

**Coppell Independent School District**  
**Denton Creek Elementary**  
**2024-2025 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

Revised/Approved: March 20, 2024

## Demographics

### Demographics Summary

#### DEMOGRAPHICS

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 EC-5. In the 2023-24 school year, total enrollment was 543 which represents a decrease of -9% since 2019-20 (597 learners).

In 2023-24, the student population was 45.4% Asian, 18.4% White, 26.3% Hispanic, 4.9% African American, 1.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.5% multi-racial. Females made up 45.8% of the learners and males represented 54.2%. Our economically disadvantaged percentage was 14.9%.

Our Emergent Bilingual (EB) population consisted of 222 learners that made up 40.8% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (30.6%), Telugu (8.5%), Korean (2.2%), Malayalam (1.3%), and Portuguese (1.3%). Additionally, 18% of our EBs were also economically disadvantaged.

Our 58 gifted and talented learners constituted 10.6% of our population. Our gender split in the GT group was 41.3% female and 58.7% male. Of the four major ethnic groups, our GT learners were 51.7% Asian, 22.4% White, 18.9% Hispanic and 1.7% African American.

We had 99 learners that qualified for special education services, which represented 18.2% of our population. There were 20 learners with 504 accommodations, which was 3.6% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 95.61%, which increased by 0.7% from the prior year

#### STAFFING

Denton Creek employed 41 educators and 13 instructional aides in the 2023-24 school year. The number of teachers increased by 1 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 4.8% Asian, 58.5% White, 31.7% Hispanic, 2.4% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.4% multi-racial. Females made up 95.1% of the educators and males represented 4.9%.

Overall, our educators had a varying level of professional experience: 12.2% (5) were new to teaching with 0-1 years of experience, 39% (16) had 2-5 years, 17% (7) had 6-10 years, 17% (7) had 11-15 years, 4.8% (2) had 16-20 years, and 9.7% (4) had more than 20 years. Looking at longevity within the district, 51.2% of our teachers had 0-1 years in district, 24.3% had 2-5 years, 14.6% had 6-10 years, 4.8% had 11-15 years, 0% had 16-20 years and 4.8% had more than 20 years. The average years of professional experience was 8.3 with 4.1 years in the district.

Advanced degrees were held by 36.5% of our teachers: 15 with master's degrees and 0 with doctorates. Our campus principal had 18 years of career experience in a professional position (not necessarily as a principal) and 17 years in Coppell. Our assistant principal(s) had an average of 11 years of professional experience and 11 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 70.73%. For educational aides it was 75%. We hired 12 new teachers in 2023-24. The characteristics of our new teachers were as follows: 0% Asian, 66.6% White, 33.3% Hispanic, 0% African American, 100% female, 0% male, 16.6% new to teaching, 33.3% with 2-5 years of professional experience,

25% with 6-10 years, 8.3% with 11-15 years, 8.3% with 16-20 years, 8.3% with more than 20 years and 29.2% new to the campus. The average years of professional experience was 7.4 with 1 years in the district. 58.3% 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 consistently attracts educators with prior teaching experience
- \*27.5% of our educators hold advanced degrees

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

**Problem Statement 1 (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 2 (Prioritized):** There is a need to focus on Multi-Tiered Systems of Support (MTSS) 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 3 (Prioritized):** There is a need to enhance communication and engagement with families, especially those who come from diverse backgrounds. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities (including language barriers)

# Student Learning

## Student Learning Summary

### mCLASS K-5:

Click [HERE](#) for English Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.

Click [HERE](#) for Spanish Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.

### NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click [HERE](#) for an explanation if needed.

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
<b>Denton Creek Elementary</b>						
Total Students	30	26	29	22	16	24
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	100%	4.55%	86.36%	61.90%	46.15%	18.18%
1 Level Higher	0%	77.27%	13.64%	38.10%	53.85%	72.73%
2 Levels Higher	0%	18.18%	0%	0%	0%	9.09%
3 Levels Higher	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	26.67%	3.85%	6.90%	9.09%	0%	4.17%
Intermediate	40%	15.38%	58.62%	9.09%	31.25%	4.17%
Advanced	16.67%	19.23%	34.48%	59.09%	43.75%	29.17%
Advanced High	16.67%	61.54%	0%	22.73%	25%	62.50%
<b>Economic Disadvantage</b>						
Total Students	9	4	4	5	7	10
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	100%	0%	100%	75%	57.14%	22.22%
1 Level Higher	0%	100%	0%	25%	42.86%	77.78%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
2 Levels Higher	0%	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	55.56%	25%	25%	40%	0%	10%
Intermediate	22.22%	50%	75%	0%	28.57%	0%
Advanced	0%	25%	0%	60%	71.43%	30%
Advanced High	22.22%	0%	0%	0%	0%	60%
<b>American Indian/Alaskan Native</b>						
Total Students	-	-	1	-	-	-
Date Taken	-	-	03/01/24	-	-	-
Lower/Same Level	-	-	%	-	-	-
1 Level Higher	-	-	%	-	-	-
2 Levels Higher	-	-	%	-	-	-
3 Levels Higher	-	-	%	-	-	-
No Rating	-	-	0%	-	-	-
Beginning	-	-	0%	-	-	-
Intermediate	-	-	100%	-	-	-
Advanced	-	-	0%	-	-	-
Advanced High	-	-	0%	-	-	-
<b>Asian</b>						
Total Students	13	16	9	10	3	10
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	0%	85.71%	60%	0%	0%
1 Level Higher	%	86.67%	14.29%	40%	100%	77.78%
2 Levels Higher	%	13.33%	0%	0%	0%	22.22%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Beginning	15.38%	0%	0%	0%	0%	10%
Intermediate	46.15%	0%	44.44%	10%	33.33%	0%
Advanced	30.77%	12.50%	55.56%	50%	0%	10%
Advanced High	7.69%	87.50%	0%	40%	66.67%	80%
<b>Black/African American</b>						
Total Students	-	1	1	-	-	1
Date Taken	-	03/01/24	03/01/24	-	-	03/01/24
Lower/Same Level	-	0%	100%	-	-	0%
1 Level Higher	-	0%	0%	-	-	100%
2 Levels Higher	-	100%	0%	-	-	0%
3 Levels Higher	-	0%	0%	-	-	0%
No Rating	-	0%	0%	-	-	0%
Beginning	-	0%	0%	-	-	0%
Intermediate	-	0%	0%	-	-	0%
Advanced	-	0%	100%	-	-	0%
Advanced High	-	100%	0%	-	-	100%
<b>Hispanic</b>						
Total Students	15	7	17	10	11	13
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	100%	25%	84.62%	66.67%	60%	33.33%
1 Level Higher	0%	75%	15.38%	33.33%	40%	66.67%
2 Levels Higher	0%	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	33.33%	14.29%	5.88%	20%	0%	0%
Intermediate	40%	42.86%	70.59%	10%	36.36%	7.69%
Advanced	6.67%	42.86%	23.53%	60%	54.55%	46.15%



