-	-	50%	-	-	-	-	-
Meets	-	-	50%	-	-	-	-	-
Masters	-	-	0%	-	-	-	-	-
Special Ed Indicator								
Total Students	21	13	28	3	1	2	13	2
Raw Score	20	17	19	7	10	9	21	2
Scale Score	1513	1408	1587	1194	1346	1404	1381	1
Percent Score	50.12%	46.99%	46.17%	18.92%	25%	21.43%	41.12%	4
Approaches Grade Level (TX)	61.90%	46.15%	50%	0%	0%	0%	53.85%	8
Meets Grade Level (TX)	28.57%	30.77%	25%	0%	0%	0%	38.46%	5
Masters Grade Level (TX)	4.76%	23.08%	17.86%	0%	0%	0%	15.38%	1
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	0
Excluded	0%	0%	0%	0%	0%	0%	0%	0
Did Not Meet Low	4.76%	30.77%	21.43%	100%	100%	100%	38.46%	5
Did Not Meet High	33.33%	23.08%	28.57%	0%	0%	0%	7.69%	5
Approaches Low	19.05%	7.69%	21.43%	0%	0%	0%	15.38%	1
Approaches High	14.29%	7.69%	3.57%	0%	0%	0%	0%	2
Meets	23.81%	7.69%	7.14%	0%	0%	0%	23.08%	2
Masters	4.76%	23.08%	17.86%	0%	0%	0%	15.38%	1

As we go into 2026-2027, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- 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

Strengths

Our school has consistently demonstrated high performance on State Testing, including STAAR and EOC assessments. This achievement reflects our commitment to academic excellence and the effectiveness of our instructional strategies, which are designed to meet and exceed state standards. Our students' success on these assessments is a testament to the hard work and dedication of both our educators and learners.

Our educators and teams have set T-TESS goals that specifically target deficit skills, ensuring that we address areas needing improvement with precision. This targeted approach allows us to provide consistent data on learner growth, enabling us to tailor our teaching methods to better support each student's unique learning journey. By focusing on specific skills, we can more effectively track progress and make informed decisions to enhance educational outcomes.

Collaboration is at the heart of our educational approach, with all grades meeting in Collaborative Teams to analyze data, design interventions, and set progress-monitoring goals. This collaborative effort ensures that we are continuously refining our teaching practices and interventions to meet the diverse needs of our students. By working together, our educators can share insights and strategies that lead to more effective teaching and learning experiences.

We have implemented robust systems to improve the Multi-Tiered System of Supports (MTSS) process, which strengthens our ability to analyze data and respond to student needs. These systems allow us to identify and address academic, social, and behavioral challenges more efficiently, ensuring that every student receives the support they need to succeed. By enhancing our MTSS process, we are better equipped to provide targeted interventions and support for all learners.

Celebrating growth is an integral part of our school culture, aligned with our core value of Redefining Success. We recognize that success is not solely defined by academic achievement but also by personal growth and development. By providing opportunities to celebrate progress, we foster a positive and motivating environment where students feel valued and encouraged to continue striving for excellence.

Our focus on the Whole Child approach ensures that we address the academic, social, emotional, and behavioral needs and growth of our students. We understand that a well-rounded education is essential for developing resilient and capable individuals. By prioritizing the holistic development of our students, we prepare them not only for academic success but also for life beyond the classroom, equipping them with the skills and confidence to thrive in a complex world.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ There is a need to strengthen instructional consistency and student outcomes through the faithful implementation of district-provided Tier 1 curriculum and the intentional use of district instructional support resources to ensure all students have access to rigorous, standards-aligned core instruction.	Inconsistent implementation of the district-provided Tier 1 curriculum and underutilization of available district support resources have resulted in variation in instructional practices, pacing, rigor, and alignment to grade-level standards across classrooms.
2★ There is a need to close a critical mathematical deficits by strengthening students' ability to transfer demonstrated learning into rigorous grade-level assessment performance while accelerating academic growth and achievement for Economically Disadvantaged students.	Inconsistent alignment between instruction, opportunities for students to apply learning, and the rigor of grade-level tasks limits students' ability to transfer mathematical understanding to complex assessment settings, while targeted instructional supports for Economically Disadvantaged students are not yet consistently responsive to their specific academic needs.
3★ There is a need to strengthen foundational literacy and advanced writing performance across both instructional tracks, driven by systemic gaps in meeting literacy growth expectations and significant challenges with students' ability to effectively respond to Extended Constructed Response (ECR) tasks.	Inconsistent opportunities and instructional practices for students to intentionally transfer literacy, analytical, and writing skills between Spanish and English limit their ability to apply these skills effectively, particularly in formal academic writing.
4★ There is a need to strengthen instructional equity and consistency across the English and Spanish tracks by ensuring comparable access to high-quality instructional materials, rigorous learning experiences, and aligned assessment practices.	Inconsistent access to high-quality instructional materials and aligned bilingual assessment practices across the English and Spanish tracks has limited instructional consistency, equitable learning experiences, and the ability to effectively monitor student progress across programs.

★ = Priority

School Processes & Programs

Summary

Denton Creek is proud to be one of two campuses in Coppell ISD that offers Dual Language Immersion (DLI). At least one class per grade level are DLI, where 50% of instructional time is conducted in English and 50% in Spanish. Learners needing bilingual education are automatically placed in DLI, and learners who are native English speakers from across the district can elect to participate in the program through a district lottery process.

Denton Creek also has four Early Childhood classrooms that ensure early interventions for building solid foundations in literacy, math, and social interactions for our youngest learners.

Campus procedures and protocols will be reviewed throughout the school year to monitor effectiveness, gather feedback, and discuss any changes or modifications we may need to make as a campus during the year for instruction or safety practices. It will be essential for us to maintain high levels of safety for learning this year, and safety procedures and plans have been put in place to help support these needs.

The curriculum, instruction, and assessment focus at Denton Creek Elementary are guided by the TEKS and Coppell ISD expectations. The CISD Learning framework, the TEKS, High Priority Learning Standards, and CISD expectations promote collaboration, communication, creative thinking, critical thinking, information literacy, problem-solving, and social contribution.

Denton Creek embraces innovation and uses inquiry learning experiences to support 21st-century skills needed for today's learning, resulting in our learners being fully prepared for the jobs of tomorrow. Cultivated and practiced skills include critical thinking, problem-solving, agility, adaptability, curiosity, imagination, accessing and analyzing information, leadership, and responsibility.

Denton Creek collaborates as a Professional Learning Community to analyze ongoing data to determine responsive interventions and enrichment opportunities to meet all learners' individual academic and social-emotional needs. Teams collaborate during common planning periods, bi-monthly during collaborative team time, and during MTSS meetings to individualize learning, monitor progress, and design future learning experiences. To meet specific learning needs, specialized services are provided, such as Special Education, Structured Learning, Multi-Sensory Language Instruction, English as a Second Language, and Gifted and Talented Intervention.

Time is built into the master schedule for collaborative teams to meet and focus on the 3 Big Ideas of a PLC and the 4 Guiding Questions. In addition, each grade level has protected intervention time in the school day to address needs and provide needed intervention (WIN Time).

Denton Creek provides opportunities for learner voice and choice during Learner-Led Conferences, focused on continuous improvement for both the academic and social-emotional needs of each learner. Learners conference with their teacher to review ongoing data, celebrate goals accomplished, and set new personalized learning goals. "Trail Days" allows learners to explore areas of interest or passions. Leadership and service learning opportunities are embedded in the classrooms and throughout the building. Learners design and lead morning announcements, maintain the outdoor learning space, complete service learning opportunities within the building and their community, and serve as campus ambassadors.

Strengths

Our school takes pride in our WIN (What I Need) Time, a dedicated period where students receive personalized support and enrichment tailored to their individual learning needs. This initiative ensures that every student has the opportunity to excel and address specific areas of growth, fostering a culture of continuous improvement and academic success.

The Student Council plays a pivotal role in our school community, empowering students to develop leadership skills and actively participate in decision-making processes. Through this platform, students learn the importance of civic engagement and collaboration, contributing to a vibrant and inclusive school environment.

Our School Garden serves as a living classroom, providing students with hands-on learning experiences that connect them to nature and teach valuable lessons in sustainability and responsibility. This initiative not only enhances our science curriculum but also promotes healthy lifestyle choices and environmental stewardship.

We are committed to offering a Flexible Learning Environment that adapts to the diverse needs of our students. By incorporating various teaching methods and learning spaces, we create an atmosphere that encourages creativity, critical thinking, and collaboration, preparing students for the dynamic world beyond the classroom.

Our Dual Language Immersion Program is a cornerstone of our commitment to bilingual education, offering students the opportunity to become proficient in two languages. This program not only enhances cognitive abilities but also prepares students to thrive in a global society, fostering cultural awareness and appreciation.

Building strong relationships between learners, educators, and families is at the heart of our educational philosophy. We believe that open communication and collaboration among all stakeholders are essential for creating a supportive and nurturing learning environment where students can flourish.

Trail Days provide our students with unique outdoor learning experiences that promote physical activity, teamwork, and an appreciation for the natural world. These excursions are integral to our holistic approach to education, encouraging students to explore and learn beyond the traditional classroom setting.

We prioritize protected time for educators to collaborate, recognizing that professional development and teamwork are crucial for delivering high-quality education. By fostering a culture of collaboration, we ensure that our educators are equipped with the latest strategies and resources to support student success.

