



# School Improvement - Public Hearing

## Targeted Improvement & Turnaround Plans

Luci Schulz & Robin Brownell



## Supported Campuses

---

**Alexander Elementary**

---

**Cross Oaks Elementary**

---

**Paloma Creek Elementary**

---

**Martinez Elementary**

---

**Ginnings at Evers Elementary**

---

**Providence Elementary**

---

**Rivera Elementary**



Supported Campuses	Stakeholder Engagement
Alexander Elementary	October 17, 2025
Cross Oaks Elementary	October 21, 2025
Paloma Creek Elementary	October 7, 2025
Martinez Elementary	October 21, 2025
Ginnings at Evers Elementary	October 17, 2025
Providence Elementary	October 17, 2025
Public Hearing	November 11, 2025

**Lever 1**      **Strong School Leadership  
& Planning**

---

**Lever 2**      **Strategic Staffing  
(TIA)**

---

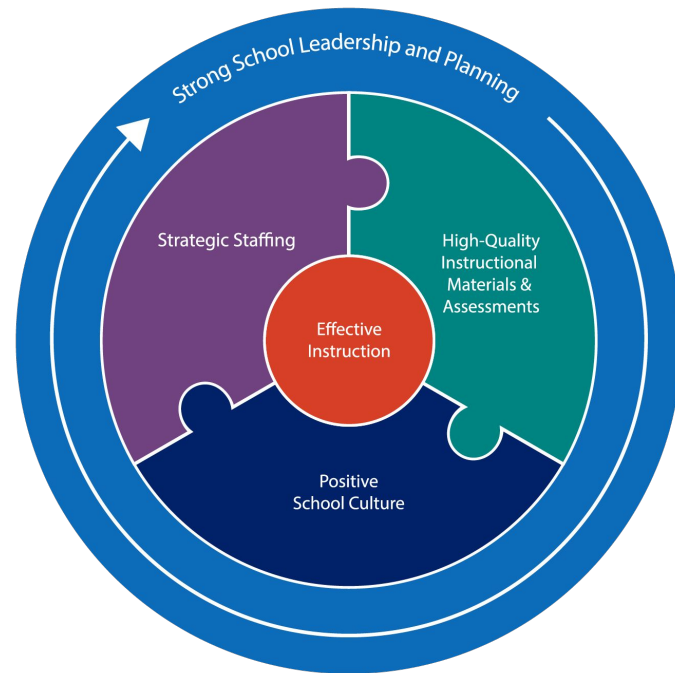
**Lever 3**      **Positive School  
Culture**

---

**Lever 4**      **High-Quality Instructional  
Materials**

---

**Lever 5**      **Effective  
Instruction**



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

Topic	Explanation and Purpose	All Campuses	Priority Campuses
Campus Improvement	<b>Institutional Design and Delivery</b>		
	<b>Topic</b> <b>Explanation and Purpose</b> <b>All Campuses</b> <b>Priority Campuses</b>		
Curriculum Delivery	The district's written curriculum documents are expected to be used in every classroom and are assessed in every classroom. The district's curriculum documents are reviewed, revised, and updated as needed.	The principal or AA authority monitor and ensure the district curriculum is followed as intended.	In addition to the AA Campuses expectations, the priority campus principal reports curriculum monitoring findings to the Area Superintendent at least quarterly. The principal reports findings to the Board of Trustees at the Board and Learning Division meeting.
Accountability			The priority campus principal reports the priority campus principal's findings to the curriculum committee at least quarterly. The priority campus principal reports findings to the Board of Trustees and Institutional Strategy Committee. Some campuses will include AA data in the Superintendent's and Board of Trustees and Learning Division meeting.
AA/SL Campus Focus			
Student Learning	Collaborative teams meet regularly to plan instruction, "review student learning, and planning for the future." Teams operate within the AA Framework, responding to the four FCL outcomes, with a focus on improving teaching practices and student outcomes through district and campus level data-informed decisions.	Every school principal and AA authority monitor a minimum of 2 x per week. The priority activity monitor and ensure FCLs met regularly.	In addition to the AA Campuses collaborative teams follow a team meeting protocol. Campuses will collect a view of their selected progress to report to the AA Office. The priority campus principal and AA develop and share with teams a written collaborative team plan. The principal documents that outlines campus team planning mechanisms. The written plan is shared with the AA Office. The principal can be added and used to more effectively FCL reporting.
21st Century Learning	"Planning instructional decisions based on frequent information to the Design 6000 Instructional Indicators"		The priority campus principal and AA's each attend collaborative meetings at least once per week and actively monitor the team's progress and key focused on instructional planning and student learning.
Monitoring			
	<b>Topic</b> <b>Explanation and Purpose</b> <b>All Campuses</b> <b>Priority Campuses</b>		
Data Driven Instruction	Use high performing schools as exemplars. Monitor expectations for data-informed decisions in real time—regarding data collected weeks before given time. A data driven decision-making process, including analysis, focused action plan, and monitoring. The principal and AA authority observations with timely feedback.	The principal and AA authority monitor and ensure the campus expectations in data-driven decisions.	In addition to the AA Campuses expectations, the priority campus principal, AA, and 100% of elementary teachers and all RPS of secondary teachers participate in the Data Driven Instruction process plan for the Learning and 2.0 Data Driven Instruction (DDI) plan. The principal shares findings to the Board of Trustees at the AA Office.
Progress Monitoring	Common assessments (CAs) are designed to measure student learning and are given at least quarterly. The principal and AA authority monitor and ensure the CAs are used to inform instructional planning and assessment.	Elementary: "The principal and AA authority monitor to ensure 100% of assessments are administered as designed." Secondary: The principal and AA authority monitor to ensure common assessments are administered as designed, with at least 10% of students completing each assessment.	In addition to the AA Campuses expectations, the priority campus principal reports progress monitoring findings to the Area Superintendent at quarterly meetings.