	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Advanced High	20%	0%	0%	10%	9.09%	46.15%
<b>White</b>						
Total Students	2	2	1	2	2	-
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	-
Lower/Same Level	%	0%	100%	50%	0%	-
1 Level Higher	%	50%	0%	50%	100%	-
2 Levels Higher	%	50%	0%	0%	0%	-
3 Levels Higher	%	0%	0%	0%	0%	-
No Rating	0%	0%	0%	0%	0%	-
Beginning	50%	0%	100%	0%	0%	-
Intermediate	0%	50%	0%	0%	0%	-
Advanced	0%	0%	0%	100%	50%	-
Advanced High	50%	50%	0%	0%	50%	-
<b>Currently Emergent Bilingual</b>						
Total Students	30	26	29	22	16	24
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	100%	4.55%	86.36%	61.90%	46.15%	18.18%
1 Level Higher	0%	77.27%	13.64%	38.10%	53.85%	72.73%
2 Levels Higher	0%	18.18%	0%	0%	0%	9.09%
3 Levels Higher	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	26.67%	3.85%	6.90%	9.09%	0%	4.17%
Intermediate	40%	15.38%	58.62%	9.09%	31.25%	4.17%
Advanced	16.67%	19.23%	34.48%	59.09%	43.75%	29.17%
Advanced High	16.67%	61.54%	0%	22.73%	25%	62.50%
<b>Section 504</b>						
Total Students	-	-	-	-	1	3

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Date Taken	-	-	-	-	03/01/24	03/01/24
Lower/Same Level	-	-	-	-	0%	66.67%
1 Level Higher	-	-	-	-	100%	33.33%
2 Levels Higher	-	-	-	-	0%	0%
3 Levels Higher	-	-	-	-	0%	0%
No Rating	-	-	-	-	0%	0%
Beginning	-	-	-	-	0%	0%
Intermediate	-	-	-	-	0%	0%
Advanced	-	-	-	-	0%	66.67%
Advanced High	-	-	-	-	100%	33.33%
<b>Special Ed Indicator</b>						
Total Students	5	4	5	7	3	3
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	100%	0%	75%	57.14%	66.67%	33.33%
1 Level Higher	0%	66.67%	25%	42.86%	33.33%	66.67%
2 Levels Higher	0%	33.33%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	60%	0%	0%	14.29%	0%	0%
Intermediate	40%	25%	100%	14.29%	33.33%	33.33%
Advanced	0%	25%	0%	57.14%	66.67%	66.67%
Advanced High	0%	50%	0%	14.29%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
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**Denton Creek Elementary**

Total Students	77	4	3	78	5	79	5	80	3	82	3	82	3	82
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.90%	25%	0%	3.85%	40%	3.80%	20%	1.25%	33.33%	4.88%	0%	3.66%	33.33%	6.10%
Did Not Meet High	2.60%	25%	66.67%	10.26%	0%	1.27%	60%	5%	33.33%	1.22%	33.33%	3.66%	66.67%	28.05%
Approach Low	7.79%	25%	33.33%	6.41%	40%	5.06%	20%	10%	0%	6.10%	0%	4.88%	0%	13.41%
Approach High	7.79%	25%	0%	15.38%	20%	11.39%	0%	16.25%	33.33%	7.32%	66.67%	19.51%	0%	12.20%
Meets	24.68%	0%	0%	26.92%	0%	21.52%	0%	30%	0%	25.61%	0%	15.85%	0%	20.73%
Masters	53.25%	0%	0%	37.18%	0%	56.96%	0%	37.50%	0%	54.88%	0%	52.44%	0%	19.51%