Our Structured Learning, Special Education, and Dyslexia Program are designed to meet the diverse needs of our students, providing targeted support and interventions. These programs are integral to our commitment to inclusivity, ensuring that every student has access to the resources they need to succeed.

The Early Childhood Program lays a strong foundation for lifelong learning, focusing on the development of essential skills in a nurturing and stimulating environment. By prioritizing early education, we set our youngest learners on a path to academic and social success.

Digital Learning Opportunities are seamlessly integrated into our curriculum, equipping students with the technological skills necessary for the 21st century. By embracing digital tools and resources, we enhance student engagement and prepare them for the challenges and opportunities of the digital age.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ There is a need to strengthen PLC and MTSS processes and protect intervention time by using PLC/MTSS data to identify student needs, provide targeted instruction and intervention, and monitor student progress to ensure timely adjustments to support student growth.	Student-level data indicate that some student groups are not demonstrating expected academic growth, highlighting a need for more consistent identification of specific learning needs, targeted intervention, and progress monitoring through protected intervention time.
2★ There is a need to strengthen student and family engagement and address persistent attendance challenges, with a particular focus on reducing chronic absenteeism among early childhood students and ensuring equitable attendance outcomes across student and family groups.	The campus lacks consistently implemented, culturally responsive attendance interventions, accessible family outreach, and transitional support systems that address the diverse language backgrounds and unique needs of families within the newly merged community.
3★ There is a need to strengthen family partnership and trust by increasing equitable access to communication, student information, and digital resources while building families' capacity to engage with and support their students' academic success.	The campus lacks a coordinated, culturally and linguistically responsive approach to communication and family engagement that consistently addresses language barriers and provides families with meaningful opportunities to access information, build capacity, and actively support student success.
4★ There is a need to strengthen campus physical security, standardize access control, and align emergency operations across the campus to guarantee a secure learning environment and ensure full compliance with evolving state school safety mandates.	The transition associated with merging two distinct campus communities, combined with the onboarding of a new campus administration team, has temporarily disrupted the continuity of campus safety routines and requires consolidating and standardizing emergency operations, access controls, and drill expectations under a single, unified leadership framework.

★ = Priority

Perceptions

Summary

As we enter the second year of our merger, we are mindful of the complexities involved in uniting two distinct school communities. This transition presents us with a unique opportunity to blend the strengths of both schools while addressing the challenges that naturally arise. Our new administrative team is dedicated to building on the progress made in the previous year, ensuring that we continue to support our students, staff, families, and the broader community throughout this process. We are committed to creating a cohesive and unified school environment that benefits everyone involved.

To facilitate a smooth transition and foster a strong sense of belonging, we are actively engaging with all stakeholders. Through ongoing meetings with staff, parents, community members, and students, we are creating open channels of communication to listen to concerns, share information, and gather valuable input. These interactions are crucial in addressing any issues that may arise and in building strong, trusting relationships. Our goal is to ensure that every member of our school community feels valued and included as we move forward together.

In our pursuit of academic excellence, we are focused on strengthening our educational programs to meet the diverse needs of our students. We recognize the importance of not only promoting academic achievement but also prioritizing social-emotional learning and student well-being. Our commitment to culturally responsive teaching practices is central to this effort, as we strive to honor the diverse backgrounds, identities, and experiences of our students. By creating learning environments where every learner feels seen, heard, supported, and empowered, we aim to cultivate a school culture that celebrates diversity and fosters a sense of belonging for all.

The CISD Core Values were developed and defined, and each year, for the last four years, we have had a specific focus area to dive deeper into as a district.

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

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

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

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

As we move into 2026-2027, we will be focusing on all four of the core values and truly begin looking at ways to measure success through the lens of our values. This should help solidify some of our work through the Visioning Work in which we have specific areas that may impact programs or instructional practices and how we are looking at overall effectiveness in these areas: Example: Professional Learning Communities/Multi-Tiered Systems of Support, Social Emotional Learning/Counseling/Mental Health.

Denton Creek engages the local community through numerous campus family events. The Denton Creek PTO provides financial support and volunteers to promote these activities. Annual activities include DCE Dash, Crowd the Creek, PTO Socials, Trail Days, Dads Club, Fun Run, Thankful Feast, and Field Day.

Denton Creek Elementary maintains an active presence on Instagram and Facebook and uses numerous platforms to provide a "window" into our school. These platforms are utilized to build campus pride and communicate photos, events, and announcements that promote our campus and district values. Additionally, classroom educators use class web pages and weekly newsletters to inform parents of current events and communicate current curricular unit focus and objectives.

Strengths

At our school, we take immense pride in the fact that 97% of our staff find their work meaningful. This high percentage reflects our commitment to creating an environment where educators feel valued and motivated, knowing that their contributions have a significant impact on the lives of our students. It is this sense of purpose that drives our staff to go above and beyond in their roles, fostering a culture of dedication and excellence.

Our focus on professional learning has yielded remarkable results, with favorability increasing by 21 points to 61%. This improvement underscores our dedication to providing ongoing development opportunities for our staff, ensuring they are equipped with the latest educational strategies and tools. By investing in our educators' growth, we enhance their ability to deliver high-quality instruction and adapt to the evolving needs of our students.

Feedback and coaching are integral components of our professional development framework, and we are pleased to see a 25-point increase in favorability, reaching 55%. This progress highlights our commitment to fostering a culture of continuous improvement, where constructive feedback and personalized coaching empower our staff to refine their skills and achieve their full potential.

The evaluation process at our school has also seen a positive shift, with favorability increasing by 19 points to 49%. This improvement reflects our efforts to create a fair and transparent evaluation system that supports professional growth and recognizes the achievements of our educators. By aligning evaluations with clear goals and expectations, we ensure that our staff receive the recognition and guidance they deserve.

Our students benefit from supportive relationships, with 93% reporting positive interactions with their peers and educators. This strong foundation of trust and respect is crucial for creating a nurturing learning environment where students feel safe to express themselves and engage fully in their education. These relationships are the cornerstone of our school's community, fostering a sense of belonging and collaboration.

Confidence in student learning and the use of effective learning strategies have increased by 14 points to 70%. This growth demonstrates our commitment to equipping students with the skills and confidence they need to succeed academically. By emphasizing the development of critical thinking and problem-solving abilities, we prepare our students to navigate the challenges of the future with resilience and competence.

School safety remains a top priority, with 75% of families expressing positive perceptions of our safety measures. This statistic reflects our ongoing efforts to maintain a secure and welcoming environment for all members of our school community. By implementing comprehensive safety protocols and fostering open communication, we ensure that families feel confident in the well-being of their children.

The strength of our staff-family relationships is evident, with a 10-point increase to 73% favorability. Additionally, 84% of families report that our staff are respectful, and 79% trust us to treat their children fairly. These figures highlight the mutual respect and trust that underpin our interactions with families, reinforcing our commitment to working collaboratively to support student success.

Finally, the overall school climate has seen a positive shift, with family perceptions increasing by 6 points to 67% favorable. This improvement reflects our dedication to creating an inclusive and positive atmosphere where all members of our school community feel valued and supported. By fostering a culture of respect and open communication, we continue to build a strong and vibrant school environment.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ There is a need to strengthen school climate stability and foster positive student interactions by increasing respectful behavior, peer respect, and students' sense of belonging across the campus.	The transition to new campus leadership has created a need for continued support and alignment around campus culture, behavior expectations, and restorative practices. Ongoing district guidance and collaboration will help establish consistent systems and practices across the campus.
2★ Staff survey results indicate significant concerns with workplace climate and well-being, with only 28% reporting a positive work environment, 31% reporting positive colleague attitudes, and low favorable ratings for exhaustion (3%), stress (14%), and feeling overwhelmed (17%).	High cognitive and operational load from managing frequent instructional mandates, data tracking, and intervention cycles without sufficient time or emotional well-being supports, leading to staff burnout and a perception of low peer connectivity (only 38% feel connected to other adults at school).
3★ Staff survey results indicate concerns with the evaluation process and support for instructional change, with only 45% finding evaluations helpful for improvement, 28% believing they identify underperforming staff, and 45% feeling colleagues support new instructional initiatives.	Lack of shared clarity, transparency, and collaborative buy-in around how evaluations are conducted and how new district/campus initiatives are rolled out, causing initiative fatigue and skepticism regarding peer support,
4★ There is a need to strengthen campus physical security, standardize access control, and align emergency operations across the campus to guarantee a secure learning environment and ensure full compliance with evolving state school safety mandates.	The transition to new campus leadership has created an opportunity to strengthen and align campus safety routines. Ongoing district support will help ensure consistent emergency operations, access controls, and drill expectations across the campus.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Staff survey results indicate significant concerns with workplace climate and well-being, with only 28% reporting a positive work environment, 31% reporting positive colleague attitudes, and low favorable ratings for exhaustion (3%), stress (14%), and feeling overwhelmed (17%).

High cognitive and operational load from managing frequent instructional mandates, data tracking, and intervention cycles without sufficient time or emotional well-being supports, leading to staff burnout and a perception of low peer connectivity (only 38% feel connected to other adults at school).

2
★

Staff survey results indicate concerns with the evaluation process and support for instructional change, with only 45% finding evaluations helpful for improvement, 28% believing they identify underperforming staff, and 45% feeling colleagues support new instructional initiatives.

Lack of shared clarity, transparency, and collaborative buy-in around how evaluations are conducted and how new district/campus initiatives are rolled out, causing initiative fatigue and skepticism regarding peer support,

3
★

There is a need to strengthen MTSS and PLC practices to ensure instruction and support consistently address the diverse academic needs of specific learner populations.