# The Performance Playbook

# The Performance Playbook

## Denton ISD Performance Playbook 2025-2026

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



### Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

Topic	Explanation and Purpose	All Campuses	Priority Campuses
-------	-------------------------	--------------	-------------------

## Denton ISD Performance Playbook 2025-2026

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





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

# The Performance Playbook

## Vision, Culture, and Strategic Goals

Campus Improvement Plans	Instructional Design and Delivery
<b>Curriculum Delivery</b> The district's written curriculum defines what students are expected to learn and the standards, content, and skills that are emphasized as the basis for what is taught and assessed in every classroom, with alignment in content, content, and cognitive demand.	The principal and APs actively monitor and ensure the district curriculum is delivered as intended.  In addition to the All Campus expectations, the priority campus principal reports curriculum monitoring findings to the Area Superintendent at quarterly meetings and receives ongoing support from the Area Superintendent.
<b>Collaborative Team Planning</b> Collaborative teams meet regularly to plan instruction, review student learning, and plan for learning. Teams operate within the PLC framework, responding to the four PLC questions, with a focus on improving teaching practices and student outcomes through shared responsibility and data-informed decisions.	Elementary collaborative teams meet a minimum of 1 a per week. Secondary collaborative teams meet a minimum of 2 a per week.  The principal actively monitors and ensures PLCs meet regularly.  The priority campus principal and APs develop and share with teams a written collaborative team planning document that outlines campus team planning expectations. The written plan, loaded in the ACP folder on district's shared drive can be added and used to ensure adequate PLC opportunities.  The priority campus principal and APs each attend collaborative team meetings at least once per week and actively monitor that teams meet regularly and stay focused on instructional planning and student learning.

## Monitoring

High-Performing Schools	High-Performing Schools	High-Performing Schools
<b>Data-Driven Instruction</b> High-performing schools use frequent, formative assessments to drive instructional decisions. In real time—regardless of the time of day—data is used to inform decisions. Data-driven teams convene to regularly assess student learning, analyze data, and plan instruction. Data is used to inform decisions, and data is used to inform decisions.	<b>Formative Assessments</b> Formative assessments (GAs) are designed to measure student learning in priority content areas across classrooms and campuses, providing consistent data to inform instruction, identify learning gaps, and support collaborative planning and intervention.	<b>Summative Assessments</b> Summative assessments are administered as designed, with at least 75% of students completing each assessment.

## Vision, Culture, and Strategic Goals

- Campus Improvement Plans
- Accountability: STAAR Campus Goals
- Student Culture

## Instructional Design & Delivery

- Curriculum Delivery
- Collaborative Team Planning

## Monitoring

- Curriculum Delivery
- Collaborative Team Planning



# C4Ward Leadership Kickoff July 2025





# Our Why



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

## **Key Focus Areas**

---

**Student Outcome Goals**

---

**School Improvement Strategy**

---

**Curriculum & Instruction Alignment**

---

**Capacity Building**

---

**Milestones**

---

**Performance Management & Reflection**

---



# School Improvement Strategy

Our Focus Areas	Corresponding ESF Levers	
Strong School Leadership & Planning	Lever 1	Strong School Leadership & Planning
Strategic Staffing (Teacher Incentive Allotment)	Lever 2	Strategic Staffing (TIA)
Positive School Culture, Supported by the Denton ISD Core Behavioral Framework	Lever 3	Positive School Culture
High-Quality Instructional Materials	Lever 4	High-Quality Instructional Materials
	Lever 5	Effective Instruction