**Special Ed Indicator**

Total Students	13	3	2	14	2	8	2	8	1	7	1	7	1	7
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	15.38%	33.33%	0%	7.14%	50%	12.50%	50%	0%	100%	28.57%	0%	14.29%	0%	42.86%
Did Not Meet High	15.38%	33.33%	100%	28.57%	0%	12.50%	50%	37.50%	0%	0%	100%	28.57%	100%	28.57%
Approach Low	15.38%	0%	0%	7.14%	50%	12.50%	0%	37.50%	0%	28.57%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Approach High	15.38%	33.33%	0%	14.29%	0%	37.50%	0%	0%	0%	14.29%	0%	28.57%	0%	14.29%
Meets	23.08%	0%	0%	35.71%	0%	12.50%	0%	12.50%	0%	0%	0%	0%	0%	0%
Masters	15.38%	0%	0%	7.14%	0%	12.50%	0%	12.50%	0%	28.57%	0%	28.57%	0%	14.29%
<b>Section 504</b>														
Total Students	4	-	-	4	-	7	-	7	-	8	-	8	-	8
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	0%	-	-	0%	-	0%	-	0%	-	12.50%	-	12.50%	-	12.50%
Did Not Meet High	0%	-	-	0%	-	0%	-	0%	-	12.50%	-	12.50%	-	37.50%
Approach Low	0%	-	-	25%	-	0%	-	0%	-	12.50%	-	12.50%	-	25%
Approach High	0%	-	-	0%	-	28.57%	-	28.57%	-	0%	-	0%	-	0%
Meets	25%	-	-	25%	-	14.29%	-	28.57%	-	37.50%	-	25%	-	25%
Masters	75%	-	-	50%	-	57.14%	-	42.86%	-	25%	-	37.50%	-	0%
<b>Currently Emergent Bilingual</b>														
Total Students	19	4	3	20	5	11	5	11	3	21	3	21	3	21
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5.26%	25%	0%	5%	40%	0%	20%	0%	33.33%	14.29%	0%	9.52%	33.33%	14.29%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	0%	25%	66.67%	5%	0%	9.09%	60%	0%	33.33%	4.76%	33.33%	9.52%	66.67%	38.10%
Approach Low	10.53%	25%	33.33%	15%	40%	9.09%	20%	9.09%	0%	0%	0%	4.76%	0%	23.81%
Approach High	10.53%	25%	0%	20%	20%	18.18%	0%	27.27%	33.33%	14.29%	66.67%	28.57%	0%	4.76%
Meets	31.58%	0%	0%	30%	0%	9.09%	0%	54.55%	0%	33.33%	0%	9.52%	0%	4.76%
Masters	42.11%	0%	0%	25%	0%	54.55%	0%	9.09%	0%	33.33%	0%	38.10%	0%	14.29%

**Second Year of Monitoring**

Total Students	3	-	-	3	-	5	-	5	-	-	-	-	-	-
Excluded	0%	-	-	0%	-	0%	-	0%	-	-	-	-	-	-
Did Not Meet Low	0%	-	-	0%	-	0%	-	0%	-	-	-	-	-	-
Did Not Meet High	0%	-	-	0%	-	0%	-	0%	-	-	-	-	-	-
Approach Low	0%	-	-	0%	-	0%	-	0%	-	-	-	-	-	-
Approach High	0%	-	-	33.33%	-	20%	-	60%	-	-	-	-	-	-
Meets	0%	-	-	33.33%	-	40%	-	40%	-	-	-	-	-	-
Masters	100%	-	-	33.33%	-	40%	-	0%	-	-	-	-	-	-

**Third Year of Monitoring**

Total Students	-	-	-	-	-	-	-	-	-	1	-	1	-	1
Excluded	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet Low	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Did Not Meet High	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Approach Low	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Approach High	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Meets	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Masters	-	-	-	-	-	-	-	-	-	100%	-	100%	-	100%
<b>White</b>														
Total Students	17	-	-	17	-	13	-	13	-	17	-	17	-	17
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	5.88%	-	-	0%	-	7.69%	-	0%	-	0%	-	0%	-	5.88%
Did Not Meet High	0%	-	-	5.88%	-	0%	-	7.69%	-	0%	-	5.88%	-	29.41%
Approach Low	0%	-	-	0%	-	15.38%	-	7.69%	-	17.65%	-	0%	-	11.76%
Approach High	11.76%	-	-	29.41%	-	15.38%	-	30.77%	-	5.88%	-	23.53%	-	0%
Meets	29.41%	-	-	41.18%	-	15.38%	-	23.08%	-	29.41%	-	23.53%	-	35.29%
Masters	52.94%	-	-	23.53%	-	46.15%	-	30.77%	-	47.06%	-	47.06%	-	17.65%
<b>Hispanic</b>														

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Total Students	19	4	3	20	5	24	5	24	3	18	3	18	3	18
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5.26%	25%	0%	10%	40%	4.17%	20%	4.17%	33.33%	11.11%	0%	11.11%	33.33%	11.11%
Did Not Meet High	0%	25%	66.67%	20%	0%	4.17%	60%	4.17%	33.33%	5.56%	33.33%	11.11%	66.67%	38.89%
Approach Low	26.32%	25%	33.33%	25%	40%	4.17%	20%	20.83%	0%	0%	0%	16.67%	0%	22.22%
Approach High	10.53%	25%	0%	10%	20%	16.67%	0%	12.50%	33.33%	11.11%	66.67%	16.67%	0%	16.67%
Meets	31.58%	0%	0%	15%	0%	25%	0%	29.17%	0%	33.33%	0%	22.22%	0%	5.56%
Masters	26.32%	0%	0%	20%	0%	45.83%	0%	29.17%	0%	38.89%	0%	22.22%	0%	5.56%