Inconsistencies in instructional practices, professional learning, curriculum and resource implementation, and the use of data to monitor and respond to student growth limit the campus's ability to consistently meet the diverse needs of all learners.

4
★

Denton Creek has staffing stability challenges, including lower teacher retention, significantly lower aide retention, and a high percentage of teachers new to the district or campus.

Limited and inconsistent systems for mentoring, onboarding, and staff retention contribute to turnover and a less stable staffing structure.

5
★

There is a need to strengthen school climate stability and foster positive student interactions by increasing respectful behavior, peer respect, and students' sense of belonging across the campus.

The transition to new campus leadership has created a need for continued support and alignment around campus culture, behavior expectations, and restorative practices. Ongoing district guidance and collaboration will help establish consistent systems and practices across the campus.

6
★

There is a need to strengthen campus physical security, standardize access control, and align emergency operations across the campus to guarantee a secure learning environment and ensure full compliance with evolving state school safety mandates.

The transition to new campus leadership has created an opportunity to strengthen and align campus safety routines. Ongoing district support will help ensure consistent emergency operations, access controls, and drill expectations across the campus.

7
★

There is a need to strengthen campus physical security, standardize access control, and align emergency operations across the campus to guarantee a secure learning environment and ensure full compliance with evolving state school safety mandates.

The transition associated with merging two distinct campus communities, combined with the onboarding of a new campus administration team, has temporarily disrupted the continuity of campus safety routines and requires consolidating and standardizing emergency operations, access controls, and drill expectations under a single, unified leadership framework.

8
★

There is a need to strengthen student and family engagement and address persistent attendance challenges, with a particular focus on reducing chronic absenteeism among early childhood students and ensuring equitable attendance outcomes across student and family groups.

The campus lacks consistently implemented, culturally responsive attendance interventions, accessible family outreach, and transitional support systems that address the diverse language backgrounds and unique needs of families within the newly merged community.

9
★

There is a need to strengthen PLC and MTSS processes and protect intervention time by using PLC/MTSS data to identify student needs, provide targeted instruction and intervention, and monitor student progress to ensure timely adjustments to support student growth.

Student-level data indicate that some student groups are not demonstrating expected academic growth, highlighting a need for more consistent identification of specific learning needs, targeted intervention, and progress monitoring through protected intervention time.

10
★

There is a need to strengthen instructional consistency and student outcomes through the faithful implementation of district-provided Tier 1 curriculum and the intentional use of district instructional support resources to ensure all students have access to rigorous, standards-aligned core instruction.

Inconsistent implementation of the district-provided Tier 1 curriculum and underutilization of available district support resources have resulted in variation in instructional practices, pacing, rigor, and alignment to grade-level standards across classrooms.

11
★

There is a need to strengthen instructional equity and consistency across the English and Spanish tracks by ensuring comparable access to high-quality instructional materials, rigorous learning experiences, and aligned assessment practices.

Inconsistent access to high-quality instructional materials and aligned bilingual assessment practices across the English and Spanish tracks has limited instructional consistency, equitable learning experiences, and the ability to effectively monitor student progress across programs.

12
★

There is a need to close a critical mathematical deficits by strengthening students' ability to transfer demonstrated learning into rigorous grade-level assessment performance while accelerating academic growth and achievement for Economically Disadvantaged students.

Inconsistent alignment between instruction, opportunities for students to apply learning, and the rigor of grade-level tasks limits students' ability to transfer mathematical understanding to complex assessment settings, while targeted instructional supports for Economically Disadvantaged students are not yet consistently responsive to their specific academic needs.

13
★

There is a need to strengthen foundational literacy and advanced writing performance across both instructional tracks, driven by systemic gaps in meeting literacy growth expectations and significant challenges with students' ability to effectively respond to Extended Constructed Response (ECR) tasks.

Inconsistent opportunities and instructional practices for students to intentionally transfer literacy, analytical, and writing skills between Spanish and English limit their ability to apply these skills effectively, particularly in formal academic writing.

14
★

There is a need to strengthen family partnership and trust by increasing equitable access to communication, student information, and digital resources while building families' capacity to engage with and support their students' academic success.

The campus lacks a coordinated, culturally and linguistically responsive approach to communication and family engagement that consistently addresses language barriers and provides families with meaningful opportunities to access information, build capacity, and actively support student success.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- ☒ 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
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local benchmark or common assessments data
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ 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/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ 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
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ School safety data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ State certified and high quality staff data
- ☒ Campus leadership data

- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Teacher recruitment/retention rates and other data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Accountability for Learning: We as Denton Creek will achieve our full potential by learning at high levels, taking ownership of our learning and stay focused on our commitment of continuous growth and evidence-based outcomes for all.

Performance Objective 1 High Priority HB3 Goal

By June 2027, Denton Creek Elementary will accelerate student academic achievement and progress along the HB 3 trajectory by increasing campus-wide Meets Grade Level performance from the May 2026 baseline of 67% to 78% in STAAR Reading, 53% to 67% in STAAR Mathematics, and 35% to 45% in STAAR Science, while advancing the campus Academic Growth component score from 68 to 80.

Grade 3 HB 3 Early Childhood Targets:

Grade 3 Reading: Increase Meets Grade Level performance from the May 2026 baseline of 64% to 78% by June 2027, building toward the HB 3 long-term target of 86% by June 2029.

Grade 3 Mathematics: Increase Meets Grade Level performance from the May 2026 baseline of 63% to 72% by June 2027, achieving the HB 3 long-term target of 75% by June 2029.

To close persistent achievement gaps and satisfy federal Closing the Gaps requirements, the campus will increase Meets Grade Level performance across subject areas for all identified student sub-groups:

-Economically Disadvantaged: Increase Reading Meets Grade Level+ performance from 33% to 46% and Math Meets Grade Level+ performance from 14% to 40%.

-Special Education: Increase Reading Meets Grade Level+ performance from 31% to 38% and Math Meets Grade Level+ performance from 25% to 35%.

-Emergent Bilingual (EB): Increase Reading Meets Grade Level+ performance from 37% to 48% and Math Meets Grade Level+ performance from 29% to 45%.

-Hispanic: Increase Reading Meets Grade Level+ performance from 50% to 60% and Math Meets Grade Level+ performance from 34% to 50%.

-White: Increase Reading Meets Grade Level+ performance from 79% to 83% and Math Meets Grade Level+ performance from 55% to 67%.

-Two or More Races: Increase Reading Meets Grade Level+ performance from 46% to 56% and Math Meets Grade Level+ performance from 31% to 51%.

Evaluation Data Source: -STAAR

-NWEA MAP

-Common Formative Assessments

-mCLASS

-CLI

-MTSS Progressing Monitoring

-TELPAS

Strategy 1 Additional Targeted Support Strategy

Implement the district-adopted STEMscopes Math curriculum with high fidelity across PK-5th grade, integrating Building Thinking Classrooms vertical boards and adaptive tools (DreamBox, Reflex, and Frax) to strengthen conceptual understanding, differentiate instruction, and provide targeted practice based on student needs.

Strategy's Expected Result/Impact: *Rigorous, high-quality, and highly active Tier 1 instruction for all learners in every classroom

*Increased awareness and utilization of district curriculum documents and instructional materials

*Instructional consistency and curricular alignment across all grade-level classrooms

*Increased overall student achievement as evidenced on 2027 Spring STAAR Mathematics Meets Grade Level and Above (53% to 67%)

*Increased differentiated experiences and scaffolding to meet individual learner goals

*Reduced instructional downtime

*Increased capacity of classroom educators based on providing feedback, support, and training as recognized through coaching cycles, walk-throughs, and evaluations

*Remediated specific student group performance gaps (specifically monitoring the following super groups: All students, Hispanic, White, Special Ed, and Eco Dis)

Staff Responsible for Monitoring: -Campus Administration

-Learning Coach

-Curriculum Directors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Standardize the STEMScope Math Block to ensure program fidelity and maximize student achievement	Classroom Educators, Learning Coaches, Campus Admin	August 2026 through May 2027	
2	Deliver Concrete Representational-Abstract (CRA) Small-Group Instruction to establish solid conceptual baselines before transitioning learners to pictorial and abstract models.	Classroom Educators, Learning Coaches, Campus Admin	August 2026 through May 2027	
3	Continue to utilize "Building Thinking Classrooms" vertical boarding practices, where appropriate, as an engagement supplement to reinforce STEMScopes "Explore" and "Elaborate" tasks to encourage peer discourse, reduce computational anxiety, and foster academic vocabulary acquisition.	Classroom Educators, Learning Coaches, Campus Admin	August 2026 through May 2027	
4	Implement supplemental programs such as Dream Box, Reflex, and Frax as needed, to close conceptual gaps, increase fluency and automaticity.	Classroom Educators, Campus Admin	August 2026 through May 2027	
5	Protect and utilize daily intervention blocks to intentionally provide structured, small-group math remediation.	Classroom Educators, Campus Admin	September 2026 through May 2027	
6	Purchase Step Up to TEKS student resources for 3-5 English and Spanish students as a resource to support successful transfer of skills from the classroom instruction to the STAAR assessment.	Campus Administration	September 2026 through March 2027	

Problem Statements: Student Learning 1, 2

Funding Sources: Step-Up to TEKS Math Materials for Grades 3-5, English and Spanish 211 - Title I, Part A, 211-11-6329-00-111-24-000-21171, \$7,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Strategy 2 Additional Targeted Support Strategy

Implement HMH Reading Curriculum as the core Tier 1 biliteracy framework, supported by Science of Teaching Reading practices from Texas Reading Academies, daily PK Heggerty phonemic-awareness instruction, and Bridge to Reading diagnostics to identify student needs, differentiate instruction, and monitor foundational literacy growth.