# Curriculum & Instruction Alignment

## Denton ISD Performance Playbook 2025-2026

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



### Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses
<b>Instructional Design and Delivery</b>			
<b>Curriculum Delivery</b>	The district's written curriculum defines what students are expected to learn and must be consistently used as the basis for what is taught and assessed in every classroom, with alignment in content, context, and cognitive demand.	The principal and APs actively monitor and ensure the district curriculum is delivered as intended.	In addition to the All Campuses expectations, the priority campus principal reports curriculum monitoring findings to the Area Superintendent at quarterly meetings and receives ongoing support from the Teaching & Learning Division.  The priority campus principal and APs actively monitor instruction by using the curriculum Center Overview, Unit plans, and Instructional Strategy Cards. Some campus walks include Area Superintendents and Teaching & Learning.
<b>Collaborative</b>	Collaborative teams meet regularly to plan, prepare, and plan for learning. Teams operate within the PLC framework, responding to the four PLC questions, with a focus on improving teaching practices and student outcomes through shared responsibility and data-informed decisions.	Teachers/collaborative teams meet a minimum of 2-4 per week.  The principal actively monitors and ensures PLCs meet regularly.	In addition to the All Campuses expectations, the priority campus principal and APs develop and share with teams a written collaborative team planning document that outlines campus team planning expectations. The written plan is added to the AP's folder as a discretionary tool to be added and used to ensure adequate PFT opportunities.  The priority campus principal and APs each attend collaborative team meetings at least once per week and actively monitor that teams meet regularly and stay focused on instructional planning and student learning.
<b>Monitoring</b>			
<b>Instruction</b>	The principal and APs actively monitor and ensure the campus engages in data-driven instruction.	The principal and APs actively monitor and ensure the campus engages in data-driven instruction.	In addition to the All Campuses expectations, the priority campus principal, APs, and 100% of elementary teachers and at least 80% of secondary teachers participate in the Data-Driven Instruction Chapter Series. Use the leverage leadership 2.0 book early (pages 1-10) and pages 1-10. The principal develops a written plan for the book study and adds it to the AP's folder.
<b>Progress Monitoring/ Common Assessments</b>	Common assessments (CA) are designed to measure student learning on priority standards across classrooms and campuses, providing timely learning data, and support common planning and intervention.	Elementary - The principal and APs actively monitor to ensure 100% of assessments are administered as designed.  Secondary - The principal and APs actively monitor to ensure common assessments are administered as designed, with at least 75% of students completing each assessment.	In addition to the All Campuses expectations, the priority campus principal reports curriculum monitoring findings to the Area Superintendent at quarterly meetings.

## Curriculum Delivery

The district's written curriculum defines what students are expected to learn and must be consistently used as the basis for what is taught and assessed in every classroom, with alignment in content, context, and cognitive demand. The principal and APs actively monitor and ensure the district curriculum is delivered as intended.

The priority campus principal reports curriculum monitoring findings to the Area Superintendent at quarterly meetings and receives ongoing support from the Teaching & Learning Division. The priority campus principal and APs actively monitor instruction by using the curriculum Storyboards and Instructional Strategy Cards. Some campus walks include Area Superintendents and Teaching & Learning.



# Capacity Building

## Collaborative Team Planning

Collaborative teams meet regularly to plan instruction, review student learning, and plan for learning. Teams operate within the PLC framework, responding to the four PLC questions, with a focus on improving teaching practices and student outcomes through shared responsibility and data-informed decisions. Planning instruction includes frequent references to the Denton ISD Instructional Framework. The principal actively monitors and ensures PLTs meet regularly.

Collaborative teams follow a team meeting protocol. The priority campus principal and APs develop and share with teams a written collaborative team planning document that outlines campus team planning expectations. The priority campus principal and APs each attend collaborative team meetings and actively monitor that teams meet regularly and stay focused on instructional planning and student learning.