**Asian**

Total Students	37	-	-	37	-	36	-	37	-	39	-	39	-	39
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	2.70%	-	-	2.70%	-	0%	-	0%	-	2.56%	-	0%	-	0%
Did Not Meet High	2.70%	-	-	0%	-	0%	-	2.70%	-	0%	-	0%	-	25.64%
Approach Low	0%	-	-	0%	-	2.78%	-	2.70%	-	2.56%	-	2.56%	-	10.26%
Approach High	2.70%	-	-	10.81%	-	5.56%	-	10.81%	-	2.56%	-	17.95%	-	12.82%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Meets	18.92%	-	-	29.73%	-	19.44%	-	32.43%	-	25.64%	-	7.69%	-	23.08%
Masters	72.97%	-	-	56.76%	-	72.22%	-	51.35%	-	66.67%	-	71.79%	-	28.21%

**American Indian/Alaskan Native**

Total Students	-	-	-	-	-	-	-	-	-	1	-	1	-	1
Excluded	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Did Not Meet Low	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Did Not Meet High	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Approach Low	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Approach High	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Meets	-	-	-	-	-	-	-	-	-	0%	-	0%	-	0%
Masters	-	-	-	-	-	-	-	-	-	100%	-	100%	-	100%

**Black/African American**

Total Students	1	-	-	1	-	4	-	4	-	5	-	5	-	5
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	0%	-	-	0%	-	25%	-	0%	-	20%	-	20%	-	40%
Did Not Meet High	0%	-	-	100%	-	0%	-	25%	-	0%	-	0%	-	20%



	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Approach Low	0%	-	-	0%	-	0%	-	0%	-	20%	-	0%	-	0%
Approach High	100%	-	-	0%	-	25%	-	25%	-	40%	-	40%	-	40%
Meets	0%	-	-	0%	-	50%	-	50%	-	0%	-	40%	-	0%
Masters	0%	-	-	0%	-	0%	-	0%	-	20%	-	0%	-	0%
<b>Two or More Races</b>														
Total Students	3	-	-	3	-	2	-	2	-	2	-	2	-	2
Excluded	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet Low	0%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%
Did Not Meet High	33.33%	-	-	66.67%	-	0%	-	0%	-	0%	-	0%	-	0%
Approach Low	33.33%	-	-	0%	-	0%	-	50%	-	0%	-	0%	-	50%
Approach High	0%	-	-	33.33%	-	0%	-	50%	-	0%	-	0%	-	0%
Meets	33.33%	-	-	0%	-	0%	-	0%	-	0%	-	0%	-	50%
Masters	0%	-	-	0%	-	100%	-	0%	-	100%	-	100%	-	0%
<b>Economic Disadvantage</b>														
Total Students	10	2	2	10	5	7	5	7	1	13	1	13	1	13
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	20%	50%	0%	20%	40%	14.29%	20%	0%	0%	15.38%	0%	7.69%	100%	15.38%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 3	May 2024 STAAR Mathematics Spanish, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts Spanish, Grade 4	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics Spanish, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts Spanish, Grade 5	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics Spanish, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science Spanish, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	10%	0%	50%	60%	0%	14.29%	60%	14.29%	100%	0%	0%	7.69%	0%	46.15%
Approach Low	20%	50%	50%	0%	40%	0%	20%	42.86%	0%	7.69%	0%	15.38%	0%	15.38%
Approach High	30%	0%	0%	10%	20%	28.57%	0%	28.57%	0%	23.08%	100%	38.46%	0%	7.69%
Meets	20%	0%	0%	10%	0%	28.57%	0%	14.29%	0%	23.08%	0%	15.38%	0%	7.69%
Masters	0%	0%	0%	0%	0%	14.29%	0%	0%	0%	30.77%	0%	15.38%	0%	7.69%

As we go into 2024-2025, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

## 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 to foster growth in all student groups. **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 English Learners. **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 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

**Problem Statement 5 (Prioritized):** There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

**Problem Statement 6 (Prioritized):** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and, align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

**Problem Statement 7 (Prioritized):** There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.

# 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 to successfully implement the four essential questions of the PLC model. **Root Cause:** Inconsistent implementation of collaborative team time. Existing achievement gaps indicate additional needs for differentiated instructional design.

**Problem Statement 3 (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 4 (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 5 (Prioritized):** DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause:** Alignment needed for implementation of Spanish resources and instructional materials and finding any areas of need.

# Perceptions

## Perceptions Summary

We will build and strengthen relationships and support 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.

As a campus, we will 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.

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 2023-2024, we will be focusing on all four of the core values and truly begin looking at ways to measure success through the lens of our values. This should help solidify some of our work through the Visioning Work in which we have specific areas that may impact programs or instructional practices and how we are looking at overall effectiveness in these areas: Example: Professional Learning Communities/Multi-Tiered Systems of Support, Social Emotional Learning/Counseling/Mental Health.

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

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

## 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 learners' and staff's social, emotional, and wellness. **Root Cause:** Barriers exist as the focus tends to be on academic learning instead of the whole individual.

**Problem Statement 2 (Prioritized):** There is a continued need to provide opportunities for family engagement. **Root Cause:** Many families are seeking various opportunities to be involved in our school.

**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 1:** There is a need to provide a stronger focus on high-quality Tier I instruction to foster growth in all student groups.

**Root Cause 1:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

**Problem Statement 1 Areas:** Student Learning

**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 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 English Learners.

**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 4:** There is a need to create and maintain systems to support high levels of learning for all.

**Root Cause 4:** Barriers exist within the current system for high levels of learning for some sub-populations.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** There is a need for team collaboration and planning to successfully implement the four essential questions of the PLC model.

