Coppell Independent School District

Denton Creek Elementary

2022-2023 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.

Core Beliefs

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

Demographics Summary

Denton Creek Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Denton Creek serves a majority Asian student population in grades K-5. In the 2021-22 school year, total enrollment was 569 which represents an increase of 21.5% since 2017-18 (468 learners).

In 2021-22, the student population was 46% Asian, 18.8% White, 28.1% Hispanic, 3.6% African American, 0.1% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.1% multi-racial. Females made up 48.5% of the learners and males represented 51.4%. Our economically disadvantaged percentage was 10.9%.

Our Emergent Bilingual (EB) population consisted of 114 learners that made up 20% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (56.1%), Telugu (16.6%), Tamil (3.5), Japanese (3.5%), and Hindi(3.5%). Additionally, 28% of our EBs were also economically disadvantaged.

Our 86 gifted and talented learners constituted 15.1% of our population. Our gender split in the GT group was 52.3% female and 47.6% male. Of the four major ethnic groups, our GT learners were 54.6% Asian, 19.7% White, 20.9% Hispanic and 1.1% African American.

We had 71 learners that qualified for special education services, which represented 12.4% of our population. There were 34 learners with 504 accommodations, which was 5.9% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 95.92%, which decreased by 3.08% from the prior year.

STAFFING

Denton Creek employed 40 educators and 8 instructional aides in the 2021-22 school year. The number of teachers increased by 1 from the prior year while the number of aides decreased by 3. The ethnic breakdown for the teaching staff was 7.5% Asian, 72.5% White, 20% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 97.5% of the educators and males represented 2.5%.

Overall, our educators had a varying level of professional experience: 12.5% (5) were new to teaching with 0-1 years of experience, 32.5% (13) had 2-5 years, 15% (6) had 6-10 years, 15% (6) had 11-15 years, 10% (4) had 16-20 years, and 15% (6) had more than 20 years. Looking at longevity within the district, 20% of our teachers had 0-1 years in district, 52.5% had 2-5 years, 15% had 6-10 years, 5% had 11-15 years, 0% had 16-20 years and 7.5% had more than 20 years. The average years of professional experience was 10.3 with 5.4 years in the district.

Advanced degrees were held by 35% of our teachers: 14 with master's degrees and 0 with doctorates. Our campus principal had 30 years of career experience in a professional position (not necessarily as a principal) and 27 years in Coppell. Our assistant principal(s) had an average of 13 years of professional experience and 3 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 87.5%. For educational aides it was 54.55%. We hired 4 new teachers in 2021-22. The characteristics of our new teachers were as follows: 0% Asian, 100% White, 0% Hispanic, 0% African American, 100% female, 0% male, 50% new to teaching, 25% with 2-5 years of professional experience, 25% with 6-10 years, 0% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 10% new to the campus. The average years of professional experience was 1.3 with 0 years in the district. 50% of our new teachers had advanced degrees.

Demographics Strengths

*Bilingual program delivered in a Dual Language Model

*Diversity of the campus

*Culturally responsive campus

*Denton Creek consistantly attracts educators with prior teaching experience

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist from the impact of COVID-19 restrictions for family engagement opportunities

Problem Statement 2 (Prioritized): There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained for all learners

Problem Statement 3 (Prioritized): There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause:** Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Problem Statement 4 (Prioritized): There is a need to enhance communication and engagement with families from diverse backgrounds. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities (including language barriers)

Student Learning

Student Learning Summary

Spring 2021 to Spring 2022 STAAR:

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	3	78	12	88	69	45	79	18	82	54	35
Spring 2022	3	81	17	83	70	44	80	14	86	65	43

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	4	87	18	82	62	34	87	16	84	59	41
Spring 2022	4	79	10	90	77	47	79	9	91	67	47

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	5	87	6	94	75	64	88	6	94	82	58
Spring 2022	5	87	10	90	80	61	86	13	87	69	47

Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %
Spring 2021	5	88	11	89	69	32
Spring 2022	5	86	28	72	55	34

Student Learning Strengths

*High performance on State Testing (STAAR, EOC)

*Educator/Team T-TESS goals target specific deficit skills and provide consistent data on learner growth.

*All grades meet in Collaborative Teams to analyze data, design interventions and extensions and set progress monitoring goals

*Systems have been implemented to improve the MTSS process to strengthen the analysis of data

*Opportunities for celebrating growth with our core value of Redefining Success

 *Focus on the Whole Child (Academic, Social, Emotional, and Behavioral) needs and growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 2 (Prioritized): There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause:** Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 3 (Prioritized): There is a need to utilize qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, emphasizing learners who are served through Special Education, Section 504, and ESL. **Root Cause:** Lack of multiple data sources across the campus being used to show evidence of learner growth

Problem Statement 4 (Prioritized): There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause:** Lack of focus on the social emotional/well-being of learners.

