

School Improvement - Public Hearing

Cross Oaks Turnaround Plan

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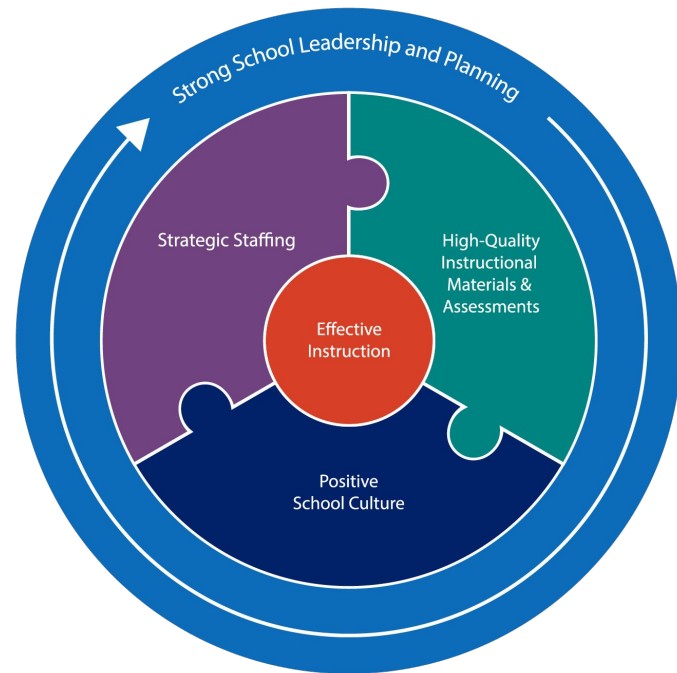
Lever 1 **Strong School Leadership
& Planning**

Lever 2 **Strategic Staffing
(TIA)**

Lever 3 **Positive School
Culture**

Lever 4 **High-Quality Instructional
Materials**

Lever 5 **Effective
Instruction**



Our Why



Cross Oaks Elementary Stakeholder Engagement

September 21, 2025

Denton ISD Performance Playbook 2025-2026

The Playbook outlines the essential practices and expectations for improving student outcomes across all Denton ISD campuses. Grounded in research from the *Effective Schools Frameworks* and *Leverage Leadership 2.0*, this guide focuses on what we know works—strong leadership, aligned practices, and a clear plan for instruction and learning. For the sake of overall district improvement in student achievement, every campus is expected to implement consistent approaches to curriculum, instruction, assessment, and the use of student data. For priority campuses, these efforts are expanded, monitored more closely, supported more frequently, and carried out with greater consistency.



The Performance Playbook

Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses
Campus Improvement Plans	Instructional Design and Delivery		
	Topic	Explanation and Purpose	All Campuses
	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.	The principal and APs actively monitor and ensure the district curriculum is delivered as intended.
Accountability: STAAR Campus Goals			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.
	Collaborative Team Planning	Collaborative teams meet regularly to plan instruction*, review student learning, and plan for learning. Teams operate within the 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.	Elementary collaborative teams meet a minimum of 1 x per week. Secondary collaborative teams meet a minimum of 2 x per week. The principal actively monitors and ensures PLTs meet regularly.
Student Culture			In addition to the All Campuses expectation, collaborative teams follow a team meeting protocol. Campuses will upload a copy of their selected protocol to the ASY folder. The priority campus principal and APs develop and share with teams a written collaborative team planning document that outlines campus team planning expectations. The written plan 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.
		*Planning instruction includes frequent references to the Denton ISD Instructional Framework .	

Monitoring

Topic	Explanation and Purpose	All Campuses	Priority Campuses
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.	The principal and APs actively monitor and ensure the campus engages in data-driven instruction.	In addition to the All Campuses expectation, the priority campus principal, APs, and 100% of elementary teachers and at least 90% of secondary teachers participate in the Data-Driven Instruction chapter (lever 1) of the <i>Leverage Leadership 2.0</i> book study (Denton LLEIS 2.0 pages 5-6). The principal develops a written plan for the book study and adds it to the ASY folder.
Progress Monitoring: Common Assessments	Common assessments (CAs) are designed to measure student learning on priority standards across classrooms and campuses, providing consistent data to inform instruction, identify learning gaps, and support collaborative planning and intervention.	Elementary - The principal and APs actively monitor to ensure 100% of assessments are administered as designed. Secondary - The principal and APs actively monitor to ensure common assessments are administered as designed, with at least 75% of students completing each assessment.	In addition to the All Campuses expectation, the priority campus principal reports progress monitoring findings to the Area Superintendent at quarterly meetings.



A decorative graphic in the bottom-left corner consisting of a cluster of hexagons in various shades of blue and grey, arranged in a staggered, honeycomb-like pattern.

Key Focus Areas

Student Outcome Goals

Observation Feedback Cycles

Curriculum & Instruction Alignment

Capacity Building

Milestones

Roles & Responsibilities



Questions or Comments?