**Root Cause 5:** Inconsistent implementation of collaborative team time. Existing achievement gaps indicate additional needs for differentiated instructional design.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** There is a need to focus on learners' and staff's social, emotional, and wellness.

**Root Cause 6:** Barriers exist as the focus tends to be on academic learning instead of the whole individual.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** There is a continued need to provide opportunities for family engagement.

**Root Cause 7:** Many families are seeking various opportunities to be involved in our school.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus.



**Root Cause 8:** Continued need to focus on safety and inclusivity in our world and align our practices across the district

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** There is a need to review and strengthen our social emotional strategies that are taught and practiced campus-wide.

**Root Cause 9:** Lack of aligned resources and systemic structures to meet learner social emotional growth

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** 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 10:** Lack of alignment on the campus supporting and teaching character traits, social emotional skills, and isolation due to the pandemic

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** There is a need to focus on Multi-Tiered Systems of Support (MTSS) to ensure we are meeting the wide variety of needs within specific learner populations.

**Root Cause 11:** 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 11 Areas:** Demographics

**Problem Statement 12:** There is a need to enhance communication and engagement with families, especially those who come from diverse backgrounds.

**Root Cause 12:** Barriers exist within the current system with communication and engagement opportunities (including language barriers)

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.

**Root Cause 13:** Some learners demonstrate additional needs beyond effective Tier I instruction.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 14:** DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.

**Root Cause 14:** Alignment needed for implementation of Spanish resources and instructional materials and finding any areas of need.

**Problem Statement 14 Areas:** School Processes & Programs

**Problem Statement 15:** 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 15:** Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

**Problem Statement 15 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 17:** There is a need to continue the development of digital citizenship and digital safety.

**Root Cause 17:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

**Problem Statement 17 Areas:** Student Learning

**Problem Statement 18:** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and, align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

**Root Cause 18:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

**Problem Statement 18 Areas:** Student Learning

**Problem Statement 19:** There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth with learning opportunities.

**Root Cause 19:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.

**Problem Statement 19 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
- 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

Revised/Approved: April 16, 2024

**Goal 1:** Personal Growth and Experiences: We at 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> -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</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators                      -Campus Leadership team                      -Learning Coaches                      -Language Acquisition Specialist                      -GTI Coach</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 7</p> <p><b>Funding Sources:</b> Professional Development - 199 - State Comp Ed - 199-11-6411-00-111-24-000- - \$3,825,                      Intervention Resources - 199 - State Comp Ed - 199-11-6399-00-111-24-000 - \$3,590.99</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.</p> <p><b>Strategy's Expected Result/Impact:</b> -High-quality Tier I instruction.            -Alignment of instruction to TEKS.            -Increase in learner achievement.</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administration            -Learning Coach            -Curriculum Directors</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.</p> <p><b>Strategy's Expected Result/Impact:</b> -High-quality Tier I instruction            -Alignment of instruction to TEKS            -Increase in learner achievement</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administration            -Learning Coach            -Curriculum Directors</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Improve structures to mentor and support new campus educators and instructional aides.</p> <p><b>Strategy's Expected Result/Impact:</b> -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</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators            -Learning Coach</p> <p><b>Title I:</b>            2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 7 - School Processes &amp; Programs 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Denton Creek Elementary will provide professional learning and support for classroom educators in implementing Tier I instructional strategies for all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> -High quality Tier I instruction for learners -Implementation of SIOP Strategies</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators -Learning Coach -Language Acquisition Specialist -GTI Coach -Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> -Growth in educators as far as understanding structures and specific strategies that support learning -Sustainability and support for educators by providing aligned resources/training -Growth in aligned instructional practices being implemented across the campus</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators, -Learning Coach -Educators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 7 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> There is a need to focus on Multi-Tiered Systems of Support (MTSS) to ensure we are meeting the wide variety of needs within specific learner populations.</p> <p><b>Root Cause:</b> 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</p>

### Student Learning

**Problem Statement 1:** There is a need to provide a stronger focus on high-quality Tier I instruction to foster growth in all student groups. **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 English Learners. **Root Cause:** Lack of multiple data sources across the campus being used to show evidence of learner growth

**Problem Statement 7:** There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.

### 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 to successfully implement the four essential questions of the PLC model. **Root Cause:** Inconsistent implementation of collaborative team time. Existing achievement gaps indicate additional needs for differentiated instructional design.



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

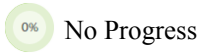
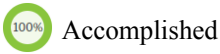
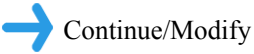

**Performance Objective 2:** Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> -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)</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators                      -Learning Coach                      -Campus Language Acquisition Specialist</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 4, 5</p> <p><b>Funding Sources:</b> Substitutes - 211 - Title I, Part A - 211-11-6112-00-111-24-000-21150 - \$12,544.83, PT/Temp                      Non-Exempt Employee - 211 - Title I, Part A - 211-11-6128-00-111-24-000-21150 - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increased learner growth across assessed content areas            -Increased educator proficiency with data analysis and differentiation of instruction            -Data-driven WIN interventions            -Consistent RtI Interventions</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administration            -Campus Leadership Team            -Campus Collaborative Teams</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Training for staff on Professional Learning Community (Solution Tree) - 211 - Title I, Part A - 211116299001112400021150 - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continued focus on supporting Emergent Bilingual Learners by enhancing academic vocabulary through professional learning, mentoring, coaching, and utilizing appropriate resources.</p> <p><b>Strategy's Expected Result/Impact:</b> -Growth in academic vocabulary            -Improvement in the application of academic vocabulary            -Improvement in speaking, listening, reading, and writing</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administration            -Learning Coach            -Language Acquisition Specialist            -Grade Level Educators</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training, and align structures for data review/documentation of behavioral growth.</p> <p><b>Strategy's Expected Result/Impact:</b> -Decrease in student discipline reports            -Growth in positive behaviors amongst students            -Growth in classroom management strategies            -Decrease in persistent discipline reports</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administration            -Counselor            -Educator            -Behavioral Specialist            -Behavior Committee</p> <p><b>Title I:</b>            2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained for all learners</p>
<p><b>Problem Statement 2:</b> There is a need to focus on Multi-Tiered Systems of Support (MTSS) to ensure we are meeting the wide variety of needs within specific learner populations. <b>Root Cause:</b> 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</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high-quality Tier I instruction to foster growth in all student groups. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions</p>
<p><b>Problem Statement 2:</b> There is a need to target specific reading, writing and math skills to focus on early intervention. <b>Root Cause:</b> Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs</p>
<p><b>Problem Statement 3:</b> 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 English Learners. <b>Root Cause:</b> Lack of multiple data sources across the campus being used to show evidence of learner growth</p>