Strategy's Expected Result/Impact: *Accelerated 11% point increase in overall Reading Meets Grade Level and Above (67% to 78%)

on the 2027 Spring Reading STAAR by ensuring a foundational core

*Incremental increases from BOY to EOY assessment scores on NWEA MAP

*Instructional equity between English and Spanish DLI tracks to actively close the language acquisition gap

*Remediated early literacy deficits to raise performance out of the bottom quartile

*Supported early literacy progress for our Eco Dis student group

Staff Responsible for Monitoring: -Campus Administration

-Learning Coach

-Language Acquisition Specialists

-Curriculum Directors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement a multi-phase HMH Professional Learning Roadmap to build instructional capacity for all classroom and DLI educators. 1) Initial Training (Welcome Week), 2) Unit Preview Training (Ongoing), 3) Ongoing Implementation Training (Ongoing)	Curriculum Director	August 2026 through May 2027	
2	Implement HMH core curriculum materials to establish a rigorous, vertically aligned reading program in every grade level.	Classroom Educators, Learning Coaches, Campus Admin, Curriculum Directors	August 2026 through May 2027	
3	Coordinate daily, structured foundational Tier 1 instruction combining HMH core curriculum, Heggerty phonemic awareness (PK-1st), and Bridge the Gap diagnostic interventions (2nd - 5th grades).	Classroom Educators, Learning Coaches, Campus Admin	August 2026 through May 2027	
4	Utilize mCLASS data three times a year to diagnose foundational literacy needs, mapping student deficits directly to HMH small-group scaffolding resources for intentional differentiation.	Classroom educators, learning coaches, Campus Admin	August 2026 through May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Integrate the use of AWARE and the data produced to design and analyze formative reading assessments, adjusting HMH guided reading and skills-based small groups.	Classroom Educators, Learning Coaches, Campus Admin	August 2026 through May 2027	
6	Facilitate campus level PLC data talks to review mCLASS and NWEA MAP Growth progress, ensuring teachers collaborate and receive supports based on data trends, strengths, and areas for improvement.	Campus Admin, Learning Coaches	August 2026 through May 2027	
7	Purchase Step Up to TEKS student resources for 3-5 English and Spanish students as a resource to support successful transfer of skills from the classroom instruction to the STAAR assessment.	Campus Admin	September 2026 through March 2027	
8	Establish quarterly mCLASS and NWEA MAP Growth progress-monitoring benchmarks disaggregated for Economically Disadvantaged and Special Education super-groups.	Campus Admin, Learning Coach, Classroom Educators	September 2026 through May 2027	

Problem Statements: Student Learning 1, 3, 4

Funding Sources: Step-Up to TEKS Reading Materials for Grades 3-5, English and Spanish 211 - Title I, Part A, 211-11-6329-00-111-24-000-21171, \$7,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

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Strategy 3 Additional Targeted Support Strategy

Implement Discovery Education Science Techbook with fidelity as the primary Tier I curriculum across Grades 1-5, using the 5E instructional model, digital simulations, hands-on labs, and targeted small-group support to strengthen scientific literacy, academic vocabulary, and student achievement while using student data to differentiate and adjust instruction.

Strategy's Expected Result/Impact: *Rigorous, high-quality science instruction in all classrooms
 *Accelerated 10% point increase in overall Science Meets Grade Level and Above (35% to 45%) on the 2027 Spring Science STAAR
 *Incremental increases from BOY to EOY assessment scores on NWEA MAP
 *Increased overall Student Achievement in Science
 *Increased academic vocabulary acquisition and language development

Staff Responsible for Monitoring: -Campus Administrators

-Learning Coach

-Curriculum Directors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize grade-level PLC collaborative planning time before each unit to preview upcoming DE concepts, plan physical lab setups, align digital materials, and design common formative assessments (CFAs).	Classroom Educators, Learning Coaches, Campus Admin	August 2026 through May 2027	
2	Establish joint collaborative planning cycles for English and Spanish DLI educators to review and align DE's Spanish science resources, ensuring material and language-acquisition equity for Spanish-dominant learners.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	August 2026 through May 2027	
3	Analyze science assessments on the Aware platform during grade-level PLCs to isolate conceptual misconceptions and immediately coordinate targeted, small-group intervention rotations during core instructional blocks.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	August 2026 through May 2027	

Problem Statements: Student Learning 1**Title I:** 2.5.1, 2.5.2, 2.5.3**Formative Reviews****November****February****April****June****Strategy 4** **Additional Targeted Support Strategy**

Empower and retain educators through job-embedded professional learning, targeted mentoring, coaching, collaborative modeling, and low-stakes curriculum fidelity walks that strengthen high-quality, differentiated Tier 1 instruction, with a focus on student engagement, small-group instruction, and using common formative assessment data to adjust instruction and respond to student needs.

Strategy's Expected Result/Impact: *Rigorous, High-quality, and highly active Tier I instruction for all learners in every classroom

- *Higher Student Engagement
- *Reduced Instructional downtime
- *Increased capacity of classroom educators based on providing individualized training and support as recognized through coaching cycles
- *Increased awareness and utilization of the curriculum documents and materials
- *Instructional consistency and curricular alignment across all grade-level classrooms
- *Increased differentiated experiences and scaffolding to meet learner goals
- *Increased Academic Achievement and Growth for all students
- *Increased rates of English Language Proficiency
- *Strengthened Academic Vocabulary understanding and application
- *Stronger alignment between school-wide professional development and individual classroom needs

Staff Responsible for Monitoring: -Campus Administrators

- Campus Leadership team
- Learning Coaches
- Language Acquisition Specialists
- GTI Coach

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provided targeted, evidence-based Engagement Strategies that focus on cooperative learning structures, active participation frameworks, and total response techniques to keep learners actively engaged in Tier 1 instruction.	Campus Admin	November 2026	
2	Provide continued professional development focused on supporting Emergent Bilingual learners including ELPS Training 2.0, and vocabulary acquisition to all classroom educators.	Campus Admin, Learning Coaches, Language Acquisition Specialist,	September 2026 through May 2027	
3	Provide training for new educators and others who have not been previously trained in the Science of Reading through the Texas Reading Academies.	Curriculum Director, Learning Coaches	September 2026 through May 2027	
4	Coordinate targeted classroom coaching cycles focusing on the delivery of rigorous TEKS-aligned lessons and small group instruction.	Learning Coaches, Language Acquisition Specialist, and GTI Coach	September 2026 through May 2027	
5	Train and support educators in utilizing AWARE to design, administer, and analyze common formative assessments.	Campus Admin, Learning Coaches	October 2026	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Use Collaborative Team Time (CTT) to review CFA data, establish student learning goals, and adjust flexible small group rosters and instruction.	Campus Admin, Learning Coaches Language Acquisition Specialist, GTI Coach, Special Education Educator/ Support Staff?	September 2026 through May 2027	
7	Incorporate Mentor-Mentee Walks: Coordinate structured learning walks specifically for beginning teachers and their assigned BEAM (Beginning Educator Academy and Mentorship) mentors to observe highly effective classrooms, focusing on student engagement and classroom management, and debriefing with their mentors afterward	Campus Administration, School Leadership Team, Learning Coaches, District Curriculum Directors	September 2026 through May 2027	
8	Provide Feedback, Celebrate Success, and integrate findings in PLC for continuous improvement	Campus Administration, Learning Coaches	September 2026 through May 2027	

Problem Statements: Demographics 2 - Perceptions 2, 3

Funding Sources: Kagan Cooperative Learning Two-Day Professional Development 211 - Title I, Part A, 211-11-6299-00-111-11-000-21171, \$12,930

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Denton Creek has staffing stability challenges, including lower teacher retention, significantly lower aide retention, and a high percentage of teachers new to the district or campus.

Limited and inconsistent systems for mentoring, onboarding, and staff retention contribute to turnover and a less stable staffing structure.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a need to strengthen instructional consistency and student outcomes through the faithful implementation of district-provided Tier 1 curriculum and the intentional use of district instructional support resources to ensure all students have access to rigorous, standards-aligned core instruction.

Inconsistent implementation of the district-provided Tier 1 curriculum and underutilization of available district support resources have resulted in variation in instructional practices, pacing, rigor, and alignment to grade-level standards across classrooms.

2

There is a need to close a critical mathematical deficits by strengthening students' ability to transfer demonstrated learning into rigorous grade-level assessment performance while accelerating academic growth and achievement for Economically Disadvantaged students.

Inconsistent alignment between instruction, opportunities for students to apply learning, and the rigor of grade-level tasks limits students' ability to transfer mathematical understanding to complex assessment settings, while targeted instructional supports for Economically Disadvantaged students are not yet consistently responsive to their specific academic needs.

3

There is a need to strengthen foundational literacy and advanced writing performance across both instructional tracks, driven by systemic gaps in meeting literacy growth expectations and significant challenges with students' ability to effectively respond to Extended Constructed Response (ECR) tasks.

Inconsistent opportunities and instructional practices for students to intentionally transfer literacy, analytical, and writing skills between Spanish and English limit their ability to apply these skills effectively, particularly in formal academic writing.

4

There is a need to strengthen instructional equity and consistency across the English and Spanish tracks by ensuring comparable access to high-quality instructional materials, rigorous learning experiences, and aligned assessment practices.