Problem Statement 5 (Prioritized): There is a need to focus on implementation of digital tools and resources in PK-5 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 6 (Prioritized): There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause:** COVID-19 and the impact it had on learning, consistency of learning opportunities, and lack of learning opportunities

Problem Statement 7 (Prioritized): There is a need to focus on state, district, and campus character traits and specific social emotional skills in lesson design, curriculum resources and training for staff. **Root Cause:** Lack of alignment on the campus supporting and teaching character traits, social emotional skills, and isolation due to the pandemic

School Processes & Programs

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.

School Processes & Programs Strengths

Processes & Program Strengths:

*WIN Time

*Student Council

*School Garden

*Flexible Learning Environment

*Dual Language Immersion Program

*Building strong relationships between learners, educators, and families

*Trail Days

*Protected time for educators to collaborate

*Structured Learning, Special Education, and Dyslexia Program

*Early Childhood Program

*Digital Learning Opportunities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Barriers exist within the current system for high levels of learning for some sub-populations.

Problem Statement 2 (Prioritized): There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause:** Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

Problem Statement 3 (Prioritized): There is a need to strengthen our guidance curriculum to include mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well positive personal health and safety **Root Cause:** Lack of aligned resources and systemic structures for mental health and personal health and safety focus areas

Problem Statement 4 (Prioritized): There is a need to review and strengthen our social emotional strategies that are taught and practiced campus-wide. **Root Cause:** Lack of aligned resources and systemic structures to meet learner social emotional growth

Problem Statement 5 (Prioritized): There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause:** Some learners demonstrate additional needs beyond effective Tier I instruction.

Problem Statement 6 (Prioritized): DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause:** Lack of Spanish resources and instructional materials.

Perceptions

Perceptions Summary

Due to the impact of COVID-19, we had to make adjustments to the 1st nine weeks of 2021-2022 and chose to offer a temporary virtual learning option for PK-6 families. We realize the impact the pandemic has had on our staff, learners, and families over the last two and half years will continue to be a challenge as we move ahead into this school year. We will need to continue building and strengthening relationships and support social-emotional needs, especially focusing on mental health.

We are very excited to be able to start the year face to face for all learners at Denton Creek Elementary, and with our campus theme of Adventure Awaits, we know that this year will be especially beneficial in bringing the people that make Denton Creek such a successful campus.

We will continue building and strengthening relationships and supporting social-emotional needs, especially focusing on mental health. We will also need to continue our goals with culturally responsive teaching and ensure we have structural foundations within all of our campus systems that focus on equity, equality, and inclusivity for all.

Public education has been hit hard due to the pandemic, and many individuals worldwide are not choosing to work in the field of public education. As a campus, we must continue to focus on recruitment efforts, be creative in our hiring practices and establish systems for mentoring and retaining staff at Denton Creek. All departments and campuses seem to have been impacted in some way when it comes to hiring employees and retaining employees, so we as a district will need to continue our efforts in this area to make sure we can not only sustain our needs but build pathways in which we can "grow our own" as well as mentoring/support/incentives for those who have chosen to work at Denton Creek.

In November 2017, Coppell ISD kicked off a Strategic Design effort as the previous long-range planning effort, Pinnacle 2020, was nearing its completion. For that reason, and with new district leadership, the time was right to design of the next chapter of the CISD Story.

The first phase of the process, Discovery & Definition, resulted in the development of new district Values derived through feedback sought from stakeholders which included teachers, current and former parents, current and former students, administrators, and local community members. These values represent not only what makes CISD unique and special, but also areas of improvement centering on the themes of engagement, great teaching, redefining success and relationships. The Board of Trustees overwhelmingly approved these Values at the June 2018 Board Meeting.

 The second phase of the Strategic Design effort included driving awareness of and building advocacy for the district Values among each stakeholder group. 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 2022-2023, 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, Holiday Caroling, PTO Socials, Trail Days, Dads Club, Fun Run, and Field Day.

Denton Creek Elementary maintains an active presence on Twitter 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 foci and objectives.