### Denton ISD Performance Playbook 2025-2026

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



#### Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses
<b>Campus Improvement Plan</b>			
<b>Instructional Design and Delivery</b>			
<b>Curriculum Delivery</b>	The district's written curriculum defines what students are expected to learn and must be consistently used as the basis for what is taught and assessed in every classroom, with alignment in content, content, and cognitive demand.	The principal and APs actively monitor and ensure the district curriculum is delivered as intended.	In addition to the All Campuses expectations, the priority campus principal actively monitors findings to the Area Superintendent at quarterly meetings and actively engages support from the Teaching & Learning Division. The priority campus principal and APs actively monitor instruction by using the curriculum corner observation tool and instructional strategy cards. Some campus needs will include three.
<b>Collaborative Team Planning</b>	Collaborative teams meet regularly to plan instruction, review student learning, and plan for learning. Teams operate within the PLC framework, responding to the four PLC questions, with a focus on improving teaching practices and student outcomes through shared responsibility and data-informed decisions.	Exemplary collaborative teams meet a minimum of 1 x per week. Secondary collaborative teams meet a minimum of 2 x per week. The principal actively monitors and ensures PCTs meet regularly.	In addition to the All Campuses expectations, collaborative teams follow a team meeting protocol. Campuses will submit a copy of their annual protocol to the APD. The priority campus principal and APs develop and share with teams a written collaborative team planning document that outlines campus team planning expectations. The written plan is added to the APD folder as a discretionary tool and used to ensure adequate PCT opportunities. The priority campus principal and APs each attend collaborative team meetings at least once per week and actively monitor that teams meet regularly and stay focused on instructional planning and student learning.
<b>Monitoring</b>	Monitoring includes frequent references to the Denton ISD Instructional Framework.		

Topic	Explanation and Purpose	All Campuses	Priority Campuses
<b>Assessment</b>			
<b>Data-Driven Instruction</b>	High performing schools use frequent, formative assessments to drive instructional decisions in real time—responding to student needs before gaps widen. A data-driven campus commits to regular assessment cycles, deep data analysis, focused action planning, instructional data meetings, and professional learning with timely feedback.	The principal and APs actively monitor and ensure the campus engages in data-driven instruction.	In addition to the All Campuses expectations, the priority campus principal, APs, and 100% of elementary teachers and at least 75% of secondary teachers participate in the Data-Driven Instruction chapter Series L of the Leverage Leadership 2.0 book early (pages 148-150). The principal develops a written plan for the book study and adds it to the APD folder.
<b>Progress Monitoring/ Common Assessments</b>	Common assessments (CAAs) are designed to measure student learning on priority standards across classrooms and campuses, providing consistent data to inform instruction, instructional data planning and interpretation.	Exemplary – The principal and APs actively monitor to ensure 100% of assessments are administered as designed. Secondary – The principal and APs actively monitor to ensure common assessments are administered as designed, with at least 75% of students completing each assessment.	In addition to the All Campuses expectations, the priority campus principal actively monitors findings to the Area Superintendent at quarterly meetings.

# Milestones

## Denton ISD Performance Playbook 2025-2026

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



### Vision, Culture, and Strategic Goals

Topic	Explanation and Purpose	All Campuses	Priority Campuses
<b>Campus Improvement Plan</b>			
<b>Instructional Design and Delivery</b>			
<b>Curriculum Delivery</b>	The district's written curriculum defines what students are expected to learn and must be consistently used as the basis for what is taught and assessed in every classroom, with alignment in content, content, and cognitive demand.	The principal and APs actively monitor and ensure the district curriculum is delivered as intended.	In addition to the All Campuses expectations, the priority campus principal reports campus monitoring findings to the Area Superintendent at quarterly meetings and receives ongoing support from the Teaching & Learning Division.
<b>Collaborative Team Planning</b>	Collaborative teams meet regularly to plan instruction, review student learning, and plan for learning. Teams operate within the PLC framework, responding to the four PLC questions, with a focus on improving teaching practices and student outcomes through shared responsibility and data-informed decisions.	Elementary collaborative teams meet a minimum of 1 a per week. Secondary collaborative teams meet a minimum of 2 a per week. The principal actively monitors and ensures PLCs meet regularly.	In addition to the All Campuses expectations, collaborative teams follow a team meeting protocol. Campuses will submit a copy of their annual protocol to the APD folder.
<b>Student Culture</b>			
<b>Monitoring</b>	Monitoring includes frequent references to the Denton ISD operational documents.		The priority campus principal and APs each submit collaborative team meeting or team work per week and actively monitor that teams meet regularly and stay focused on instructional planning and student learning.

