

Denton ISD

Campus Improvement Planning & Cross Oaks Turnaround Plan



Campus Improvement Planning

In Denton ISD, we believe that the campus improvement planning provides a strategic roadmap for campuses to promote student performance, enhance the learning environment, and achieve long-term goals by identifying areas for improvement, allocating resources effectively, and engaging stakeholders in a data-driven process.



Campus Improvement Planning Timeline

April/May

Summative Review of current CIP strategies and determination of achievement of each Performance Objective

Campus Needs Assessment for development of next year's CIP

August/September

Development of the Campus Improvement Plan with stakeholders

December

Formative Review of each strategy and obtainment of Performance Objectives

March

Formative Review of each strategy and obtainment of Performance Objectives



Denton ISD Performance Playbook:

Vision, Culture, and Strategic Goals

Denton ISD Performance Playbook 2026-2027

The Playbook outlines the essential practices and expectations for improving student outcomes across all Denton ISD campuses. Grounded in research from the [Academic School Leadership \(ASL\)](#), [Texas Education Code \(TEC\)](#), [Texas Education Code Chapter 111](#), and [Texas Education Code Chapter 112](#), this guide focuses on what we know works—strong leadership, aligned practices, and a clear plan for instruction and learning. We achieve overall district success in student achievement, every campus is expected to implement consistent processes for unit and lesson planning, including an articulation process, and data analysis for priority campuses. These expectations are expanded, reinforced more closely by principal supervisors, supported more frequently, and carried out with greater consistency.



Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses	Evidence of Implementation
Campus Leadership Teams (CLT)	CLTs are required under Texas Education Code §11.251 and serve as a governing and decision-making committee of campus professionals responsible for setting and achieving performance objectives, and implementing programs. CLTs should meet monthly.	Each campus develops a CLT. CLTs are composed of campus professional staff members, including the principal, and are required to meet monthly. Texas Education Code §11.251.	In addition to the All Campus expectations, priority campus principal works with the Area Superintendent to develop a CLT meeting agenda that is submitted to the Area Superintendent by the School Year (SY) 10/1.	CLT committees and meeting agendas are submitted to the Area Superintendent by the School Year (SY) 10/1. Professional development is provided to campus administrators each year on Texas Education Code §11.251.
Campus Improvement Plans (CIP)	CIPs are required under Texas Education Code §11.251. CIPs are developed by the CLT and serve as a strategic plan for the campus. CIPs should be updated annually and aligned with the district's strategic plan, including the campus' mission, vision, values, and goals.	Each campus develops a CIP that is aligned with the district's strategic plan and aligns with district priorities and priorities.	In addition to the All Campus expectations, priority campus principal works with the Area Superintendent to develop a CIP meeting agenda that is submitted to the Area Superintendent by the School Year (SY) 10/1.	Campus submit a review of the CIP to the Area Superintendent by the School Year (SY) 10/1. Professional development is provided to campus administrators each year on Texas Education Code §11.251.

Campus Leadership Teams (CLTs)

CLTs are required under *Texas Education Code §11.251* and serve as a planning and decision-making committee of stakeholders to review campus plans, goals, performance objectives, and instructional programs. *ESF Lever 1* states that stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.

Each campus develops a CLT that is comprised of campus professional staff, parents, community members, and business representatives as outlined by Texas Education Code §11.25. CLTs should meet monthly.

In addition to the All Campuses expectation, the priority campus principal works with the Area Superintendent on the development of their campus CLT. CLT meeting agendas must be submitted to the **Academic School Year (ASY)** folder.

Instructional Leadership Teams (ILT) should meet weekly or biweekly with a common, running agenda that includes review of employee engagement data, student outcome data, classroom observation data, and teacher effectiveness data. These data sources are used to decide on a next action step towards continuous improvement with student outcomes.

CLT committees and meeting dates are submitted in Plan4Learning with the development of the CIP.

Professional development is provided to campus administrators each year on Texas Education Code §11.251.