Perceptions Strengths

*High focus on Academics

*High Focus on Social Emotional Well Being for all Learners, Staff, and Families

*High Focus on Safety within Learning Environments

*High Focus on Family and Community Engagement

*Value Collective Engagement

*Value Great Teaching

*Value Authentic Relationships

*Value Each Individuals' Contribution

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on the social emotional wellness of learners. **Root Cause:** Greater focus on academic learning instead of focusing on the whole child

Problem Statement 2 (Prioritized): There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 3 (Prioritized): There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause:** Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 4 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.
Root Cause: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

Priority Problem Statements

Problem Statement 17: There is a need to enhance communication and engagement for families.
Root Cause 17: Barriers exist from the impact of COVID-19 restrictions for family engagement opportunities
Problem Statement 17 Areas: Demographics

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 1 Areas: Student Learning

Problem Statement 6: There is a need to create and maintain systems to support high levels of learning for all.
Root Cause 6: Barriers exist within the current system for high levels of learning for some sub-populations.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 8: There is a need to focus on the social emotional wellness of learners.
Root Cause 8: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 8 Areas: Perceptions

Problem Statement 16: There is a need to establish and maintain strong, positive relationships for all learners.
Root Cause 16: Barriers exist in which relationships have not been established and sustained for all learners
Problem Statement 16 Areas: Demographics

Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention.
Root Cause 2: Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 2 Areas: Student Learning

Problem Statement 7: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum.
Root Cause 7: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 9: There is a need to identify and elevate additional measures of success for learners.
Root Cause 9: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 9 Areas: Perceptions

Problem Statement 15: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations.

Root Cause 15: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Problem Statement 15 Areas: Demographics

Problem Statement 3: There is a need to utilize qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, emphasizing learners who are served through Special Education, Section 504, and ESL.

Root Cause 3: Lack of multiple data sources across the campus being used to show evidence of learner growth

Problem Statement 3 Areas: Student Learning

Problem Statement 11: There is a need to strengthen our guidance curriculum to include mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well positive personal health and safety

Root Cause 11: Lack of aligned resources and systemic structures for mental health and personal health and safety focus areas

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 10: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus.

Root Cause 10: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Problem Statement 10 Areas: Perceptions

Problem Statement 18: There is a need to enhance communication and engagement with families from diverse backgrounds.

Root Cause 18: Barriers exist within the current system with communication and engagement opportunities (including language barriers)

Problem Statement 18 Areas: Demographics

Problem Statement 4: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.

Root Cause 4: Lack of focus on the social emotional/well-being of learners.

Problem Statement 4 Areas: Student Learning

Problem Statement 12: There is a need to review and strengthen our social emotional strategies that are taught and practiced campus-wide.

Root Cause 12: Lack of aligned resources and systemic structures to meet learner social emotional growth

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 21: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.

Root Cause 21: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

Problem Statement 21 Areas: Perceptions

Problem Statement 5: There is a need to focus on implementation of digital tools and resources in PK-5 resulting in increased learner achievement, data collection on usage and learner growth.

Root Cause 5: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 5 Areas: Student Learning

Problem Statement 19: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.

Root Cause 19: Some learners demonstrate additional needs beyond effective Tier I instruction.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 14: There is a need to focus on specific learning loss that may have occurred due to the pandemic.

Root Cause 14: COVID-19 and the impact it had on learning, consistency of learning opportunities, and lack of learning opportunities

Problem Statement 14 Areas: Student Learning

Problem Statement 20: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.

Root Cause 20: Lack of Spanish resources and instructional materials.

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 13: There is a need to focus on state, district, and campus character traits and specific social emotional skills in lesson design, curriculum resources and training for staff.

Root Cause 13: Lack of alignment on the campus supporting and teaching character traits, social emotional skills, and isolation due to the pandemic

Problem Statement 13 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

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: Personal Growth and Experiences: We as Denton Creek will achieve our full potential by learning at high levels and taking ownership of our learning.

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

HB3 Goal

Evaluation Data Sources: STAAR data, MAP data, Response to Intervention data and progress monitoring in Student Success Platform, Multi-Tiered Systems of Support, TELPAS data, Core Content Academies, House Bill 3 Reading Academies, Professional Learning opportunities

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -High-quality Tier I instruction for all learners -Increased awareness and utilization of the curriculum documents campus-wide with a focus on HPLS's -Increased differentiated experiences and scaffolding to meet learner goals -Academic Achievement for learners **Staff Responsible for Monitoring:** Campus Administrators, Campus Leadership team, Campus Instructional Coach, Language Acquisition Specialist, and GTI Coach **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1, 2 - Perceptions 2, 3 **Funding Sources:** Intervention Resources - 199 - State Comp Ed - 199-11-6118-00-111-24-000- - $3,679				

Strategy 2 Details		Reviews			
Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.		Formative			Summative
Strategy's Expected Result/Impact: -High-quality Tier I instruction. -Alignment of instruction to TEKS. -Increase in learner achievement.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: -Campus Administration -Instructional Coach -Curriculum Directors **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1, 2 - Perceptions 3					