Inconsistent access to high-quality instructional materials and aligned bilingual assessment practices across the English and Spanish tracks has limited instructional consistency, equitable learning experiences, and the ability to effectively monitor student progress across programs.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Staff survey results indicate significant concerns with workplace climate and well-being, with only 28% reporting a positive work environment, 31% reporting positive colleague attitudes, and low favorable ratings for exhaustion (3%), stress (14%), and feeling overwhelmed (17%).

High cognitive and operational load from managing frequent instructional mandates, data tracking, and intervention cycles without sufficient time or emotional well-being supports, leading to staff burnout and a perception of low peer connectivity (only 38% feel connected to other adults at school).

3

Staff survey results indicate concerns with the evaluation process and support for instructional change, with only 45% finding evaluations helpful for improvement, 28% believing they identify underperforming staff, and 45% feeling colleagues support new instructional initiatives.

Lack of shared clarity, transparency, and collaborative buy-in around how evaluations are conducted and how new district/campus initiatives are rolled out, causing initiative fatigue and skepticism regarding peer support,

Performance Objective 2 High Priority

Deepen the application of qualitative and quantitative data within Grade-Level Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS) to ensure 100% of grade-level teams conduct weekly CTT data protocols in Aware, closing persistent achievement gaps.

Evaluation Data Source: *STAAR

*TELPAS

*MTSS

*District Universal Screener

*common formative assessments

*Learning Walks (photos, evidence of learning, walk-throughs)

Strategy 1 Additional Targeted Support Strategy

Standardize a campus-wide PLC framework to establish a collaborative, data-driven instructional culture in which educators use Lead4ward and ELPS Field Guides to unpack standards, analyze student data, plan instruction, and collaboratively monitor and adjust instruction to meet student needs.

Strategy's Expected Result/Impact: *Increased student growth and achievement across all content
 *Increased growth and support for students with social emotional and behavioral needs
 *Increased instructional alignment across grade levels including between English and DLI classes
 *Stronger peer support networks
 *Stronger instructional practices
 *Targeted support for all students (Aligned High-quality Tier 1, Interventions and Extensions)

Staff Responsible for Monitoring: -Campus Administrators
 -Learning Coach
 -Campus Language Acquisition Specialist

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Protect weekly, grade-level collaborative planning time to focus on the 4 Guiding Questions of a PLC, utilizing standard data protocols to analyze student work weekly and adjust flexible core instruction groups.	Campus Administration	August 2026 through May 2027	
2	Establish a campus-wide standards unpacking and lesson design process using Lead4ward Field Guides and ELPS Field Guides to ensure teachers identify the required content, cognitive rigor, academic language, misconceptions, and appropriate supports for each standard, resulting in consistently rigorous, standards-aligned instruction across all grade levels and classrooms.	Campus Administration, Learning Coaches	September 2026 through May 2027	
3	Use previously enrolled campus educators and leaders to share learning from attending the PLC Institute to establish consistent, high-yield standards for common formative assessment (CFA) design and data analysis on the Aware platform.	Campus Administration, Learning Coaches	September 2026 through May 2027	
4	Utilize Title I substitutes to release collaborative grade-level teams for targeting planning, standard alignment and design of targeted intervention and extension lessons/activities based on data.	Campus Administration	September 2026 through May 2027	
5	Co-Planning: Embed Special Education educators into weekly CTT planning to co-plan Specially Designed Instruction (SDI) and align IEP goals with Tier 1 instruction.	Campus Admin, Learning Coaches	September 2026 through May 2027	

Problem Statements: Demographics 1

Funding Sources: Substitutes to allow grade level teams time to analyze data, group students, and create interventions in PLC 211 - Title I, Part A, 211-11-6112-00-111-11-000-21171, \$7,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Strategy 2 Additional Targeted Support Strategy

Refine, align, and implement a campus-wide MTSS/PBIS framework that uses mCLASS, MAP Growth, and Student Success Platform data to collaboratively identify student needs, deploy flexible interventions during protected WIN Time, and monitor and adjust supports based on student progress.

Strategy's Expected Result/Impact: *Accelerated student growth and achievement for students
*Closed and eliminated gaps in the achievement of critical sub groups (Hispanic, White, Special Ed, and Eco Dis)
*Increased alignment of instructional practices
*Stronger professional collaboration
*Increased understanding of where students are and how to support individual needs
*Increased accountability
*Increased classroom management tools and strategies
*Decreased student discipline incidents

Staff Responsible for Monitoring: -Campus Administration
-Campus Leadership Team and Counselor
-Campus Learning Coach
-Campus Collaborative Teams
-Behavior Committee
-Behavior Specialist

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer district-wide universal screeners, including mCLASS (K-5) three times a year to assess foundational reading skills and NWEA MAP Growth (Math and Reading), to proactively identify learners performing below grade-level expectations	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
2	Employ part-time tutors funded through State Comp Ed and Title I, Part A to deliver daily, high-intensity, small-group reading and mathematics interventions during the master schedule's protected, campus-wide WIN Time	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
3	Convene collaborative grade-level MTSS teams during protected planning times to analyze student work, review short-cycle common formative assessments (CFAs) on the Aware platform, and log progress in the Student Success Platform to adjust intervention groups dynamically	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
4	Purchase Hand 2 Mind Math Intervention Kits to support targeted small group intervention.	Campus Administration	September 2026 through January 2027	

Problem Statements: School Processes & Programs 1

Funding Sources: Hand 2 Mind Math Intervention Kits for targeted intervention 211 - Title I, Part A, 211-11-6399-00-111-24-000-21171, \$3,500, Part Time Temporary Tutors 199 - State Comp Ed, 199-11-6128-00-111-24-000, \$7,479, Part Time Temporary Tutors 211 - Title I, Part A, 211-11-6128-00-111-24-000-21171, \$15,000

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 There is a need to strengthen MTSS and PLC practices to ensure instruction and support consistently address the diverse academic needs of specific learner populations.	Inconsistencies in instructional practices, professional learning, curriculum and resource implementation, and the use of data to monitor and respond to student growth limit the campus's ability to consistently meet the diverse needs of all learners.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is a need to strengthen PLC and MTSS processes and protect intervention time by using PLC/MTSS data to identify student needs, provide targeted instruction and intervention, and monitor student progress to ensure timely adjustments to support student growth.	Student-level data indicate that some student groups are not demonstrating expected academic growth, highlighting a need for more consistent identification of specific learning needs, targeted intervention, and progress monitoring through protected intervention time.

Goal 2

Organization that Cultivates Excellence: We as Denton Creek will maintain high standards as we re-imagine how we teach, learn and define success to adapt, innovate and meet the unique needs of all learners.

Performance Objective 1 High Priority

Denton Creek Elementary will improve workplace culture, institutional continuity, and staff retention by June 2027. The campus will increase favorable teacher survey perceptions of Workplace Climate from 31% to 60% and Staff Belonging from 34% to 65% on Panorama surveys. Concurrently, the campus will increase annual educator retention from 71.1% to 85% and educational aide retention from 35.7% to 65%.

Evaluation Data Source: -Panorama Staff Surveys

- Staff pulse surveys
- Retention/turnover data
- Staff attendance data
- Professional learning participation
- Staff feedback/focus groups
- Leadership climate walkthroughs

Strategy 1

Establish regular staff feedback and listening opportunities while developing shared professional norms, communication expectations, and campus traditions to strengthen staff voice, trust, and a unified campus culture.

Strategy's Expected Result/Impact: -Staff feel heard, valued, and informed about campus decisions

- Consistent and transparent communication
- Increased staff sense of shared identity and ownership
- Improved workplace climate and staff belonging perceptions on Panorama surveys

Staff Responsible for Monitoring: -Campus Admin

- Campus Leadership Team
- Counselor

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct brief quarterly staff pulse surveys to identify concerns, celebrate successes, and gather input.	Campus Admin, Campus Leadership Team	September 2026 through May 2027	
2	Hold regular staff listening sessions or forums to discuss feedback and identify solutions.	Campus Admin	September 2026 through May 2027	
3	Establish consistent communication routines for campus decisions, updates, and follow-up.	Campus Admin	September 2026 through May 2027	
4	Develop and reinforce shared professional norms for communication, collaboration, and problem-solving.	Campus Admin, Campus Leadership Team	September 2026 through May 2027	
5	Review Panorama staff survey results with campus leadership and staff to identify areas for improvement.	Campus Admin, Campus Leadership Team	September 2026 through May 2027	
6	Communicate "You Said, We Did" updates to show how staff feedback is being used.	Campus Admin, Campus Leadership Team	September 2026 through May 2027	

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

Expand teacher leadership, mentoring, and peer-support opportunities to increase staff ownership, professional connection, and belonging.