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Vision, Culture, and Strategic Goals

Denton ISD Performance Playbook 2026-2027				
The Playbook outlines the essential practices and expectations for improving student outcomes across all Denton ISD campuses. Grounded in research from the Education Research Consortium (ERC), coverage encompasses 2.0, and specific guidance from TEA, this guide focuses on what we know works—strong leadership, aligned practices, and a clear plan for instruction and learning. To achieve overall district success in student achievement, every campus is expected to implement consistent processes for unit and lesson planning, including an articulation process, and data analysis for priority campuses. These expectations are expanded, monitored more closely by principal supervisors, supported more frequently, and carried out with greater consistency.				
Vision, Culture, and Strategic Goals				
Topic	Explanation and Purpose	All Campuses	Priority Campuses	Evidence of Implementation
Campus Leadership (CLT)	CLTs are required under Texas Education Code §11.253 and serve as a governing body for the campus. They are responsible for providing a consistent and effective vision for the campus, setting goals, and monitoring progress. They are also responsible for ensuring that the campus is aligned with district goals and expectations.	All campus directors are required to submit a CLT plan to the Area Superintendent. The plan should include a vision statement, strategic goals, and a timeline for implementation. The plan should also include a list of campus priorities and a list of campus goals.	In addition to the All Campus plan, priority campus directors are required to submit a CLT plan to the Area Superintendent. The plan should include a vision statement, strategic goals, and a timeline for implementation. The plan should also include a list of campus priorities and a list of campus goals.	CLT committees and meeting agendas are submitted to the Area Superintendent. Professional development is provided to campus administrators each year on Texas Education Code §11.253.
Campus Improvement Plans (CIP)	CIPs are required under Texas Education Code §11.253 and serve as a governing body for the campus. They are responsible for providing a consistent and effective vision for the campus, setting goals, and monitoring progress. They are also responsible for ensuring that the campus is aligned with district goals and expectations.	Each campus director is required to submit a CIP to the Area Superintendent. The plan should include a vision statement, strategic goals, and a timeline for implementation. The plan should also include a list of campus priorities and a list of campus goals.	In addition to the All Campus plan, priority campus directors are required to submit a CIP to the Area Superintendent. The plan should include a vision statement, strategic goals, and a timeline for implementation. The plan should also include a list of campus priorities and a list of campus goals.	Campus submit a review of the CIP conducted by the CLT. March - Formative May - Summative Professional development is provided to campus administrators each year on Texas Education Code §11.253.

Campus Improvement Plans (CIP)

CIPs are required under *Texas Education Code §11.253*, and *ESF Lever 1* states that CIPs serve as strategic, data-informed action plans developed by each campus to improve student performance. They outline measurable goals, targeted interventions, and resource allocations aligned to state accountability requirements and district priorities.

Each campus develops and submits a CIP that meets all requirements and aligns with district priorities and timelines.

In addition to the All Campuses expectation, the priority campus principal presents their CIP to the district leadership team for feedback and ongoing monitoring.

Campuses submit a review of the CIP conducted by the CLT: December - Formative March - Formative May - Summative

Professional development is provided to campus administrators each year on Texas Education Code §11.253.

Principals provide updates on goal achievement during quarterly meetings with their Area Superintendent.

Denton ISD Performance Playbook:

Vision, Culture, and Strategic Goals

Denton ISD Performance Playbook 2026-2027

The Playbook outlines the essential practices and expectations for improving student outcomes across all Denton ISD campuses. Grounded in research from the [Effective Schools Research \(ESR\)](#), [College Careerability 2.0](#), and specific guidance from TEA, this guide focuses on what we know works—strong leadership, aligned practices, and a clear plan for instruction and learning. To achieve overall district success in student achievement, every campus is expected to implement consistent processes for unit and lesson planning, including an articulation process, and data analysis for priority campuses. These expectations are expanded, monitored more closely by principal supervisors, supported more frequently, and carried out with greater consistency.



Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses	Evidence of Implementation
Campus Leadership (CIP)	CIPs are required under Texas Education Code (TEC) §11.25 and serve as a governing and decision-making committee of campus-level leaders. They are responsible for setting and achieving performance objectives, and implementing campus-level improvement plans. CIPs are required to include, at minimum, the principal, assistant principal, and other campus leaders.	All campus directors are required to lead a CIP. CIPs are required to include, at minimum, the principal, assistant principal, and other campus leaders. CIPs are required to set and achieve performance objectives, and implement campus-level improvement plans.	In addition to the All Campus expectations, the priority campus principal works with the Area Superintendent to develop a CIP. CIPs are required to include, at minimum, the principal, assistant principal, and other campus leaders. CIPs are required to set and achieve performance objectives, and implement campus-level improvement plans.	CIP committees and meeting notes are submitted to the Area Superintendent. Principals submit a copy of the CIP to the Area Superintendent. Principals submit a copy of the CIP to the Area Superintendent.
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Accountability: State and Federal

Campuses meet District-assigned, STAAR-related minimum performance expectations set through a tiered approach that considers each school's percentage of economically disadvantaged students and TEA's identified district comparison schools. These goals reflect both high expectations for student achievement and differentiated targets based on statewide patterns of performance.