Strategy 3 Details		Reviews			
Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.		Formative			Summative
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -High-quality Tier I instruction -Alignment of instruction to TEKS -Increase in learner achievement **Staff Responsible for Monitoring:** -Campus Administration -Instructional Coach -Curriculum Directors **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1, 2 - Perceptions 3					

Strategy 4 Details	Reviews			
Strategy 4: Improve structures to mentor and support new campus educators and instructional aides.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Growth in new educators, administrators, and staff with an understanding of CISD systems, structures, and specific strategies to support their role -Sustainability and support for the campus by providing aligned training for new educators, administrators, and staff -Staff retention **Staff Responsible for Monitoring:** -Campus Administrators -Campus Instructional Coach **Title I:** 2.5, 2.6 **Problem Statements:** School Processes & Programs 2, 6 - Perceptions 4	**Nov**	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Instructional coaches will provide professional learning and support for classroom educators in implementing Tier I instructional strategies for all learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -High quality Tier I instruction for learners -Implementation of SIOP Strategies **Staff Responsible for Monitoring:** -Campus Administrators -Instructional Coach -Language Acquisition Specialist -GTI Coach -Digital Learning Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1, 2, 5, 6 - Perceptions 3	**Nov**	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Implement structures and processes for intentional learning walks with educators across the campus and district that focus on observing and evaluating strategies supporting academic and social emotional growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Growth in educators as far as understanding structures and specific	**Nov**	**Feb**	**Apr**	**June**

strategies that support learning
-Sustainability and support for educators by providing aligned resources/training
- Growth in aligned instructional practices being implemented across the campus
Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coach, and Educators

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained for all learners
Problem Statement 3: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to utilize qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, emphasizing learners who are served through Special Education, Section 504, and ESL. **Root Cause**: Lack of multiple data sources across the campus being used to show evidence of learner growth
Problem Statement 5: There is a need to focus on implementation of digital tools and resources in PK-5 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth
Problem Statement 6: There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause**: COVID-19 and the impact it had on learning, consistency of learning opportunities, and lack of learning opportunities

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for high levels of learning for some sub-populations.
Problem Statement 2: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

School Processes & Programs
Problem Statement 5: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction.
Problem Statement 6: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause**: Lack of Spanish resources and instructional materials.

Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district
Problem Statement 4: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

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

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

Evaluation Data Sources: STAAR data, TELPAS data, Response to Intervention data-Multi-Tiered Systems of Support, district universal screener data, Professional Learning Community data (common formative assessments), Learning Walks (photos, evidence of learning, walk-throughs)

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Review current data analysis protocol -Awareness, training and implementation of data analysis protocols -Growth and alignment in structures across grade level Professional Learning Communities -Collaborative Team Structures -Increased student achievement (academic, social emotional and behavioral) **Staff Responsible for Monitoring:** -Campus Administrators -Campus Instructional Coach -Campus DLC -Campus Language Acquisition Specialist **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1, 2, 5, 6 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Continuous improvements to our campus Multi-Tiered Systems of Support (MTSS) process will occur with the overall goal of improving the alignment between learners' academic/social/emotional/language goals, interventions, and monitoring tools.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased learner growth across assessed content areas -Increased educator proficiency with data analysis and differentiation of instruction -Data-driven WIN interventions -Consistent RtI Interventions **Staff Responsible for Monitoring:** -Campus Administration -Campus Leadership Team -Campus Collaborative Teams **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 1, 2, 5 - Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Provide planning time to analyze learner academic and social emotional data to identify areas of needed growth and create learning to address those identified areas.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Improved differentiated instruction -Improved learner growth -Improved social emotional skills -Closing of achievement gaps **Staff Responsible for Monitoring:** -Campus Administrators -Counselor -Campus Instructional Coach -GT Specialist -Language Acquisition Specialist -Educators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2, 3, 4 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 4, 5 - Perceptions 1, 2, 3 **Funding Sources:** Substitutes - 211 - Title I, Part A - 211-11-6112-00-111-24-000-21130 - $12,375, Extra Duty Pay - 211 - Title I, Part A - 211-11-6118-00-111-24-000-21130 - $1,800				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained for all learners
Problem Statement 3: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs
Problem Statement 4: There is a need to enhance communication and engagement with families from diverse backgrounds. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities (including language barriers)

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to utilize qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, emphasizing learners who are served through Special Education, Section 504, and ESL. **Root Cause**: Lack of multiple data sources across the campus being used to show evidence of learner growth
Problem Statement 4: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Lack of focus on the social emotional/well-being of learners.
Problem Statement 5: There is a need to focus on implementation of digital tools and resources in PK-5 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth
Problem Statement 6: There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause**: COVID-19 and the impact it had on learning, consistency of learning opportunities, and lack of learning opportunities
Problem Statement 7: There is a need to focus on state, district, and campus character traits and specific social emotional skills in lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment on the campus supporting and teaching character traits, social emotional skills, and isolation due to the pandemic