### Student Learning

**Problem Statement 6:** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and, align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

### 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 to successfully implement the four essential questions of the PLC model. **Root Cause:** Inconsistent implementation of collaborative team time. Existing achievement gaps indicate additional needs for differentiated instructional design.

**Problem Statement 4:** 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 5:** DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause:** Alignment needed for implementation of Spanish resources and instructional materials and finding any areas of need.

**Goal 1: Personal Growth and Experiences:** We at 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			
<p><b>Strategy 1:</b> Provide resources and training to support educators in identifying the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> - 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</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators                      -Language Acquisition Specialist                      -Learning Coach                      -Bilingual Instructional Coach</p> <p><b>Title I:</b>                      2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> -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</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators            -Learning Coach            -Librarian            -GTI Specialist            -Counselor            -Language Acquisition Specialist            -District Curriculum Directors</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3, 6 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Targeted Instructional Resources (Math) and Socio Emotional Support - 211 - Title I, Part A - 211-11-6399-00-111-24-000-21150 - \$5,043</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement specific tutoring plans, per House Bill 1416, that focus on learners who have not met standard on state assessments and are in need of additional learning support.</p> <p><b>Strategy's Expected Result/Impact:</b> - Increased learner growth in the targeted areas of focus            -Achievement gaps reduced for all at risk learners            -Addresses closing the achievement gaps</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators            -Educators            -Language Acquisition Specialist            -Learning Coach</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 2:** There is a need to focus on Multi-Tiered Systems of Support (MTSS) 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 to foster growth in all student groups. **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 English Learners. **Root Cause:** Lack of multiple data sources across the campus being used to show evidence of learner growth

**Problem Statement 6:** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and, align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

### 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 to successfully implement the four essential questions of the PLC model. **Root Cause:** Inconsistent implementation of collaborative team time. Existing achievement gaps indicate additional needs for differentiated instructional design.

**Problem Statement 4:** 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 5:** DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause:** Alignment needed for implementation of Spanish resources and instructional materials and finding any areas of need.

**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, Asemebelis, STEAM class, 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			
<p><b>Strategy 1:</b> Provide training and resources to educators, enhancing curriculum connections to real-world application in learning.</p> <p><b>Strategy's Expected Result/Impact:</b> -Training that highlights real-world application in lesson design            -Increased learner engagement            -Increase learner awareness of career, college, and life readiness opportunities</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators            -Counselor            -Educators</p> <p><b>Title I:</b>            2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training and resources to educators, enhancing curriculum connections to real-world application in learning and strengthening understanding and implementation of Career Technical Education and Career College and Military Readiness elementary through secondary</p> <p><b>Strategy's Expected Result/Impact:</b> -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</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators            -Counselor            -Educators</p> <p><b>Title I:</b>            2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement STEAM (Science, Technology, Engineering, Art, and Mathematics) into our elementary specials classes.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increased learner engagement -Evidence of learning/growth in students' BULB portfolio -Increase in student performance.</p> <p><b>Staff Responsible for Monitoring:</b> -Principal -Campus Leadership Team -STEAM Educator -STEAM Coach -Learning Coach -GTi Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained for all learners</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high-quality Tier I instruction to foster growth in all student groups. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions</p>
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> Lack of alignment on the campus supporting and teaching character traits, social emotional skills, and isolation due to the pandemic</p>
<p><b>Problem Statement 5:</b> There is a need to continue the development of digital citizenship and digital safety. <b>Root Cause:</b> Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to create and maintain systems to support high levels of learning for all. <b>Root Cause:</b> Barriers exist within the current system for high levels of learning for some sub-populations.</p>
<p><b>Problem Statement 2:</b> There is a need for team collaboration and planning to successfully implement the four essential questions of the PLC model. <b>Root Cause:</b> Inconsistent implementation of collaborative team time. Existing achievement gaps indicate additional needs for differentiated instructional design.</p>

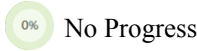
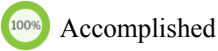
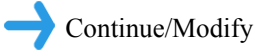