Strategy's Expected Result/Impact: -Increased staff ownership and participation in campus initiatives

- Stronger professional relationships and peer support
- New and transitioning staff feel more connected and supported
- Increased opportunities for teachers to contribute their expertise and leadership
- Improved Staff Belonging and Workplace Climate perceptions

Staff Responsible for Monitoring: -Campus Admin

- Counselor
- Learning Coaches
- Language Acquisition Specialists
- Campus Leadership Team
- Mentor Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify and develop teacher leaders to support campus initiatives and professional learning	Campus Admin, Learning Coach, Language Acquisition Specialist	September 2026 through May 2027	
2	Establish a structured mentor/peer-support system for new and transitioning staff	Campus Admin, Counselor, Learning Coach, Language Acquisition Specialist, Campus Leadership Team	September 2026 through May 2027	
3	Provide opportunities for teachers to lead professional learning, committees, and campus projects.	Campus Admin, Learning Coach, Language Acquisition Specialist	September 2026 through May 2027	
4	Create cross-grade or cross-team peer collaboration opportunities focused on shared instructional and campus priorities	Campus Admin, Learning Coach, Campus Leadership Team	September 2026 through May 2027	
5	Check in with new and transitioning staff throughout the year to identify support needs	Campus Admin, Counselor, Learning Coach,	September 2026 through May 2027	
6	Recognize and share examples of staff leadership and collaboration	Campus Admin, Counselor, Learning Coach, Language Acquisition Specialist, Campus Leadership Team	September 2026 through May 2027	

Problem Statements: Demographics 2 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 3

Establish structured team-building activities, cross-grade planning opportunities, and teacher recognition programs (Trailblazer of the Month, Sunshine Notes) to strengthen relationships, celebrate contributions, and build a unified culture.

Strategy's Expected Result/Impact: -Increased staff sense of belonging and connection across the campus

- Stronger relationships and collaboration among teachers and staff across grade levels
- Improved communication and teamwork across teams and departments
- Increased staff recognition and appreciation, contributing to a more positive professional culture
- Greater consistency and unity in campus expectations, practices, and shared goals
- Improved staff perceptions of workplace climate and belonging on Panorama surveys

Staff Responsible for Monitoring: -Campus Administration

- Counselor
- Learning Coach
- Language Acquisition Specialists

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule intentional team-building activities throughout the year that promote cross-team relationships.	Campus Admin, Counselor, Learning Coach, Language Acquisition Specialists, Campus Leadership Team	September 2026 through May 2027	
2	Provide protected opportunities for cross-grade collaboration and planning.	Campus Admin, Counselor, Learning Coach, Language Acquisition Specialists, Campus Leadership Team	September 2026 through May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Celebrate staff accomplishments, milestones, and contributions during staff meetings and campus communications.	Campus Admin, Counselor, Learning Coach, Language Acquisition Specialists, Campus Leadership Team	September 2026 through May 2027	
4	Create opportunities for staff to share successful practices, talents, and experiences with colleagues.	Campus Admin, Counselor, Learning Coach, Language Acquisition Specialists, Campus Leadership Team	September 2026 through May 2027	
5	Gather staff feedback on team-building and recognition activities and adjust based on participation and impact.	Campus Admin, Counselor, Learning Coach, Language Acquisition Specialists, Campus Leadership Team	September 2026 through May 2027	

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Denton Creek has staffing stability challenges, including lower teacher retention, significantly lower aide retention, and a high percentage of teachers new to the district or campus.	Limited and inconsistent systems for mentoring, onboarding, and staff retention contribute to turnover and a less stable staffing structure.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Staff survey results indicate significant concerns with workplace climate and well-being, with only 28% reporting a positive work environment, 31% reporting positive colleague attitudes, and low favorable ratings for exhaustion (3%), stress (14%), and feeling overwhelmed (17%).	High cognitive and operational load from managing frequent instructional mandates, data tracking, and intervention cycles without sufficient time or emotional well-being supports, leading to staff burnout and a perception of low peer connectivity (only 38% feel connected to other adults at school).
3 Staff survey results indicate concerns with the evaluation process and support for instructional change, with only 45% finding evaluations helpful for improvement, 28% believing they identify underperforming staff, and 45% feeling colleagues support new instructional initiatives.	Lack of shared clarity, transparency, and collaborative buy-in around how evaluations are conducted and how new district/campus initiatives are rolled out, causing initiative fatigue and skepticism regarding peer support,

Performance Objective 2

Build strong family partnerships that increase parent survey favorable perception of "Understanding information from the school" from 63% to 80% and overall family engagement, while 100% of students maintain visual goal setting folders and prepare to participate in learner led conferences.

Evaluation Data Source: *Panorama Parent Surveys

*Panorama Student Surveys

*Parent Conference Feedback

*Parent Participation Data/Sign In Sheets

*Activity/Event Feedback Surveys

*Student Attendance

*Student Achievement and Growth

Strategy 1

Build family capacity to support student achievement by providing content-specific family learning sessions, assessment literacy workshops, and practical take-home tools.

Strategy's Expected Result/Impact: -Increased parent knowledge of grade-level standards, instructional strategies, and ways to support learning at home
 -Increased parent confidence in helping their child practice and reinforce academic skills outside of school
 -Increased family participation in parent education events and learning opportunities
 -Increased use of take-home resources and tools to reinforce classroom learning
 -Strengthened home-school partnerships that support student academic achievement and growth

Staff Responsible for Monitoring: -Campus Admin
 -Learning Coaches
 -Educators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify priority learning needs by reviewing student achievement, assessment, attendance, and intervention data to determine the areas where families need additional support.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
2	Provide content specific family learning sessions that explain what students are learning, why it matters, and how parents can support learning at home.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
3	Provide family learning sessions supporting the whole child (EX: social emotional, behavioral, attendance)	Campus Administration, Campus Counselor	September 2026 through May 2027	
4	Provide families with assessment literacy opportunities so parents understand student performance data, growth measures, and how to use results to support their child's goals.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
5	Gather feedback after family learning opportunities to determine what was helpful and what additional support families need.	Campus Administration, Campus Counselor	September 2026 through May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Share resources through multiple platforms to ensure families who cannot attend in person still have access to learning opportunities.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
7	Purchase materials to support Parent Family Engagement sessions as well as resources and incentives.	Campus Administration	September 2026 through March 2027	

Problem Statements: School Processes & Programs 3

Funding Sources: Parent Family Engagement Materials, Resources and Incentives 211 - Title I, Part A, 211-61-6399-00-111-11-000-21171, \$3,500

Title I: 2.5.1

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Strategy 2

Provide accessible, two-way family engagement opportunities through flexible scheduling, virtual options, recorded briefings, and translated materials to reduce participation barriers and increase family involvement in Title I programs and student learning.

Strategy's Expected Result/Impact: -Increased family participation in engagement opportunities that are accessible, relevant, and responsive to identified needs

-Reduced barriers to family engagement through flexible scheduling, communication, and support options

-Increased family awareness of and access to campus resources, programs, and learning opportunities

-Improved family engagement survey results, reflecting stronger connections between families and the campus

-Strengthened home-school partnerships that support student learning and success

Staff Responsible for Monitoring: -Campus Admin

-Counselor

-Learning Coaches

-Language Acquisition Specialist (LAS)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify families and student groups experiencing barriers to engagement, including attendance, transportation, language, scheduling, technology, or other access barriers.	Campus Admin, Counselor, Learning Coaches, Language Acquisition Specialists, Classroom Educators, Nurse, Office Staff	September 2026 through May 2027	
2	Survey families regularly to identify preferred topics, times, formats, and supports for engagement opportunities.	Campus Admin, Counselor, Learning Coaches, Language Acquisition Specialists	September 2026 through May 2027	
3	Offer flexible engagement options, including morning/evening events, virtual opportunities, recorded sessions, and take-home resources.	Campus Admin, Counselor, Learning Coaches, Language Acquisition Specialists	September 2026 through May 2027	
4	Monitor participation by student group to determine whether engagement opportunities are reaching families equitably.	Campus Admin, Counselor, Learning Coaches, Language Acquisition Specialists	September 2026 through May 2027	
5	Ensure all school-wide updates, grade-level newsletters, and event flyers are translated into Spanish, Telugu, Tamil, and top foreign languages.	Campus Admin, Counselor, Learning Coaches, Language Acquisition Specialists, Classroom Educators	September 2026 through May 2027	

Problem Statements: School Processes & Programs 3

Title I: 2.5.1

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Strategy 3

Strengthen two-way communication and collaborative problem-solving so families, educators, and students share responsibility for setting learning goals, monitoring progress, addressing needs, and celebrating student success.

Strategy's Expected Result/Impact: -Increased two-way communication among families, educators, and students regarding learning goals, progress, and needs

-Increased family and student participation in goal-setting and progress-monitoring conversations

-Improved alignment between home and school expectations and support strategies

-Increased collaboration in addressing academic, attendance, and student support needs

-Increased recognition and celebration of student growth and accomplishments

-Strengthened shared ownership and accountability for student success

Staff Responsible for Monitoring: -Campus Admin

-Counselor

-Learning Coach

-Language Acquisition Specialist

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish consistent expectations for two-way family communication across the campus.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	August 2026 through May 2027	
2	Strengthen parent-teacher conferences by focusing conversations on student strengths, needs, goals, and specific next steps.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
3	Include students in goal-setting and progress conversations whenever developmentally appropriate.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
4	Celebrate student growth and family partnership, recognizing effort, improvement, attendance, achievement, and other indicators of success.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
5	Conduct a campus communication audit to establish a streamlined, coordinated schedule for grade-level newsletters and school-wide updates to avoid overwhelming families.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	

Problem Statements: School Processes & Programs 2, 3

Title I: 2.5.1

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Strategy 4

Build student and family capacity to support learning through visual goal-setting folders that enable students to track progress and lead collaborative goal-setting and progress-monitoring conferences with families and educators.