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for high levels of learning for some sub-populations.
Problem Statement 2: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.
Problem Statement 3: There is a need to strengthen our guidance curriculum to include mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well positive personal health and safety **Root Cause**: Lack of aligned resources and systemic structures for mental health and personal health and safety focus areas
Problem Statement 4: There is a need to review and strengthen our social emotional strategies that are taught and practiced campus-wide. **Root Cause**: Lack of aligned resources and systemic structures to meet learner social emotional growth
Problem Statement 5: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction.
Problem Statement 6: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause**: Lack of Spanish resources and instructional materials.

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

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

Performance Objective 3: Student achievement and progress levels will exceed state standards/averages for all student groups.

    Evaluation Data Sources: STAAR data, TELPAS data, MAP data, Learning walks

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and training to support educators in identifying the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives
- Resources for educators (including embedded items within curriculum documents for English Learners)
- Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners
- Increased student achievement and progress levels
-Use of Success Ed for a system of housing learner needs
    Staff Responsible for Monitoring: -Campus Administrators
-Language Acquisition Specialist
-Campus Instructional Coach
-Bilingual Instructional Coach
 	
    Title I:
2.6
    Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 6				

Strategy 2 Details	Reviews			
Strategy 2: Provide resources and training emphasizing how we can best intervene for learners receiving support through Special Education, 504, Emergent Bilingual, Migrant Learners, Tier II and Tier III, and GTI with the goal of targeting their overall academic/social/emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increase academic achievement and growth for all learners -Increase in learners meeting/exceeding their STAAR progress measure -Decrease in behavior incidents and threat assessments -Increase in student engagement **Staff Responsible for Monitoring:** -Campus Administrators -Campus Instructional Coach -Librarian -GTI Specialist -Counselor -Language Acquisition Specialist -District Curriculum Directors **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 4, 5, 6 - Perceptions 1, 2, 3 **Funding Sources:** Targeted Instructional Resources - 211 - Title I, Part A - 211-11-6399-00-111-24-000-21130 - $6,044.56				

Strategy 3 Details	Reviews			
Strategy 3: Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increased learner growth in the targeted areas of focus -Achievement gaps reduced for all at risk learners -Addresses closing the achievement gaps **Staff Responsible for Monitoring:** Campus Administrators and Educators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 1, 2, 5 - Perceptions 3 **Funding Sources:** Tutoring for Accelerated Instruction (HB4545) - 199 - State Comp Ed - 199-11-6128-00-111-24-000 - $1,363				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist from the impact of COVID-19 restrictions for family engagement opportunities

Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained for all learners

Problem Statement 3: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs

Problem Statement 3: There is a need to utilize qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, emphasizing learners who are served through Special Education, Section 504, and ESL. **Root Cause**: Lack of multiple data sources across the campus being used to show evidence of learner growth

Problem Statement 4: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Lack of focus on the social emotional/well-being of learners.

Problem Statement 5: There is a need to focus on implementation of digital tools and resources in PK-5 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 6: There is a need to focus on specific learning loss that may have occurred due to the pandemic. **Root Cause**: COVID-19 and the impact it had on learning, consistency of learning opportunities, and lack of learning opportunities

Problem Statement 7: There is a need to focus on state, district, and campus character traits and specific social emotional skills in lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment on the campus supporting and teaching character traits, social emotional skills, and isolation due to the pandemic

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for high levels of learning for some sub-populations.

Problem Statement 2: There is a need for team collaboration and planning in order to successfully implement the CISD curriculum. **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

Problem Statement 3: There is a need to strengthen our guidance curriculum to include mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well positive personal health and safety **Root Cause**: Lack of aligned resources and systemic structures for mental health and personal health and safety focus areas

Problem Statement 4: There is a need to review and strengthen our social emotional strategies that are taught and practiced campus-wide. **Root Cause**: Lack of aligned resources and systemic structures to meet learner social emotional growth

Problem Statement 5: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction.

School Processes & Programs
Problem Statement 6: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause**: Lack of Spanish resources and instructional materials.