Principals, APs, and the Guiding Coalition monitor campus progress toward meeting the [District-assigned STAAR minimum performance expectations](#), lead regular data reviews, and ensure that these goals are clearly embedded in the Campus Improvement Plan (CIP). [Link to Goal Stems](#)

In addition to the All Campuses expectation, the campus participates in monitoring individual student progress, subpopulation groups as defined by Federal Accountability, and overall campus progress by tracking student progress measures. Campuses monitor student performance toward meeting [STAAR minimum performance expectations](#) and [communicate progress to their Area Superintendent](#).

All campuses will take the district-designated benchmarks in RLA and Mathematics: Fall Benchmark Mid-Spring Benchmark

Campuses will monitor individual student progress and student subpopulation groups as defined by Federal Accountability.

Professional development is provided to campus administrators each summer on State and Federal Accountability updates, including data reviews.

Denton ISD Performance Playbook:

Vision, Culture, and Strategic Goals

Denton ISD Performance Playbook 2026-2027

The Playbook outlines the essential practices and expectations for improving student outcomes across all Denton ISD campuses. Grounded in research from the [Effective Schools Research](#) (ESR), [Denton ISD Strategic Plan](#) 2.0, and specific guidance from TEA, this guide focuses on what we know works—strong leadership, aligned practices, and a clear plan for instruction and learning. To achieve overall district success in student achievement, every campus is expected to implement consistent processes for unit and lesson planning, including an articulation process, and data analysis for priority campuses. These expectations are expanded, monitored more closely by principal supervisors, supported more frequently, and carried out with greater consistency.



Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses	Evidence of Implementation
Campus Leadership (ESL)	ESL are required under Texas Education Code (TEC) §11.25 and serve as a primary point of communication and coordination for all campus stakeholders. They are responsible for setting the vision, mission, and goals for the campus, and for ensuring that the campus is aligned with the district's vision, mission, and goals.	All campus directors are required to submit a written plan of action to the superintendent, which includes a description of the campus vision, mission, and goals, and a description of the strategies and practices that will be used to achieve these goals.	In addition to the All Campus requirements, the priority campus principal works with the Area Superintendent to develop a plan of action for the campus that includes a description of the campus vision, mission, and goals, and a description of the strategies and practices that will be used to achieve these goals.	ESL candidates and meeting agendas are submitted to the Area Superintendent for review. Professional development is provided to campus administrators each year on Texas Education Code §11.25.
Campus Improvement Plans (CIP)	CIPs are required under Texas Education Code (TEC) §11.25 and serve as a primary point of communication and coordination for all campus stakeholders. They are responsible for setting the vision, mission, and goals for the campus, and for ensuring that the campus is aligned with the district's vision, mission, and goals.	Each campus director is required to submit a written plan of action to the superintendent, which includes a description of the campus vision, mission, and goals, and a description of the strategies and practices that will be used to achieve these goals.	In addition to the All Campus requirements, the priority campus principal works with the Area Superintendent to develop a plan of action for the campus that includes a description of the campus vision, mission, and goals, and a description of the strategies and practices that will be used to achieve these goals.	Campus submit a vision of the CIP to the superintendent for review. Professional development is provided to campus administrators each year on Texas Education Code §11.25.

Student Culture

Student culture, as described in *Leverage Leadership 2.0* and *ESF Lever 3*, goes beyond traditional classroom management to encompass schoolwide systems that promote consistent expectations, shared values, and positive behaviors. It involves intentionally teaching, modeling, and practicing routines and norms, with a focus on leader visibility, teacher consistency, and proactive structures. From hallway transitions to classroom tone, the goal is to build a strong, positive environment where students feel ownership and investment in their learning community.

Campuses are encouraged to study and reflect on the six components of the [Denton ISD Core Behavioral Programming Framework](#) and to consider how these practices can inform and strengthen their approach to supporting student behavior.

The priority campus principal and APs monitor the implementation of the six components of the [Denton ISD Core Behavioral Programming Framework](#) by ensuring staff study the framework and use it to guide the development and improvement of behavior support systems.

Professional development is provided to campus administrators each summer on the [Denton ISD Core Behavioral Programming Framework](#).

Principals provide updates on campus culture, climate, and discipline data during quarterly meetings with their Area Superintendent.