Strategy's Expected Result/Impact: *Active student ownership

*Stronger family partnerships

*Diverse learner empowerment

*Improved whole child alignment

Staff Responsible for Monitoring: -Campus Admin

-Learning Coach

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will provide students with age appropriate, visual goal-setting templates.	Classroom Educators, Campus Admin	September 2026 through May 2027	
2	Teachers will conduct mini-conferences with students and baseline data will be recorded. Goals will be agreed upon and documented (Academic and Personal).	Classroom Educators, Campus Admin	September 2026 through May 2027	
3	Continuously monitor growth using CFA's and other data for set goals, provide time for students to document, and adjust goals as needed.	Classroom Educators, Learning Coaches, Campus Admin, Language Acquisition Specialists	September 2026 through May 2027	
4	Host Learner Led conferences (Spring Curriculum Night) where students guide their family through their Strengths and Passions, Goals, Evidence of Growth, and how they think their family can support them.	Classroom Educators, Campus Admin	January 2027 through April 2027	
5	End of year reflection: Have the students complete an end of year reflection on the process and growth made.	Classroom Educators, Campus Admin	May 2027	

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is a need to strengthen student and family engagement and address persistent attendance challenges, with a particular focus on reducing chronic absenteeism among early childhood students and ensuring equitable attendance outcomes across student and family groups.	The campus lacks consistently implemented, culturally responsive attendance interventions, accessible family outreach, and transitional support systems that address the diverse language backgrounds and unique needs of families within the newly merged community.
3	There is a need to strengthen family partnership and trust by increasing equitable access to communication, student information, and digital resources while building families' capacity to engage with and support their students' academic success.	The campus lacks a coordinated, culturally and linguistically responsive approach to communication and family engagement that consistently addresses language barriers and provides families with meaningful opportunities to access information, build capacity, and actively support student success.

Goal 3

Safety, Wellness and Belonging: We as Denton Creek will create physically secure and emotionally safe environments which allow others to be seen, valued, and supported within a culture of belonging and engagement.

Performance Objective 1 High Priority

Increase students' sense of belonging from 59% to 75%, perception of safety from 62% to 80%, peer respect from 47% to 65%, and classroom excitement from 39% to 60% on Panorama surveys, while increasing the use of PBIS and restorative practices.

Evaluation Data Source: -Panorama Student Surveys
-PBIS implementation and behavior data
-Restorative practice documentation
-Discipline/referral data
-Classroom walkthroughs

Strategy 1

Build intentional, trusting relationships so every learner is connected to at least one caring adult, utilizing daily morning class meetings, Second Step SEL curriculum, and CharacterStrong.

Strategy's Expected Result/Impact: *Improved student perception/sense-of-belonging survey data
*Improved staff and student relationships
*Improved Attendance rates
*Increased student retention/engagement
*Increased student drive to persist when things are not easy
*Decrease in discipline/referral trends

Staff Responsible for Monitoring: -Campus Administrators
-Learning Coach
-Counselor
-Educators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify relationship-building practices that ensure every student has a trusted adult or staff connection on campus.	Classroom Educators, Campus Admin, Counselor	August 2026 through May 2027	
2	Use beginning-of-year student voice data to identify students who may feel disconnected, unseen, or unsupported.	Classroom Educators, Campus Admin, Counselor	August 2026 through May 2027	
3	Establish intentional check-ins for students identified as needing additional connection or support.	Classroom Educators, Campus Admin, Counselor	August 2026 through May 2027	
4	Implement relationship-building routines in classrooms, advisory, homeroom, or other designated settings.	Classroom Educators, Campus Admin, Counselor	August 2026 through May 2027	
5	Provide staff with strategies for building relationships with students across diverse backgrounds, learning needs, and experiences.	Classroom Educators, Campus Admin, Counselor	August 2026 through May 2027	
6	Monitor student-adult connections throughout the year and adjust supports when students experience changes in need.	Classroom Educators, Campus Admin, Counselor	August 2026 through May 2027	
7	Recognize students' strengths, interests, accomplishments, and contributions to reinforce that every learner is known and valued.	Classroom Educators, Campus Admin, Counselor	August 2026 through May 2027	

Problem Statements: Perceptions 1

Title I: 2.5.1

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Strategy 2 Additional Targeted Support Strategy

Develop a responsive support system that proactively identifies and addresses students' academic, behavioral, social-emotional, and wellness needs.

Strategy's Expected Result/Impact: *Individual Progress/Growth through MTSS/intervention

*Improved attendance

*Decreased discipline/referral rate

*Counseling/support referrals with individual growth/progress

*Improved student wellness/belonging survey results

*Academic achievement and growth

Staff Responsible for Monitoring: Campus Administration

Counselor

Learning Coach

Educators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review multiple data points regularly to identify students who may be experiencing barriers to safety, belonging, attendance, engagement, or academic success.	Classroom Educators, Campus Admin, Counselor	August 2026 through May 2027	
2	Use MTSS/problem-solving processes to coordinate timely supports for students requiring additional assistance	Classroom Educators, Campus Admin, Counselor	September 2026 through May 2027	
3	Establish clear referral and response procedures so students and staff know how to access support.	Campus Admin, Counselor	September 2026 through May 2027	
4	Provide targeted interventions and supports based on individual student needs.	Classroom Educators, Campus Admin, Counselor	August 2026 through May 2027	
5	Strengthen collaboration among teachers, counselors, administrators, intervention staff, and families to coordinate support.	Classroom Educators, Campus Admin, Counselor	August 2026 through May 2027	
6	Provide opportunities for students to develop self-advocacy and help-seeking skills, empowering them to communicate their needs.	Classroom Educators, Campus Admin, Counselor	September 2026 through May 2027	
7	Provide professional development to support student growth specifically in the areas of grit and perseverance.	Campus Admin, Counselor	August 2026 through May 2027	
8	Purchase materials, resources, and supplies to support student Social Emotional needs.	Campus Admin, Counselor	September 2026 through March 2027	

Problem Statements: School Processes & Programs 2 - Perceptions 1

Funding Sources: Momentous Changemakers Framework Professional Development 211 - Title I, Part A, 211-11-6299-00-111-11-000-21171, \$2,070, SEL Materials, Resources, and Supplies 211 - Title I, Part A, 211-11-6399-00-111-11-000-21171, \$1,498

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Strategy 3

Create meaningful opportunities for every learner to participate, contribute, lead, and see themselves as an important part of the Denton Creek community.

Strategy's Expected Result/Impact: *Increase student engagement and sense of belonging survey data

*Participation in clubs, activities, and events

*Increased student leadership participation

*Improved student attendance

*Improved academic achievement, growth, and engagement

*Decreased discipline/referral trends

Staff Responsible for Monitoring: -Campus Admin

-Learning Coach

-Counselor

-Classroom Educators

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Gather student voice to understand students' interests, strengths, concerns, and ideas for improving their school experience.	Campus Admin, Learning Coaches, Counselor, Classroom Educators	September 2026 through May 2027	
2	Expand opportunities for student leadership and voice across classrooms, clubs, activities, and campus initiatives.	Campus Admin, Learning Coaches, Counselor, Classroom Educators	September 2026 through May 2027	
3	Increase access to extracurricular and enrichment opportunities so every student has opportunities to connect and contribute.	Campus Admin, Learning Coaches, Language Acquisition Specialists, Counselor, Classroom Educators	September 2026 through May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Create inclusive campus traditions and events that foster community, connection, and belonging.	Campus Admin, Learning Coaches, Language Acquisition Specialists, Counselor, Classroom Educators	September 2026 through May 2027	
5	Intentionally identify students who are less engaged and provide personalized opportunities to connect them with activities, peers, and trusted adults.	Campus Admin, Counselor, Learning Coaches, Language Acquisition Specialists, Classroom Educators	September 2026 through May 2027	
6	Incorporate student choice and voice into classroom learning to increase ownership and engagement.	Learning Coaches, Classroom Educators	September 2026 through May 2027	
7	Recognize student growth, leadership, effort, service, and positive contributions rather than focusing recognition solely on academic achievement.	Campus Admin, Counselor, Learning Coaches, Language Acquisition Specialists, Classroom Educators	September 2026 through May 2027	
8	Create opportunities for students to showcase their learning, talents, cultures, interests, and accomplishments.	Campus Admin, Counselor, Learning Coaches, Language Acquisition Specialists, Classroom Educators	September 2026 through May 2027	

Problem Statements: Perceptions 1

Title I: 2.5.1

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is a need to strengthen student and family engagement and address persistent attendance challenges, with a particular focus on reducing chronic absenteeism among early childhood students and ensuring equitable attendance outcomes across student and family groups.	The campus lacks consistently implemented, culturally responsive attendance interventions, accessible family outreach, and transitional support systems that address the diverse language backgrounds and unique needs of families within the newly merged community.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to strengthen school climate stability and foster positive student interactions by increasing respectful behavior, peer respect, and students' sense of belonging across the campus.	The transition to new campus leadership has created a need for continued support and alignment around campus culture, behavior expectations, and restorative practices. Ongoing district guidance and collaboration will help establish consistent systems and practices across the campus.

Performance Objective 2

Maintain 100% compliance with state-mandated safety audits, security drills, Raptor verification, and active Threat Assessments through the Safe and Supportive School Program (SSSP).

Strategy 1

Establish and maintain a physically secure campus environment by aligning emergency operations, conducting routine safety and security audits, standardizing access control measures, and ensuring full compliance with state-mandated school safety requirements and legislative updates.