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

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

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

Evaluation Data Sources: Team "WIN" Plans, Learner Surveys, List of Enrichment Activities, Trail Days, and Opportunities for learners to express their future interests built into the learning design

Strategy 1 Details	Reviews			
Strategy 1: Provide training and resources to educators, enhancing curriculum connections to real-world application in learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Training that highlights real-world application in lesson design -Increased learner engagement -Increase learner awareness of career, college, and life readiness opportunities **Staff Responsible for Monitoring:** -Campus Administrators -Counselor -Educators **Title I:** 2.5 **Problem Statements:** Demographics 1, 3 - Student Learning 1 - Perceptions 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Provide training to educators promoting innovation and creativity in lesson design (hands-on, digital tools, variety of assessment).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Growth in learner engagement levels -Building stronger relationships with staff -Building stronger relationships with learners -Increasing ways for learners to show success in learning -Usage of Bulb Digital Portfolios for Educators -Usage of goal setting tools for learners to set and track progress **Staff Responsible for Monitoring:** -Campus Administrators -Digital Learning Coaches -Campus Instructional Coach -Language Acquisition Specialist -Librarian -Counselor -GTi Specialist -Educators **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 3 - Student Learning 1, 5 - School Processes & Programs 1, 5				

Strategy 3 Details	Reviews			
Strategy 3: Reintroduce Trail Days as an interactive learner centered opportunity for real world experiences, leadership opportunities, and career, college, and life readiness applications.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased real world application in lesson design -Increased use of business partners and resident experts -Increased leadership opportunities for learners -Increased learner awareness of career, college and life readiness opportunities **Staff Responsible for Monitoring:** -Campus Administrators -Counselor -Educators **Title I:** 2.5 **Problem Statements:** Demographics 2, 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist from the impact of COVID-19 restrictions for family engagement opportunities

Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained for all learners

Problem Statement 3: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 5: There is a need to focus on implementation of digital tools and resources in PK-5 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for high levels of learning for some sub-populations.

Problem Statement 5: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction.

Perceptions

Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

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

Performance Objective 2: All Pre-K through 5th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest and passions (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.).

    Evaluation Data Sources: Learner digital portfolios, digital resources, rubrics, goal setting forms/templates

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Learner digital portfolios -Educator digital portfolios -Digital Portfolio training and implementation **Staff Responsible for Monitoring:** -Campus Administrators, Educators -Digital Learning Coaches -Campus Instructional Coach -GTI Specialists -Librarian -Language Acquisition Specialist **Title I:** 2.5 **Problem Statements:** Student Learning 3, 5				

Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Performance Tasks in all content areas -Increase in authentic products -Increased engagement in Panorama Survey **Staff Responsible for Monitoring:** -Campus Administrators -Campus Instructional Coach -Digital Learning Coaches -Librarian, -GTi Specialist -Counselor -Language Acquisition Specialist -Educators **Title I:** 2.5 **Problem Statements:** Student Learning 1, 5 - Perceptions 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 3: There is a need to utilize qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, emphasizing learners who are served through Special Education, Section 504, and ESL. **Root Cause**: Lack of multiple data sources across the campus being used to show evidence of learner growth
Problem Statement 5: There is a need to focus on implementation of digital tools and resources in PK-5 resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause**: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth
Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

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

Performance Objective 1: Denton Creek will continue to review and implement all content curriculum documents provided by the district, attend training provided, and implement specific programs to provide needed support/resources for counseling and social emotional learning.

Evaluation Data Sources: Revised curriculum documents, Administrator and educator feedback, Training resources, Social Emotional Survey data, Specific Training for Counselors and implementation of resources purchased, Threat Assessment Data, Panorama survey data

Strategy 1 Details	Reviews			
Strategy 1: Ensure campus Character practices (i.e., Great Expectations 17 Practices) align with TEA Character Traits:	**Formative**			**Summative**
-Courage	**Nov**	**Feb**	**Apr**	**June**
-Trustworthiness: including honesty, reliability, punctuality, and loyalty -Integrity -Respect and courtesy -Responsibility: including accountability, diligence, perseverance, and self-control -Fairness: including justice and freedom from prejudice -Caring: including kindness, empathy, compassion, consideration, patience, generosity, and charity -Good Citizenship: including patriotism, concern for the common good and the community, and respect for authority and the law -School Pride -Gratitude **Strategy's Expected Result/Impact:** -Alignment with TEA requirements -Improvement in campus climate and culture **Staff Responsible for Monitoring:** -Campus Administrators -Counselor -Leadership Team **Title I:** 2.5 **Problem Statements:** Demographics 2 - Student Learning 4, 7 - School Processes & Programs 3, 4 - Perceptions 1, 3				

Strategy 2 Details		Reviews		
Strategy 2: Aligned implementation of social emotional support structures: class meetings, check-ins and restorative practices.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Utilization of class meetings, check-ins and restorative practices within learning
 -Learner growth as indicated through survey and learner goals
 -Educator training on embedded supports
 -Campus aligned structures for class meetings
 	
     Staff Responsible for Monitoring: -Campus Administrators
 -Campus Instructional Coach
 -Counselor
 -Educators
 	
     Title I:
 2.5
     Problem Statements: Demographics 2 - Student Learning 4, 7 - School Processes & Programs 3, 4 - Perceptions 1, 3					

Strategy 3 Details		Reviews		
Strategy 3: Update and integrate curriculum supports for implementation of the new health TEKS and specific requirements set by the state.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Improvement in student health and wellness
 -Increased alignment of campus and district practices.
 	