Denton ISD Performance Playbook:

Instructional Design and Delivery

Denton ISD Performance Playbook 2026-2027



The Playbook outlines the essential practices and expectations for improving student outcomes across all Denton ISD campuses. Grounded in research from the [Colorado School Performance \(CSP\)](#), coverage encompasses 2.0, and specific guidance from TEA, this guide focuses on what we know works—strong leadership, aligned practices, and a clear plan for instruction and learning. To achieve overall district success in student achievement, every campus is expected to implement consistent processes for unit and lesson planning, including an articulation process, and data analysis for priority campuses. These expectations are expanded, monitored more closely by principal supervisors, supported more frequently, and carried out with greater consistency.

Topic	Explanation and Purpose	All Campuses	Priority Campuses	Evidence of Implementation
Campus Leadership (HQM)	CSPs are required under Texas Education Code (TEC) §11.053 and serve as a primary point of communication and coordination for all campus stakeholders. CSPs are responsible for ensuring the implementation of district policies, procedures, and performance objectives, and for monitoring campus progress. CSPs should maintain a focus on student learning, instructional practices, and campus culture.	All campus principals are required to implement the CSP role, including the following: - Establish a clear vision and mission for the campus. - Ensure the implementation of district policies, procedures, and performance objectives. - Monitor campus progress and report to the district. - Provide a safe and supportive learning environment for all students.	In addition to the All Campus expectations, the priority campus principal will also be responsible for the following: - Implementing the district's written curriculum. - Monitoring student achievement and growth. - Ensuring the implementation of the district's instructional practices. - Providing a safe and supportive learning environment for all students.	CSP candidates and existing principals are evaluated on their implementation of the CSP role. Professional development is provided to campus administrators each year on the implementation of the CSP role.
Campus Improvement Plan (CIP)	CIPs are required under Texas Education Code (TEC) §11.053 and serve as a primary point of communication and coordination for all campus stakeholders. CIPs are responsible for ensuring the implementation of district policies, procedures, and performance objectives, and for monitoring campus progress. CIPs should maintain a focus on student learning, instructional practices, and campus culture.	Each campus principal is required to implement the CIP role, including the following: - Establish a clear vision and mission for the campus. - Ensure the implementation of district policies, procedures, and performance objectives. - Monitor campus progress and report to the district. - Provide a safe and supportive learning environment for all students.	In addition to the All Campus expectations, the priority campus principal will also be responsible for the following: - Implementing the district's written curriculum. - Monitoring student achievement and growth. - Ensuring the implementation of the district's instructional practices. - Providing a safe and supportive learning environment for all students.	Campus administrators are evaluated on their implementation of the CIP role. Professional development is provided to campus administrators each year on the implementation of the CIP role.

Curriculum Delivery

The district's written curriculum defines what students are expected to learn and must be consistently used as the basis for what is taught and assessed in every classroom, with alignment in content, context, and cognitive demand. *ESF Lever 4* states that all students engage daily with TEKS-aligned **high-quality instructional materials (HQIMs)** and assessments that support learning at the appropriate level of rigor.

The principal and APs actively monitor and ensure the district-selected HQIM resources and district curriculum are delivered as intended.

In addition to the All Campuses expectation, the priority campus principal reports curriculum monitoring findings to the Area Superintendent at quarterly meetings and receives ongoing support from the Teaching & Learning Division.

The priority campus principal and APs actively monitor instruction by using the curriculum Course Overviews/Storyboards and Instructional Strategy Cards. Some campus walks will include Area Superintendents and Teaching & Learning.

Professional development is provided to campus administrators each summer, fall, and spring on the district-adopted HQIM resources, district curriculum, and Denton ISD [instructional framework](#).

Campus principals are expected to remove all non-approved SBOE resources from their campus.

ILT engages in quarterly conversations about resource implementation.

Administrators observe the implementation of the HQIMs to deliver instruction.