**Goal 2: Authentic Contributions:** We as Denton Creek will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

**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			
<p><b>Strategy 1:</b> Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> -Learner digital portfolios            -Educator digital portfolios            -Digital Portfolio training and implementation</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators, Educators            -Learning Coaches            -GTI Specialists            -Librarian            -Language Acquisition Specialist</p> <p><b>Title I:</b>            2.5</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> -Performance Tasks in all content areas            -Increase in authentic products            -Increased engagement in Panorama Survey</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators            -Learning Coach            -Librarian,            -GTi Specialist            -Counselor            -Language Acquisition Specialist            -Educators</p> <p><b>Title I:</b>            2.4, 2.5</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> There is a need to enhance communication and engagement with families, especially those who come from diverse backgrounds. <b>Root Cause:</b> Barriers exist within the current system with communication and engagement opportunities (including language barriers)</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high-quality Tier I instruction to foster growth in all student groups. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions</p>
<p><b>Problem Statement 2:</b> There is a need to target specific reading, writing and math skills to focus on early intervention. <b>Root Cause:</b> Lack of alignment across the campus with reading, writing and math skills focused on early intervention and identification of needs</p>
<p><b>Problem Statement 3:</b> 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 English Learners. <b>Root Cause:</b> Lack of multiple data sources across the campus being used to show evidence of learner growth</p>
<p><b>Problem Statement 5:</b> There is a need to continue the development of digital citizenship and digital safety. <b>Root Cause:</b> Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.</p>

**School Processes & Programs**

**Problem Statement 2:** There is a need for team collaboration and planning to successfully implement the four essential questions of the PLC model. **Root Cause:** Inconsistent implementation of collaborative team time. Existing achievement gaps indicate additional needs for differentiated instructional design.

**Problem Statement 4:** 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 continued need to provide opportunities for family engagement. **Root Cause:** Many families are seeking various opportunities to be involved in our school.

**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 revising, updating, implementing, and evaluating current PK-5th grade curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education.

**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, Second Steps Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Aligned implementation of social emotional support structures: class meetings, check-ins and restorative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> -Utilization of class meetings, check-ins and restorative practices within learning</p> <ul style="list-style-type: none"> <li>-Learner growth as indicated through survey and learner goals</li> <li>-Educator training on embedded supports</li> <li>-Campus aligned structures for class meetings</li> </ul> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators</p> <ul style="list-style-type: none"> <li>-Learning Coach</li> <li>-Counselor</li> <li>-Educators</li> </ul> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 4 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making, as well as suicide prevention, including recognizing suicide-related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)</p> <p><b>Strategy's Expected Result/Impact:</b> -Improvement in student health and wellness</p> <ul style="list-style-type: none"> <li>-Increased alignment of campus and district practices.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> -Campus Leadership Team</p> <ul style="list-style-type: none"> <li>-Science Core Director</li> </ul> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes &amp; Programs 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** 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 2:** There is a need to focus on Multi-Tiered Systems of Support (MTSS) 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 4:** 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 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 learners' and staff's social, emotional, and wellness. **Root Cause:** Barriers exist as the focus tends to be on academic learning instead of the whole individual.

**Problem Statement 2:** There is a continued need to provide opportunities for family engagement. **Root Cause:** Many families are seeking various opportunities to be involved in our school.

**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


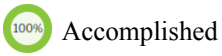
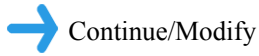

**Goal 3: Well-Being and Mindfulness:** We as Denton Creek will learn, engage, and work in a safe, inclusive and responsive environment.

**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			
<p><b>Strategy 1:</b> Review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.</p> <p><b>Strategy's Expected Result/Impact:</b> -Feedback from learners and families through Panorama survey                      -More equitable school environment.                      -Reduction in achievement gap across student groups.</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators                      -Counselor                      -Campus Leadership Team</p> <p><b>Title I:</b>                      2.6</p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 4, 6 - School Processes &amp; Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Analyze library resources through the lens of equity, equality and inclusivity for all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> -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</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators                      -Librarian</p> <p><b>Title I:</b>                      2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide families with equitable access to our campus and provide opportunities for parent engagement and involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> -Translated documents/resources            -Increased parent/school communication            -Increased Family Involvement            -Increased student support linked to social and emotional needs</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators            -Campus Leadership Team            -Counselor</p> <p><b>Title I:</b>            4.1, 4.2</p> <p><b>Problem Statements:</b> Demographics 3 - Perceptions 2</p> <p><b>Funding Sources:</b> Parent Engagement Night Supplies - 211 - Title I, Part A - 211-61-6399-00-111-24-000-21150 - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained for all learners</p>
<p><b>Problem Statement 3:</b> There is a need to enhance communication and engagement with families, especially those who come from diverse backgrounds. <b>Root Cause:</b> Barriers exist within the current system with communication and engagement opportunities (including language barriers)</p>
Student Learning
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> Lack of alignment on the campus supporting and teaching character traits, social emotional skills, and isolation due to the pandemic</p>
<p><b>Problem Statement 6:</b> There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and, align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. <b>Root Cause:</b> Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> There is a need to review and strengthen our social emotional strategies that are taught and practiced campus-wide. <b>Root Cause:</b> Lack of aligned resources and systemic structures to meet learner social emotional growth</p>



## Perceptions

**Problem Statement 1:** There is a need to focus on learners' and staff's social, emotional, and wellness. **Root Cause:** Barriers exist as the focus tends to be on academic learning instead of the whole individual.

**Problem Statement 2:** There is a continued need to provide opportunities for family engagement. **Root Cause:** Many families are seeking various opportunities to be involved in our school.