Topic	Explanation and Purpose	All Campuses	Priority Campuses
<b>Monitoring</b>			
<b>Data-Driven Instruction</b>	The principal and APs actively monitor and ensure the campus engages in data-driven instruction. High performing schools use frequent, formative assessments to drive instructional decisions in real time—responding to student needs before gaps widen. A data-driven campus commits to regular assessment cycles, deep data analysis, focused action planning, instructional data meetings, and all observations with timely feedback.	The principal and APs actively monitor and ensure the campus engages in data-driven instruction. High performing schools use frequent, formative assessments to drive instructional decisions in real time—responding to student needs before gaps widen. A data-driven campus commits to regular assessment cycles, deep data analysis, focused action planning, instructional data meetings, and all observations with timely feedback.	In addition to the All Campuses expectations, the priority campus principal, APs, and 100% of elementary teachers and 50% of secondary teachers participate in the Data-Driven Instruction book study (see the Leverage Leadership 2.0 book study <a href="#">(pages 145-150 and pages 151-155)</a> ). The principal develops a written plan for the book study and submits it to the APD folder.
<b>Progress Monitoring/ Common Assessments</b>	Common assessments (CAs) are designed to measure student learning on priority standards across classrooms and campuses, providing consistent data to inform instruction, assessment data planning, and intervention.	Elementary – The principal and APs actively monitor to ensure 100% of assessments are administered as designed. Secondary – The principal and APs actively monitor to ensure common assessments are administered as designed, with at least 75% of students completing each assessment.	In addition to the All Campuses expectations, the priority campus principal reports progress monitoring findings to the Area Superintendent at quarterly meetings.

## Data Driven Instruction and Progress Monitoring

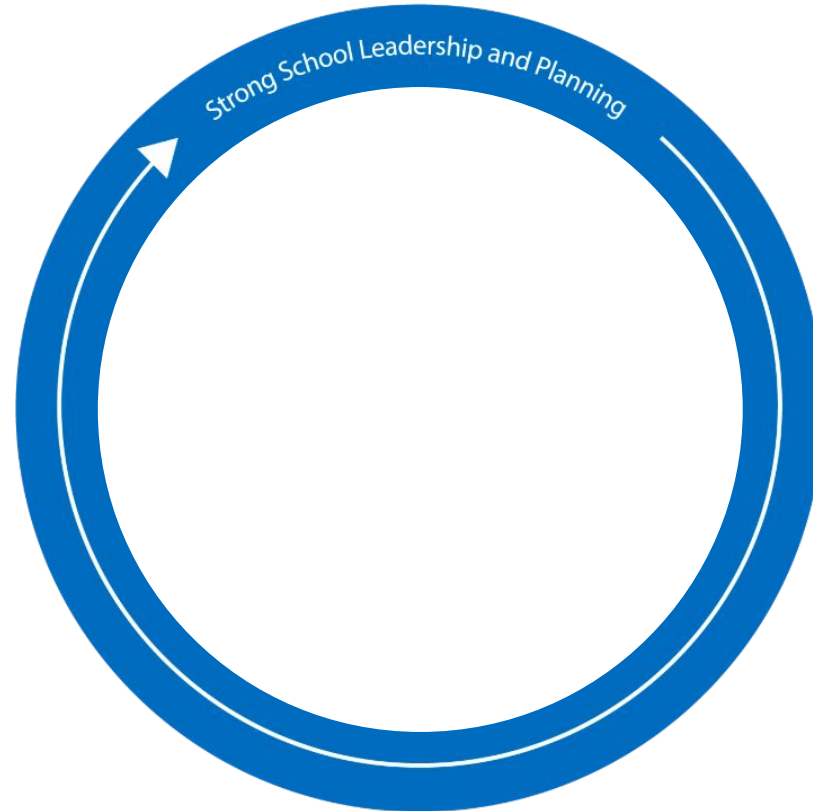
Schools use frequent, formative assessments to drive instructional decisions in real time—responding to student needs before gaps widen. The campus commits to regular assessment cycles, deep data analysis, focused action planning, and structured data meetings. The principal and APs actively monitor and ensure the campus engages in data-driven instruction. The principal and APs actively monitor to ensure 100% of assessments are administered as designed.

Priority campus principals, APs, and teachers participate in the “Data-Driven Instruction” chapter of the *Leverage Leadership 2.0* book study. The principal develops a written plan for the book study.

The priority campus principal reports progress monitoring findings to the Area Superintendent at quarterly meetings.



# Performance Management



# Grant Information

## **LASO 4 - Texas Education Agency**

- **School Improvement Curriculum and Instruction Support Grant (SI CISG)**
- **PREP Allotment Program**
  - **PREP Residency Preservice Program**
  - **PREP Grow Your Own Program**
  - **PREP Mentorship Program**





# Questions or Comments?