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Instructional Design and Delivery

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Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses	Evidence of Implementation
Campus Leadership (New 2027)	CLTs are required under New Education Code §11.25 and serve as a governing and decision-making committee of campus leadership. They are responsible for setting and monitoring performance objectives, and ensuring the campus is meeting its vision, mission, vision, values, and goals.	All campus directors are CLT members of campus professional and support, community members, and students. They are required to meet at least once per month. Education Code §11.25, Texas Education Code §11.25, and Texas Education Code §11.25.	In addition to the All Campus Leadership, the priority campus principal meets with the Area Superintendent to discuss the implementation of the CLT. CLT meeting agendas must be submitted to the Area Superintendent for review. School Year (SY) 2027.	CLT committees and meeting agendas are submitted to the Area Superintendent for review. Professional development is provided to campus administrators each year on New Education Code §11.25.
Campus Improvement Plans (CIP)	CIPs are required under New Education Code §11.25. The CIP is a plan for the campus to improve student achievement, and it is aligned with the campus vision, mission, vision, values, and goals. The CIP is developed by the campus leadership team and is approved by the campus board. The CIP is updated annually and is used to monitor and improve student achievement.	Each campus director is responsible for developing and implementing the CIP. The CIP is aligned with the campus vision, mission, vision, values, and goals. The CIP is developed by the campus leadership team and is approved by the campus board. The CIP is updated annually and is used to monitor and improve student achievement.	In addition to the All Campus Leadership, the priority campus principal meets with the Area Superintendent to discuss the implementation of the CIP. The CIP is aligned with the campus vision, mission, vision, values, and goals. The CIP is developed by the campus leadership team and is approved by the campus board. The CIP is updated annually and is used to monitor and improve student achievement.	Campus submit a review of the CIP to the Area Superintendent for review. Professional development is provided to campus administrators each year on New Education Code §11.25. Principals provide updates on progress and challenges during the CIP meeting. The Area Superintendent is required to meet with the Area Superintendent.

Collaborative Team Planning

ESF Lever 5 recommends that collaborative teams meet regularly to plan instruction*, review student learning, and plan for learning. Teams operate within the **Professional Learning Community (PLC)** framework, responding to the four PLC questions, with a focus on improving teaching practices and student outcomes through shared responsibility and data-informed decisions.

*Planning instruction includes frequent references to the Denton ISD [Instructional Framework](#).

Elementary collaborative teams meet a minimum of 1 x per week. Secondary collaborative teams meet a minimum of 2 x per week.

Collaborative teams use the [district-designated Collaborative team unit planning process](#) prior to the unit implementation.

Collaborative teams use the [Guide to Internalization](#) process.

The collaborative team planning schedule is added to the ASY folder so discretionary funds can be added and used to ensure adequate PLT opportunities.

The priority campus principal and APs each attend collaborative team meetings at least once per week and actively monitor that teams meet regularly and stay focused on instructional planning and student learning.

Professional development is provided to campus administrators each summer on the Denton ISD [instructional framework](#) and district **Professional Learning Team (PLT)** expectations.

Campus principals will upload their campus PLT schedule to the ASY folder.

The principal actively monitors and ensures PLTs meet regularly.

Collaborative teams use the [district-designated Collaborative team unit planning process](#) prior to the unit implementation.

Teachers internalize lessons. This process facilitates the collaborative internalization process. [See Guide to Internalization Process](#)

Denton ISD Performance Playbook:

Monitoring

Denton ISD Performance Playbook 2026-2027

The Playbook outlines the essential practices and expectations for improving student outcomes across all Denton ISD campuses. Grounded in research from the [Colorado School Assessment \(CSA\)](#), [Colorado Content Standards \(CCS\)](#), and [Colorado Learning Standards \(CLS\)](#), this guide focuses on what we know works—strong leadership, aligned practices, and a clear plan for instruction and learning. To achieve overall district success in student achievement, every campus is expected to implement consistent processes for unit and lesson planning, including an instructional process, and data analysis for priority campuses. These expectations are expanded, reinforced more closely by principal supervisors, supported more frequently, and carried out with greater consistency.

Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses	Evidence of Implementation
Campus Leadership (Area 02)	CSAs are required under Title Education Code §11-223 and serve as a planning tool for principal supervisors in providing consistent leadership to campus principals and teachers. CSAs outline performance objectives, and instructional processes. CSAs are used by all campus principals and teachers in setting the context, vision, values, and goals.	All campus principals are required to develop a CSAs, which includes a vision statement, performance objectives, and instructional processes. CSAs are used by all campus principals and teachers in setting the context, vision, values, and goals.	In addition to the All Campus CSAs, priority campus principals work with the Area Superintendent to develop a CSAs for their campus. CSAs are used by all campus principals and teachers in setting the context, vision, values, and goals.	CSAs are reviewed and revised as needed. Principal supervisors provide a campus administrator with a CSAs for review and approval.
Campus Improvement Plans (CIPs)	CIPs are required under Title Education Code §11-223 and serve as a planning tool for principal supervisors in providing consistent leadership to campus principals and teachers. CIPs outline performance objectives, and instructional processes. CIPs are used by all campus principals and teachers in setting the context, vision, values, and goals.	All campus principals are required to develop a CIPs, which includes a vision statement, performance objectives, and instructional processes. CIPs are used by all campus principals and teachers in setting the context, vision, values, and goals.	In addition to the All Campus CIPs, priority campus principals work with the Area Superintendent to develop a CIPs for their campus. CIPs are used by all campus principals and teachers in setting the context, vision, values, and goals.	Campus submit a vision statement, CSAs, and CIPs to the Area Superintendent for review and approval. Principal supervisors provide a campus administrator with a CIPs for review and approval.