Strategy's Expected Result/Impact: *Continued compliance with Texas School Safety Standards and legislative mandates

*Continued use of standardized emergency protocols

*Enhanced physical security footprint

*Improved student, staff, and parent perception

Staff Responsible for Monitoring: *Campus Administration

*Site Based Decision Making Committee

*District Coordinator of Safety and Security

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct Daily Perimeter Exterior Door Audits	Campus Administration	August 2026 through May 2027	
2	Execute State-Mandated Drills and Drill Reporting	Campus Administration	August 2026 through May 2027	
3	Standardized use of Raptor documentation of visitors and verification of background clearance approval for all volunteers.	Campus Administration, Front Office Staff	August 2026 through May 2027	
4	Convene Safe and Supportive School Program Teams (SSSP): Convene Campus Threat Assessment Team (SSSP) regularly to proactively evaluate behavioral safety indicators, review student support referrals, and coordinate preventive physical safety interventions	Campus Administration, Counselor, and SSSP Committee	September 2026 through May 2027	
5	Collect and Analyze Safety Perception Feedback: Review campus safety data and Panorama survey results from parents and students to pinpoint potential blind spots (e.g., playground parameters, traffic loops during drop-off/pick-up) and implement responsive modifications.	Campus Administration, Site Based Decision Making Team	August 2026 through May 2027	

Problem Statements: School Processes & Programs 4 - Perceptions 4

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 There is a need to strengthen campus physical security, standardize access control, and align emergency operations across the campus to guarantee a secure learning environment and ensure full compliance with evolving state school safety mandates.	The transition associated with merging two distinct campus communities, combined with the onboarding of a new campus administration team, has temporarily disrupted the continuity of campus safety routines and requires consolidating and standardizing emergency operations, access controls, and drill expectations under a single, unified leadership framework.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
4 There is a need to strengthen campus physical security, standardize access control, and align emergency operations across the campus to guarantee a secure learning environment and ensure full compliance with evolving state school safety mandates.	The transition to new campus leadership has created an opportunity to strengthen and align campus safety routines. Ongoing district support will help ensure consistent emergency operations, access controls, and drill expectations across the campus.



State Compensatory Education

State Compensatory

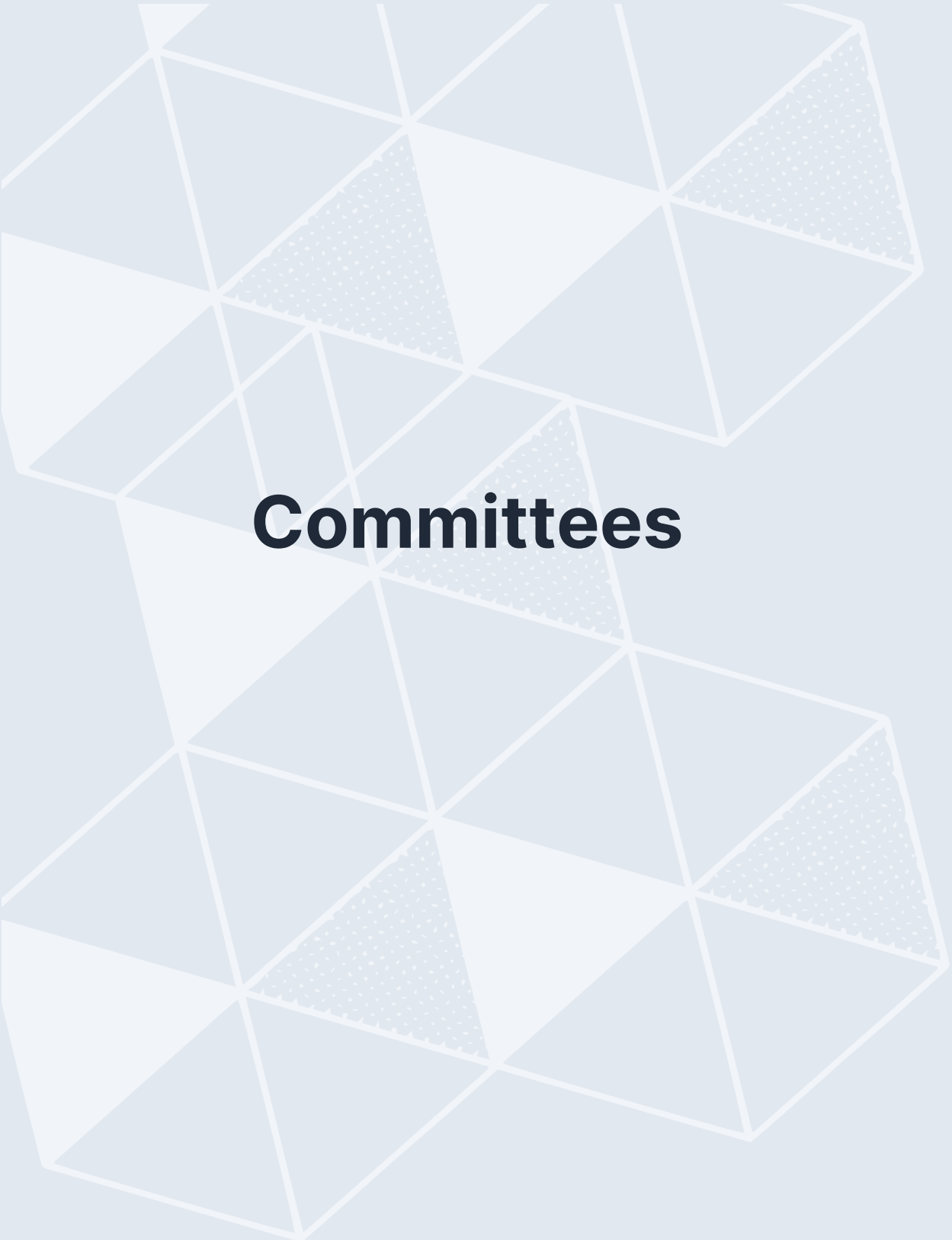
Budget for Denton Creek Elementary

Total SCE Funds: \$7,479.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Denton Creek will utilize the appropriated State Comp Ed funds to hire a part time temporary tutor to provide targeted small group tuto to students who are at risk of not performing satisfactorily on the end of year assessment.



Committees

Committees

A Site Based Committee

Members

First Name	Last Name	Position	Committee Role
Lauren	Ruland	Community Member	Community Representative
Bruce	Wilcox	Community Member	Community Representative
Ana	Espino	Parent	Parent Representative
Kim	Cook	GT Specialist	Non-classroom Teacher
Cole	Larned	Special Area Educator	Classroom Teacher
Dora	Chavez	Paraprofessional	Non-classroom Professional
Shailanee	Chandrasekhar	Paraprofessional	Non-classroom Professional
Hilda	Vasquez	4th Grade Educator	Classroom Teacher
Kim	Fullwood	PK Educator	Classroom Teacher
Carrie	Boyle	Coordinator of Accountability and Federal Programs	District Coordinator for School Improvement
Jennifer	Hubble	Assistant Principal	Campus Administration
Jorge	Acevedo	Principal	Campus Administration
Monica	Gjolberg	Parent	Parent
Dr. Anita	DeLalsla	Director of Bilingual/ESL	District Representative
Don	Grow It	Business Partner	Business Representative
Katia	Zamorano	Language Acquisition Specialist	Non-classroom Professional
Emily	Travis	5th Grade Educator	Classroom Teacher
Hannah	Richards	3rd Grade Educator	Classroom Teacher
Fernanda	Villar Pettit	2nd Grade Educator	Classroom Teacher
Leah	Hanson	1st Grade Educator	Classroom Teacher
Abbey	Brandenburg	Kinder Educator	Classroom Teacher
Katie	Walker	Counselor	Counselor



Funding Summary

Funding Summary

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Step-Up to TEKS Math Materials for Grades 3-5, English and Spanish	211-11-63 29-00-1 11-24-0 00-21171	\$7,500.00
1	1	2	Step-Up to TEKS Reading Materials for Grades 3-5, English and Spanish	211-11-63 29-00-1 11-24-0 00-21171	\$7,500.00
1	1	4	Kagan Cooperative Learning Two-Day Professional Development	211-11-62 99-00-1 11-11-00 0-21171	\$12,930.00
1	2	1	Substitutes to allow grade level teams time to analyze data, group students, and create interventions in PLC	211-11-61 12-00-11 1-11-000 -21171	\$7,000.00
1	2	2	Hand 2 Mind Math Intervention Kits for targeted intervention	211-11-63 99-00-1 11-24-0 00-21171	\$3,500.00
1	2	2	Part Time Temporary Tutors	211-11-61 28-00-1 11-24-0 00-21171	\$15,000.00
2	2	1	Parent Family Engagement Materials, Resources and Incentives	211-61-6 399-00- 111-11-0 00-21171	\$3,500.00
3	1	2	Momentous Changemakers Framework Professional Development	211-11-62 99-00-1 11-11-00 0-21171	\$2,070.00
3	1	2	SEL Materials, Resources, and Supplies	211-11-63 99-00-1 11-11-00 0-21171	\$1,498.00
				Sub-Total	\$60,498.00

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Part Time Temporary Tutors	199-11-61 28-00-1 11-24-0 00	\$7,479.00
				Sub-Total	\$7,479.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Carrie Boyle	8/17/2026
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	12/15/2025	Carrie Boyle	8/17/2026
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Carrie Boyle	8/17/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Carrie Boyle	8/17/2026
Dropout Prevention	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/19/2026
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Carrie Boyle	8/19/2026
Post-Secondary Preparedness	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/17/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	11/12/2025	Carrie Boyle	8/19/2026
Job Description for Peace Officers, Resource				

Officers & Security Personnel				
Texas Behavior Support Initiative (TBSI)	Executive Director of Intervention Services	11/12/2025	Carrie Boyle	8/19/2026