**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			
<p><b>Strategy 1:</b> Continue embedding training on Professional Learning Communities (PLC) and Multi-Tiered Systems of Support (MTSS) throughout campus professional learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> -Evidence of PLC structures in professional learning</p> <p>1.1 Strategy- create and implement consistent district-wide systems with fidelity that value equitable student support and growth.</p> <p>1.1.1 Specific Result: ensure continuous cycle of improvement of PLCs, PLCs are the vehicle to build capacity and maximize support of student outcomes.</p> <p>-Increase use of data to support evidence-based decisions for professional learning</p> <p>-Improve structure during team and campus meetings</p> <p>-Implementation of grade level intervention and enrichment times (WIN Time) across the campus</p> <p>-Support for new educators to the campus with mentoring and training on PLC's</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administration</p> <p>-Learning Coach</p> <p>-Language Acquisition Specialist</p> <p>-Librarian</p> <p>-GTi Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3, 4, 6 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Substitutes - 199 - State Comp Ed - 199-11-6112-00-111-24-000 - \$1,697.50</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> - 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</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators -Curriculum Directors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 2 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Partner with Wilson Elementary to provide combined Dual Language Immersion (DLI) cross-campus planning days and learning walks.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increased student achievement for Emergent Bilingual learners -Increased partnership and support for DLI educators</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Principals -Language Acquisitions Specialists -Director of ESL/Bilingual</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 7 - School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> There is a need to focus on Multi-Tiered Systems of Support (MTSS) to ensure we are meeting the wide variety of needs within specific learner populations. <b>Root Cause:</b> 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</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high-quality Tier I instruction to foster growth in all student groups. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions</p>

## Student Learning

**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 English Learners. **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 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

**Problem Statement 6:** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and, align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

**Problem Statement 7:** There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.

## 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 to successfully implement the four essential questions of the PLC model. **Root Cause:** Inconsistent implementation of collaborative team time. Existing achievement gaps indicate additional needs for differentiated instructional design.

**Problem Statement 5:** DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause:** Alignment needed for implementation of Spanish resources and instructional materials and finding any areas of need.

## 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 inform instructional practices.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support the district's research, development, and implementation of the CISD Community Based Accountability System.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increased community engagement                      -Positive school/parent relationships                      -Increase in student achievement                      -Advancement of CISD Core Values</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators                      -Campus Leadership Team                      -District Communications Department</p> <p><b>Title I:</b>                      2.4</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training on how learners can leverage technology to set and monitor academic, social, and emotional goals.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increased use of digital tools to set and monitor goals                      -Learner digital goal setting shared during Student Led Conferences                      -Panorama Data</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators                      -Learning Coaches                      -Educators</p> <p><b>Title I:</b>                      2.5</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

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

**Problem Statement 4:** 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





**Problem Statement 5:** There is a need to continue the development of digital citizenship and digital safety. **Root Cause:** Digital citizenship and digital safety are ongoing skills to be reinforced as technology and independence levels increase.

**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			
<p><b>Strategy 1:</b> Ensure all required safety drills occur on campus, provide specific training for staff and learners concerning safety practices, and identify any additional needs of safety support to be implemented based on state requirements/recommendations.</p> <p><b>Strategy's Expected Result/Impact:</b> - 8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes.</p> <p>- 8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff. Fall 2024</p> <p>- 8.2 Strategy - Increase accountability of individual roles in safety protocols.</p> <p>- 8.2.1 Specific result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders.</p> <p>-Safety of learners and staff at Denton Creek</p> <p>-Communication with stakeholders about safety and practices</p> <p><b>Staff Responsible for Monitoring:</b> -Campus Administrators</p> <p>-Coordinator of Safety &amp; Security</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> There is a need to focus on learners' and staff's social, emotional, and wellness. <b>Root Cause:</b> Barriers exist as the focus tends to be on academic learning instead of the whole individual.</p>
<p><b>Problem Statement 3:</b> There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. <b>Root Cause</b> : Continued need to focus on safety and inclusivity in our world and align our practices across the district</p>

# A Site Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Robyn Webb	Director of Federal and State Programs
Parent	Emily Blanton	Parent
Classroom Teacher	Mackenzie Tano	Special Education
Business Representative	David Campbell	Business Partner
Non-classroom Professional	Diana Gonzalez	Language Acquisition Specialist
Classroom Teacher	Kathy Struck	5th Grade Educator
Classroom Teacher	Alejandra Camarillo	4th Grade Educator
Classroom Teacher	Nikki White	3rd Grade Educator
Classroom Teacher	Lamar Day	2nd Grade Educator
Classroom Teacher	Jenny Pieper	1st Grade Educator
Classroom Teacher	Rachel Ollier	Kinder Educator
Classroom Teacher	Kendall Hogan	Early Childhood Educator
Administrator	Laura Melson	Assistant Principal
Administrator	Yanet Cardoza	Principal



# Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	PT/Temp Non-Exempt Employee	211-11-6128-00-111-24-000-21150	\$6,000.00
1	2	1	Substitutes	211-11-6112-00-111-24-000-21150	\$12,544.83
1	2	2	Training for staff on Professional Learning Community (Solution Tree)	211116299001112400021150	\$6,000.00
1	3	2	Targeted Instructional Resources (Math) and Socio Emotional Support	211-11-6399-00-111-24-000-21150	\$5,043.00
3	2	3	Parent Engagement Night Supplies	211-61-6399-00-111-24-000-21150	\$500.00
<b>Sub-Total</b>					<b>\$30,087.83</b>
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Resources	199-11-6399-00-111-24-000	\$3,590.99
1	1	1	Professional Development	199-11-6411-00-111-24-000-	\$3,825.00
4	1	1	Substitutes	199-11-6112-00-111-24-000	\$1,697.50
<b>Sub-Total</b>					<b>\$9,113.49</b>