Progress Monitoring: Common Assessments	<u>Common assessments (CAs)</u> are designed to measure student learning on essential standards across classrooms and campuses, providing consistent data to inform instruction, identify learning gaps, and support collaborative planning and intervention. <i>ESF Lever 4</i> states that all students engage with assessments that support learning at the appropriate level of rigor.	The principal and APs actively monitor to ensure 100% of assessments are administered as designed, and 100% of students complete each assessment.	<i>In addition to the All Campuses expectation, the priority campus principal reports progress monitoring findings to the Area Superintendent at quarterly meetings.</i>	All campuses will take the district-designated assessment in RLA and Mathematics in Fall and Mid-Spring Assessment Teaching and Learning staff, Area Superintendents, and District Cabinet members analyze assessment data to collaboratively make district-wide adjustments and inform professional development needs.
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Denton ISD Performance Playbook:

Monitoring

Denton ISD Performance Playbook 2026-2027				
The Playbook outlines the essential practices and expectations for improving student outcomes across all Denton ISD campuses. Grounded in research from the <i>Measuring Student Achievement</i> (MSA) study, <i>Improving Student Achievement</i> (ISA) study, and <i>Measuring Student Achievement</i> (MSA) study, the Playbook provides a clear path forward for all campuses. The Playbook is designed to be a living document, one that is constantly evolving and learning. To achieve overall district success, student achievement, every campus is expected to implement practices for each and every student. To ensure the most effective results, the Playbook is designed to be a living document, one that is constantly evolving and learning. To achieve overall district success, student achievement, every campus is expected to implement practices for each and every student.				
Vision, Culture, and Strategic Goals				
Topic	Definition and Description	All Campuses	Priority Campuses	Evidence of Implementation
Curriculum Implementation	Curriculum is the organized collection of content, standards, and learning objectives that guide the learning experience. It is the foundation for all learning and is the primary driver of student achievement. Curriculum implementation is the process of putting the curriculum into practice, ensuring that all students have access to the same high-quality learning experience.	All campuses are required to implement the district curriculum, ensuring that all students have access to the same high-quality learning experience. This includes implementing the district curriculum, ensuring that all students have access to the same high-quality learning experience.	Priority campuses are required to implement the district curriculum, ensuring that all students have access to the same high-quality learning experience. This includes implementing the district curriculum, ensuring that all students have access to the same high-quality learning experience.	Evidence of implementation includes meeting the district curriculum, ensuring that all students have access to the same high-quality learning experience. This includes implementing the district curriculum, ensuring that all students have access to the same high-quality learning experience.
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Data-Driven Instruction

High-performing schools use frequent, formative assessments to drive instructional decisions in real time—responding to student needs before gaps widen. A data-driven campus commits to regular assessment cycles, deep data analysis, focused action planning, structured data meetings, and follow-up observations with timely feedback. *ESF Lever 5* states that campus leaders facilitate data analysis to monitor the progress of all students, identify trends, and make instructional adjustments.

The principal and APs actively monitor the district data systems (TAC, dashboards, Edugence, etc.) and ensure the campus engages in data-driven instruction using the district data analysis protocol to ensure student growth is measured at the individual student level, teacher level, grade level or content band, and campus level.

In addition to the All Campuses expectation, the priority campus principal, APs, and 100% of teachers participate in the Data-Driven Instruction chapter (Lever 1) of the *Leverage Leadership 2.0* book study ([found HERE on pages 5-6](#)). The principal develops a written plan for the book study and adds it to the ASY folder. Additionally, Tier 1 and Tier 2 intervention plans will be uploaded to the ASY folder during each iteration.

At a minimum, the [D.I.E. protocol](#) will be the consistent tool used to analyze data.

Professional development is provided to campus administrators each summer on the district data analysis protocol, quality Tier 1 instruction, and how data analysis informs Tier 2.