     Staff Responsible for Monitoring: -Campus Leadership Team
 -Science Core Director
 	
     Title I:
 2.5
     Problem Statements: Student Learning 4, 7 - School Processes & Programs 3, 4 - Perceptions 1, 3					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained for all learners

Student Learning
Problem Statement 4: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause**: Lack of focus on the social emotional/well-being of learners.
Problem Statement 7: There is a need to focus on state, district, and campus character traits and specific social emotional skills in lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment on the campus supporting and teaching character traits, social emotional skills, and isolation due to the pandemic

School Processes & Programs
Problem Statement 3: There is a need to strengthen our guidance curriculum to include mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well positive personal health and safety **Root Cause**: Lack of aligned resources and systemic structures for mental health and personal health and safety focus areas
Problem Statement 4: There is a need to review and strengthen our social emotional strategies that are taught and practiced campus-wide. **Root Cause**: Lack of aligned resources and systemic structures to meet learner social emotional growth

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

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

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

 Evaluation Data Sources: Curriculum-embedded resources, Behavior supports/resources, Discipline data, Feedback from district Panorama survey data learners, staff, and families, and Threat assessment data

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Feedback from learners and families through Panorama survey
-More equitable school environment.
-Reduction in achievement gap across student groups.
  Staff Responsible for Monitoring: -Campus Administrators
-Counselor
-Campus Leadership Team
 	
  Title I:
2.6
  Problem Statements: Demographics 2 - School Processes & Programs 3, 4 - Perceptions 1, 3				

Strategy 2 Details	Reviews			
Strategy 2: Analyze library resources through the lens of equity, equality and inclusivity for all learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Purchasing of books to increase resources available to staff and learners
-Aligning our practices and educator knowledge
-Feeling a sense of belonging from learners and staff
  Staff Responsible for Monitoring: -Campus Administrators
-Librarian
 	
  Title I:
2.4, 2.6
  Problem Statements: Demographics 2 - Student Learning 7 - Perceptions 1, 3				

Strategy 3 Details		Reviews			
		Formative			**Summative**
Strategy 3: Provide families with equitable access to our campus and provide opportunities for parent engagement and involvement.		**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Translated documents/resources -Increased parent/school communication -Increased Family Involvement -Parent Book Study **Staff Responsible for Monitoring:** -Campus Administrators -Campus Leadership Team -Counselor **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 4 - School Processes & Programs 1 **Funding Sources:** Title 1 Parent Engagement Night Supplies - 211 - Title I, Part A - 211-61-6399-00-11-24-000-21130 - $1,000, Parent Books - 211 - Title I, Part A - 211-61-6329-00-111-24-000-21130 - $500					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained for all learners
Problem Statement 4: There is a need to enhance communication and engagement with families from diverse backgrounds. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities (including language barriers)
Student Learning
Problem Statement 7: There is a need to focus on state, district, and campus character traits and specific social emotional skills in lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment on the campus supporting and teaching character traits, social emotional skills, and isolation due to the pandemic
School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for high levels of learning for some sub-populations.
Problem Statement 3: There is a need to strengthen our guidance curriculum to include mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well positive personal health and safety **Root Cause**: Lack of aligned resources and systemic structures for mental health and personal health and safety focus areas
Problem Statement 4: There is a need to review and strengthen our social emotional strategies that are taught and practiced campus-wide. **Root Cause**: Lack of aligned resources and systemic structures to meet learner social emotional growth

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

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

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

    Evaluation Data Sources: Campus Professional Learning days, Design Days, Collaborative Team Time agendas

Strategy 1 Details	Reviews			
Strategy 1: Embed training on Professional Learning Communities (PLC) and Multi-Tiered Systems of Support (MTSS) throughout campus professional learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Evidence of PLC structures in professional learning
-Increase use of data to support evidence-based decisions for professional learning
-Improve structure during team and campus meetings
-Implementation of grade level intervention and enrichment times (WIN Time) across the campus
-Support for new educators to the campus with mentoring and training on PLC's
 	
    Staff Responsible for Monitoring: -Campus Administration
-Instructional Coach
-Language Acquisition Specialist
-Librarian
-GTi Specialist
 	