Common data-driven agendas are used to guide and facilitate the collaborative data-driven conversation and next steps.

Principals communicate student data trends to Area Superintendents at Quarterly meetings.

Denton ISD Performance Playbook:

Monitoring

Denton ISD Performance Playbook 2026-2027

The Playbook outlines the essential practices and expectations for improving student outcomes across all Denton ISD campuses. Grounded in research from the [Effective School Practices \(ESP\)](#), [Leverage Leadership 2.0](#), and specific guidance from TEA, this guide focuses on what we know works—strong leadership, aligned practices, and a clear plan for instruction and learning. We achieve overall district success in student achievement, every campus is expected to implement consistent processes for unit and lesson planning, including an articulation process, and data analysis for priority campuses. These expectations are expanded, monitored more closely by principal supervisors, supported more frequently, and carried out with greater consistency.



Topic	Explanation and Purpose	All Campuses	Priority Campuses	Evidence of Implementation
Campus Leadership (Leverage)	CLTs are required under Texas Education Code §11.223 and serve as a governing and decision-making committee of campus-level leaders. They are responsible for setting and monitoring performance objectives, and articulating campus goals. CLTs should meet monthly.	All campus directors or CLTs will participate in campus professional and personal, community, and business development activities. Principals will submit a report to the Superintendent of their campus. CLT meeting agendas must be submitted to the District Education Lead §11.23. CLTs should meet monthly.	In addition to the All Campus expectations, the priority campus principal works with the Area Superintendent to be a participant of their campus CLT meeting agenda. The principal will submit a report to the Superintendent of their campus. CLTs should meet monthly.	CLT committees and meeting agendas are submitted to the Superintendent. Principals working with the Superintendent of the District Education Lead §11.23. Professional development is provided to campus administrators each year on the Texas Education Code §11.23.
Campus Implementation Plan (ESP)	CLTs are required under Texas Education Code §11.23. The ESP is a written plan that CLTs create to monitor, measure, and improve the campus. It includes the campus mission, vision, values, and goals.	Each campus director or principal will create a written plan that CLTs create to monitor, measure, and improve the campus. It includes the campus mission, vision, values, and goals.	In addition to the All Campus expectations, the priority campus principal works with the Area Superintendent to be a participant of their campus CLT meeting agenda. The principal will submit a report to the Superintendent of their campus. CLTs should meet monthly.	Campus submit a written plan of implementation to the CLT. The CLT committee will submit a report to the Superintendent. Principals working with the Superintendent of the District Education Lead §11.23. Professional development is provided to campus administrators each year on the Texas Education Code §11.23.

Observation and Feedback Cycles

ESF Lever 5 states that campus instructional leaders build capacity through the use of established tools to conduct observations, capture trends, track progress over time, and ultimately lead timely feedback conversations to follow up on goals, action steps, and opportunities for practice. *Leverage Leadership 2.0* states that observation feedback cycles are focused on weekly, "bite-sized" coaching to improve teacher practice. The cycle involves frequent, short classroom observations followed by actionable, practice-based feedback to immediately improve instruction.

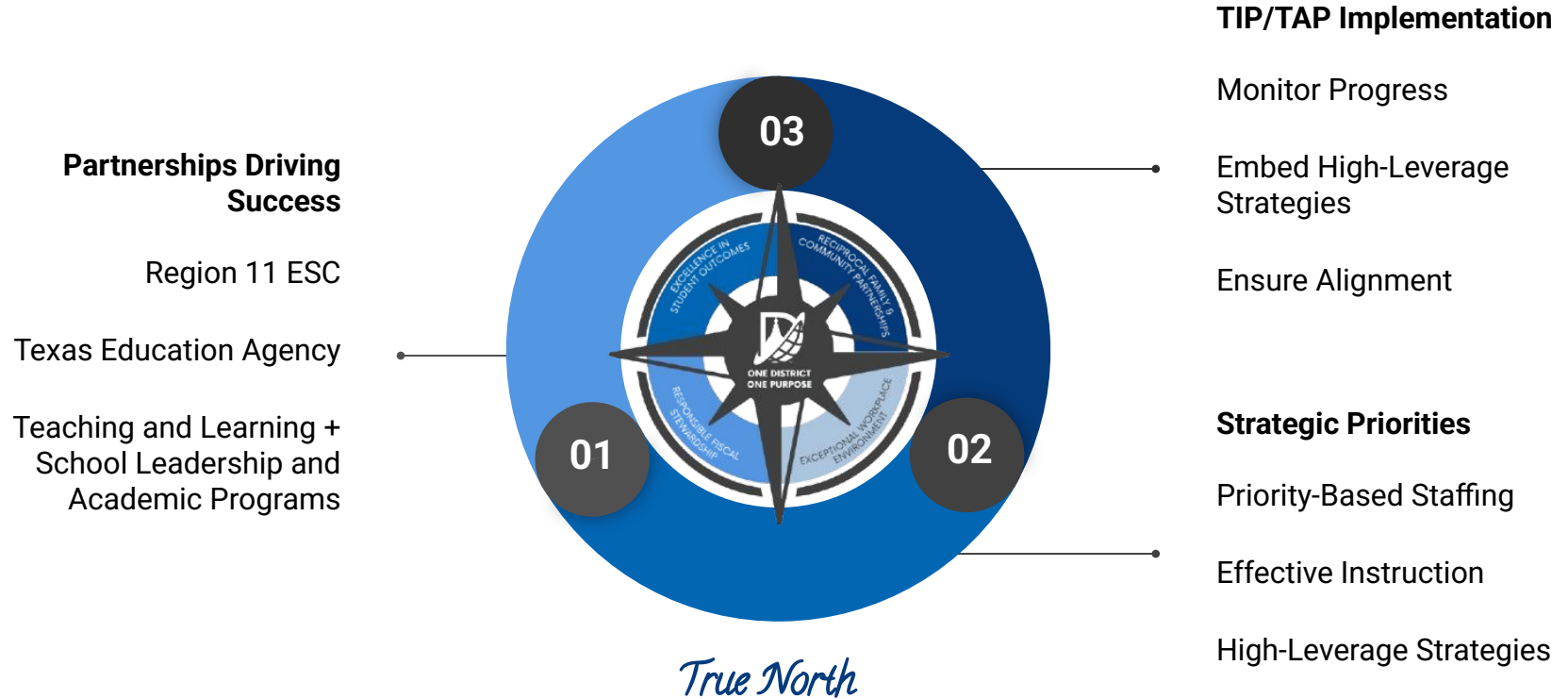
The principal and APs actively engage in classroom walkthroughs and provide timely feedback. District Observational Tool for Instructional Leaders

In addition to the All Campuses expectation, the priority campus principal and APs engage in observation and feedback cycles daily, guided by the work in *Leverage Leadership 2.0*. District Observational Tool for Instructional Leaders. The principal develops a written plan for observation feedback cycles and uploads it to the ASY folder.

Professional development is provided to campus administrators each summer on the Denton ISD Instructional Framework, RBIS, Universal Best Practices, and on how to effectively use the district observation and feedback tool and feedback conversations.

Principals provide trend data and outcomes of the observation and feedback cycles to Area Superintendents at quarterly meetings using a district-developed teacher tracker. District Observational Tool for Instructional Leaders

Cross Oaks Turnaround Plan



Increased student performance, strengthened teacher effectiveness, and sustainable campus improvement.

Questions for our Principal Panel

When you look at your Campus Improvement Plan, what are the one or two most important student outcome goals your campus is focused on this year, and what data led you to prioritize those goals?

How do you ensure your CIP is more than a compliance document—that it actually drives the conversations, decisions, and actions taking place on your campus throughout the year?

Which components of the Performance Playbook are most directly connected to your campus improvement strategies, and how have those practices influenced what you put into your CIP?

How are you using formative, common, and benchmark assessment data to determine whether your strategies are actually improving student outcomes? What happens when the data tells you that a strategy isn't working?

The Performance Playbook emphasizes monitoring progress at the individual student, teacher, grade/content, and campus levels. How does your CIP translate that expectation into specific actions for students who are not yet demonstrating the desired level of growth?

Questions for our Principal Panel

How does your CIP leverage Professional Learning Teams and collaborative planning to improve the quality of instruction—not just the amount of planning that occurs?

How are walkthroughs, observation trends, and feedback conversations connected to the goals you've identified?

What resources—time, people, professional learning, or funding—have you intentionally aligned to your CIP priorities, and how did you determine that those resources would have the greatest impact on student outcomes?

How have you engaged your Campus Leadership Team, teachers, families, and other stakeholders in developing and monitoring your CIP? What evidence do you have that your campus community understands and owns the priorities?

If we came back to your campus at the end of the school year, what evidence would you want us to see that would demonstrate your CIP and the Performance Playbook made a meaningful difference for students?