    Title I:
2.4, 2.5, 2.6
Problem Statements: Demographics 3 - Student Learning 1, 3 - School Processes & Programs 5
Funding Sources: Substitutes - 199 - State Comp Ed - 199-11-6112-00-111-24-000 - $6,100				

Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Promote Denton Creek educators presenting and sharing their knowledge both in the district, locally in the state, and nationally
- Streamline training and gathering of information from various stakeholders
 	
    Staff Responsible for Monitoring: -Campus Administrators
-Curriculum Directors
 	
    Problem Statements: Perceptions 4				

Strategy 3 Details	Reviews			
Strategy 3: Partner with Wilson Elementary to provide combined Dual Language Immersion (DLI) cross-campus planning days and learning walks.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased student achievement for Emergent Bilingual learners -Increased partnership and support for DLI educators **Staff Responsible for Monitoring:** -Campus Principals -Language Acquisitions Specialists -Director of ESL/Bilingual **Title I:** 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 6 - Perceptions 4				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations. **Root Cause**: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 3: There is a need to utilize qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, emphasizing learners who are served through Special Education, Section 504, and ESL. **Root Cause**: Lack of multiple data sources across the campus being used to show evidence of learner growth

School Processes & Programs
Problem Statement 5: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction.
Problem Statement 6: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause**: Lack of Spanish resources and instructional materials.

Perceptions
Problem Statement 4: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

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

Performance Objective 2: Denton Creek will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

   Evaluation Data Sources: STAAR Data, TELPAS Data, Panorama Student Success Data, District Benchmark Assessments, Educator Feedback

Strategy 1 Details	Reviews			
Strategy 1: Support the district's research, development, and implementation of the CISD Community Based Accountability System.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased community engagement -Positive school/parent relationships -Increase in student achievement -Advancement of CISD Core Values **Staff Responsible for Monitoring:** -Campus Administrators -Campus Leadership Team -District Communications Department **Problem Statements:** Student Learning 1 - School Processes & Programs 1				
Strategy 2 Details	Reviews			
Strategy 2: Provide training on how learners can leverage technology to set and monitor academic, social, and emotional goals.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased use of digital tools to set and monitor goals -Learner digital goal setting shared during Student Led Conferences -Panorama Data **Staff Responsible for Monitoring:** -Campus Administrators -Instructional Coaches -Digital Learning Coaches -Educators **Title I:** 2.5 **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1				

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. **Root Cause**: Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs
Problem Statement 3: There is a need to utilize qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, emphasizing learners who are served through Special Education, Section 504, and ESL. **Root Cause**: Lack of multiple data sources across the campus being used to show evidence of learner growth

School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: Barriers exist within the current system for high levels of learning for some sub-populations.

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

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

    Evaluation Data Sources: Campus/District Safety Records, Drill Records, Behavior Incidents, Threat Assessments

Strategy 1 Details	Reviews			
Strategy 1: Ensure all required safety drills occur during their designated windows, and provide training for staff/learners concerning safety practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Safety of learners and staff at Denton Creek
--Communication to stakeholders about safety and practices
    Staff Responsible for Monitoring: -Campus Administrators
-Coordinator of Safety & Security
 	
    Problem Statements: Demographics 4 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Implement required "Door Sweeps" on campus at least once per week during instructional days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Safer campus environment	**Nov**	**Feb**	**Apr**	**June**

-Alignment with required campus safety procedures
    Staff Responsible for Monitoring: -Campus Administrators
-Coordinator of Safety & Security
 	
    Problem Statements: Perceptions 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: There is a need to enhance communication and engagement with families from diverse backgrounds. **Root Cause**: Barriers exist within the current system with communication and engagement opportunities (including language barriers)
Perceptions
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. **Root Cause**: Continued need to focus on safety and inclusivity in our world and align our practices across the district

Campus Funding Summary

			211 - Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Extra Duty Pay	211-11-6118-00-111-24-000-21130	$1,800.00
1	2	3	Substitutes	211-11-6112-00-111-24-000-21130	$12,375.00
1	3	2	Targeted Instructional Resources	211-11-6399-00-111-24-000-21130	$6,044.56
3	2	3	Title 1 Parent Engagement Night Supplies	211-61-6399-00-11-24-000-21130	$1,000.00
3	2	3	Parent Books	211-61-6329-00-111-24-000-21130	$500.00
				Sub-Total	$21,719.56
			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Intervention Resources	199-11-6118-00-111-24-000-	$3,679.00
1	3	3	Tutoring for Accelerated Instruction (HB4545)	199-11-6128-00-111-24-000	$1,363.00
4	1	1	Substitutes	199-11-6112-00-111-24-000	$6,100.00
				Sub-Total	$11,142.00